



CHRISTCHURCH
HELICOPTERS^{NZ}

SELF- REVIEW REPORT

The Education [Pastoral Care
of Tertiary and International
Learners] Code of Practice 2021

October 2023

TEO INFORMATION

TEO Name: Christchurch Helicopters Limited trading as 'Christchurch Helicopters'

MoE Number: 8031

Christchurch Helicopters CEO: Terry Murdoch
Terry@chchheli.nz

Code Contact: Kevin Walsh
Training Manager
03 359 0470
kevin@chchheli.nz



2023 Enrolments:

15

[All Domestic, all over 18 years on enrolment]

Self-review conducted by the Christchurch Helicopters Safety Manager, reviewed by CEO and Training Manager.



INTRODUCTION AND PURPOSE

This document has been produced to provide a summary of the Self Review carried out by Christchurch Helicopters as required by tertiary education providers under the 'Education [Pastoral Care of Tertiary and International Learners] Code of Practice'.

The Code of Practice defines 12 Outcomes required by tertiary education providers to ensure a safe learner environment. This document addresses Outcomes 1 – 4 only. Outcomes 5 – 7 relate to student accommodation, Christchurch Helicopters do not provide student accommodation, so this is not applicable. Outcomes 8 – 12 relate to International Enrolments, again at this stage Christchurch Helicopters do not accept International Enrolments and do not intend to seek approval for this in the medium term.

The code also references Outcomes 13 – 22, these relate to schools enrolling international learners so is not applicable to Christchurch Helicopters.

The Code of Practice requires Education Providers to self-review their learner safety and wellbeing process and rate them on the following scale:

- ➔ Well Implemented
- ➔ Implemented
- ➔ Developing
- ➔ Early Stages

Although Pastoral Care requirements have existed in the past this code is a relatively new standard and does vary from the Interim Code previously implemented. Requirements for domestic only, no student accommodation providers has increased significantly. Christchurch Helicopters is committed to providing a safe learning environment for all learners and is committed to continuous improvement of these core requirements.

OUTCOME ONE

A LEARNER WELLBEING AND SAFETY SYSTEM

Self-review rating – *Implemented*

What we do:

In response to the requirements of this Code of Practice, we have developed a 'Learner Wellbeing and Safety Strategic Pathway Plan'. This details learner focused wellbeing and safety goals and objectives to achieve the required outcomes of the code. This plan sits alongside our overarching company safety goals and is reviewed annually.

Learners are regularly asked for their feedback and input in relation to their studies. This includes: end of module evaluations, quarterly one-on-one meetings with the Pastoral Care Manager and end of course evaluations. They also have daily access to the Training Manager and their individual instructors.

As an aviation business we maintain an emergency response plan to respond to an emergency situation. This plan has been reviewed in respect to responding to a learner based emergency and is considered appropriate. The focus of the plan is to ensure a cohesive, management lead, response to an emergency.

Our company wide Safety Management System ensure there is the ability for anyone, including students, to report incidents to us and that they will appropriately acted on. Quarterly Safety reporting ensures that the management team have full visibility of all incident reports and action taken for review.

Students are inducted into the SMS prior to commencing practical flight training.



This ensures they understand what is expected of them as a student pilot as well as what they should expect in return for the organisation with respect to safety management. Students are given the same induction training that a company pilot would receive so there is no difference between student or employee with respect to safety training.

Staff and students are provided with a resource kit of support services available to learners. In addition to this two staff members have enrolled in Mental Health First Aid training.

How we know it is working

The ground theory tutor collates individual module evaluations and reports on feedback through a summary spreadsheet for review.

The Pastoral Care Manager carries out quarterly one-on-one student meetings. The training management team meet weekly to review course progress and short term planning.

The Pastoral Care Manager conducts exit interviews with all students following completion of the course. Prior to the exit meeting students are encouraged to fill out a course review form. Students are given the opportunity to give feedback on all aspects of their time with us.

What we're doing next to improve our processes

Strategic goals and objectives focused on physical safety. These have been reviewed and an overall learner wellbeing strategic plan implemented.

Mental health training course identified and approved by management for two staff members to attend



OUTCOME TWO

LEARNER VOICE

Self-review rating – *Implemented*

What we do:

Due to the small cohort size and single campus layout, learners have many opportunities to engage with staff. Formal opportunities include: end of module evaluations, quarterly one-on-one meetings, and end of course evaluations. Informally the student classroom and student break room is co-located with staff offices and facilities. This means learners have daily contact with staff at all levels of the organisation.

The complaints process is detailed to learners through the student handbook on commencement of studies. This includes escalation options for the learner if they are not satisfied with the outcome.

Complaints are handled in a similar manner to safety reports in that an appropriate person is assigned to review the complaint. The CEO has full visibility of the complaint and action taken and has the ability to appoint an external person if necessary to review and investigate the complaint.

Learners are invited to, as a group, appoint a student representative for their cohort. This provides another option for learners to raise issues through their peers if they are not comfortable raising themselves.

