NEW ZEALAND AVIATION ACADEMY

Te Oranga me Te Haumaru Ākonga
Learner Wellbeing and Safety

CODE SELF-REVIEW SUMMARY REPORT 2025

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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1. TEO information

<table>
<tr><td>TEO Name</td><td colspan="3">New Zealand Aviation Academy</td><td>MoE number</td><td>6688</td></tr>
<tr><td rowspan="2">Code contact</td><td>Name</td><td colspan="2">Stuart Graham</td><td>Job title</td><td>Chief Executive Officer</td></tr>
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<tr><td rowspan="4">Current enrolments</td><td rowspan="2">Domestic learners</td><td rowspan="2">Total #</td><td rowspan="2">#0</td><td>18 y/o or older</td><td>#0</td></tr>
<tr><td>Under 18 y/o</td><td>#0</td></tr>
<tr><td rowspan="2">International learners</td><td rowspan="2">Total #</td><td rowspan="2">#5</td><td>18 y/o or older</td><td>#5</td></tr>
<tr><td>Under 18 y/o</td><td>#0</td></tr>
<tr><td rowspan="4">Current residents</td><td rowspan="2">Domestic learners</td><td rowspan="2">Total #</td><td rowspan="2">#0</td><td>18 y/o or older</td><td>#0</td></tr>
<tr><td>Under 18 y/o</td><td>#0</td></tr>
<tr><td rowspan="2">International learners</td><td rowspan="2">Total #</td><td rowspan="2">#4</td><td>18 y/o or older</td><td>#4</td></tr>
<tr><td>Under 18 y/o</td><td>#0</td></tr>
<tr><td>Report author(s)</td><td colspan="5">Miranda Wei</td></tr>
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2. Introduction

2.1 Context

New Zealand Aviation Academy (NZAA), operated by New Zealand Aviation Academy Limited, is a specialist aviation education provider delivering comprehensive flight training programmes to domestic and international learners.

NZAA is registered as a Private Training Establishment (PTE) and is certificated by the Civil Aviation Authority of New Zealand (CAANZ) as a Part 141 Aviation Training Organisation. These aviation responsibilities operate alongside NZAA's separate obligations for learner wellbeing and safety under the Code.

NZAA continues to apply the resilience, adaptability and learner-support practices strengthened during the COVID-19 period, with a focus on maintaining a safe, supportive and effective learning environment.

In accordance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, NZAA prioritises learner wellbeing and safety and is committed to continuous improvement throughout each learner's educational journey.

2.2 Audience

The 2025 Self-Review Report is retained in NZAA's AIRS and SMART systems for staff, learners and relevant internal stakeholders. This summary is intended for publication through the NZAA website. Supporting evidence and records can be made available to NZQA on request, subject to privacy and confidentiality requirements.

2.3 Relevant regulation

2.3.1 The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

2.3.2 NZQA Guidance for Tertiary Providers – The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

2.3.3 NZQA guidance on complaints and critical incidents – reporting and publishing data in a self-review report.

3. Methods of data gathering and analysis

NZAA manages academic, quality, learner-support and regulatory information through SharePoint, AIRS (Safety & Quality Control), SMART and its public website. Relevant information is also retained in paper form where required, and learner-facing information is provided through electronic systems, orientation material and notices on campus and in student accommodation.

The 2025 self-review used surveys, student meetings and individual discussions, Student Support interactions, and review of policies, procedures, learner records, accommodation documents, complaints and other quality-management records. Evidence was considered together rather than in isolation so that feedback could be compared with controlled documents and operational records.

4. Stage of implementation for each outcome

4.1 Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / [Implemented] / Developing / Early stages
Outcome 2: Learner voice	[Well implemented] / Implemented / Developing / Early stages

4.2 Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	[Well implemented] / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	[Well implemented] / Implemented / Developing / Early stages

4.3 Additional wellbeing and safety practices in tertiary student accommodation (in relation to domestic and international tertiary learners)

	Rating
Outcome 5: A positive, supportive and inclusive environment in student accommodation	Well implemented / [Implemented] / Developing / Early stages
Outcome 6: Accommodation administrative practices and contracts	Well implemented / [Implemented] / Developing / Early stages
Outcome 7: Student accommodation facilities and services	[Well implemented] / Implemented / Developing / Early stages

4.4 Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	[Well implemented] / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / [Implemented] / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / [Implemented] / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	[Well implemented] / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Not applicable Well implemented / Implemented / Developing / Early stages

5. Summary of performance under each outcome

5.1 Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

5.1.1 Outcome 1: A learner wellbeing and safety system

Process 1: Strategic goals and strategic plans

NZAA first developed organisation-wide wellbeing and safety strategic goals and plans in 2022. The plans are reviewed annually, using learner and internal-stakeholder feedback from surveys, meetings and other channels. Significant revisions are recorded through quality-management processes and considered and approved through management meetings.

Process 2: Self review of learner wellbeing and safety practices

The wellbeing and safety strategic goals and plans provide the framework for NZAA's annual Code self-review. Practices may also be reviewed earlier if a deficiency or significant issue is identified. Feedback, complaints and operational evidence are used to assess effectiveness and identify improvements, which are recorded through management and document-control systems.

Process 3: Publication requirements

The current NZAA Wellbeing and Safety Strategic Goals and Plans 2024–2026 and the annual self-review report are made available through NZAA's website and SMART system for relevant stakeholders.

Process 4: Responsive wellbeing and safety systems

Wellbeing, safety and behavioural policies are available through SMART and AIRS and are introduced during staff and learner orientation. Student Services staff receive internal and external training, while staff and learners are trained in emergency reporting and response. NZAA maintains 24/7 emergency contact arrangements, emergency contact cards and off-campus communication channels, supported by the Emergency Response Plan and links with local Police.

5.1.2 Outcome 2: Learner voice

Process 1: Learner voice

Learner relationships are maintained through orientation, regular student meetings, surveys and reporting channels. Policies and regulatory information are communicated through SMART and explained in plain English. Learners are invited to contribute to the review of wellbeing and safety goals and plans, and student meetings provide opportunities for questions, feedback and explanation of decisions.

Process 2: Learner complaints

Complaint information is provided through the Student Grievance Policy, Training Agreement, orientation, SMART, the Student Complaint Process and ENR007. Learners may use a support person; expected timeframes are explained; records are retained in AIRS and/or SharePoint; and complaint information is reviewed through the annual Code self-review in a privacy-protected form. Complaint trends are used to identify possible improvements to policy, communication or procedure.

Process 3: Compliance with the Dispute Resolution Scheme

NZAA management is familiar with the Education (Domestic Tertiary Student and International Student Contract Dispute Resolution Scheme) Rules 2023 and the Study Complaints pathway. In 2025, a Level 5 international learner used the external pathway for a tuition-fee dispute. The final decision did not uphold the learner's claim and confirmed that the learner remained liable for the outstanding tuition fees. The case is summarised in Section 5.7.

5.2 Wellbeing and safety practices for all tertiary providers

5.2.1 Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

Process 1: Safe and inclusive communities

NZAA encourages reporting of academic and non-academic concerns through AIRS and maintains policies addressing discrimination, racism, bullying, harassment and abuse. POL018 and the reporting form are available through SMART, including anonymous reporting. Shared spaces support learner relationships, and

orientation introduces internal and external wellbeing and safety support channels through GUID001 and GUID002.

Process 2: Supporting