Complaints are included in the quarterly safety report so the Management Team have visibility of reported complaints and can review both the complaint and action taken.

How we know it is working

Each cohort has welcomed the opportunity to have a course leader and we find each student provides honest feedback in one-on-one sessions.

All students take the opportunity to give open and honest feedback during their end of course evaluation. This feedback is reviewed by the management team and acted upon as necessary.

What we're doing next to improve our processes

Learners have various formal and informal methods to raise their voice however, learner information in the student handbook was focused around the complaints process.

The student handbook has been revised to guide learners on how their voice can be involved in proactive development of the course and their overall experience not just the complaints process.



OUTCOME THREE

SAFE, INCLUSIVE, SUPPORTIVE AND ACCESSIBLE PHYSICAL AND DIGITAL LEARNING ENVIRONMENTS

Self-review rating – *Implemented*

What we do:

We set a clear staff and student code of conduct outlining our expectations with respect to behaviour towards each other.

Learners are heavily integrated with our day-to-day operation both formally and informally. Learner facilities are co-located with staff offices, share hangar space with our engineering department and where possible are invited to watch or assist with commercial work to gain insights into real-world activities. All of this promotes an inclusive learning environment.

A student handbook provide information on resources and support networks available to learners during their studies.

Learners are provided with a dedicated student break room outside the classroom where they are encouraged to spend down time together and bond as a group. The break room includes kitchen facilities, tables and chairs, couches and student lockers. Students are encouraged to make this space their own including utilising noticeboards and signboards for course photos and celebrating milestones such as first solo flight.

Students are given both formal and informal opportunities to share their views in a safe and supportive environment. Day-to-day they have access to staff throughout our organisation. They also have course evaluations and quarterly one-on-one meetings.



The student handbook includes links to various resources including the school leavers toolkit to ensure learners have the right information to succeed. As part of the enrolment process we discuss with learners how they envisage their time in Christchurch to play out including what support networks they might have or groups to connect with. Where necessary we provide advice on where to look for accommodation and how much they should expect to need to budget. We discuss any part time work they may be considering and how best to integrate this with their studies.

Weekly training meetings and monthly instructor meetings ensure that learner progress is actively monitored and tracked to ensure successful outcomes and identification of issues early.

Through our busy commercial helicopter operation we regularly have commercial pilots of all experience levels passing through. On an ad hoc basis, whenever possible we ask these pilots to spend some time with our learners to provide insight into their career path and their highs and lows.

Through industry engagement we keep up to speed with where demand for commercial pilots exists. We pass this information on to our learners and recent leavers to assist them with entering the workforce.

Learner feedback is sought on the physical and digital learning environment during course evaluations and this is considered when making amendments or changes.

How we know it is working

Students have been asked to provide feedback on a range of questions relating to all aspects of their training. This includes:

- ➔ The physical learning environment
- ➔ How their needs are supported
- ➔ Staff support

Feedback received suggested that learners feel that they are supported during their studies.

Most learners stated that information provided on commencement of the course met their needs indicating that overall the handbook provided sufficient information.

Learners provided positive feedback regarding getting to be involved in commercial operations and in fact asked if there could be more of this so we have reviewed how we can ensure more opportunities are available.

Various commercial operators have contacted us recently regarding jobs for recently qualified pilots. We pass this information onto current and recent students to aid in their job prospects.



OUTCOME FOUR

LEARNERS ARE SAFE AND WELL

Self-review rating – *Implemented*

What we do:

The student handbook provides a range of resources to assist students with their basic needs. Learners are also offered Student ID Cards that come with a range of benefits and community services while studying.

Physical and mental health is promoted through pilot medical standards throughout their studies. Health is also supported through programme design ensuring that learners have sufficient time to maintain a healthy work/life balance while studying. Selected key staff have mental health awareness training to assist in identifying at risk behaviours or attitudes.

Learners study Human Factors as part of the programme design which weighs heavily on managing personal health and wellbeing through their careers.

Privacy policy included in the Student Handbook includes information for learners on why we collect next of kin details and why/when we would contact them.

Learners are required to hold a CAA Class 1 or 2 medical while under training and a Class 1 medical to graduate. In the event that a learner has their medical suspended for whatever reason and for whatever time period, they are supported through this process with the ultimate goal of regaining their medical and returning to flight training.

How we know it is working

Core health and wellbeing is monitored and supported through a variety of means:

- ➡ Annual pilot medicals include both physical checks and wellbeing questionnaires
- ➡ Emphasis by instructors on the 'personal pre-flight' during pre-flight briefing (IMSAFE test) including a 'no questions asked' approach to rescheduling if a student asks to take a day off flying.

Recognised that our traditional student support was provided by a third party and having a base level of support internally would be best – training added to action items below.

What we're doing next to improve our processes

We reviewed our third party student wellbeing support and found it didn't meet our needs. Subsequently we have undertaken to train key staff members in mental health awareness, first aid and response so we are better equipped to manage this ourselves in a timely manner and get students any support they need, rather than relying on a third party.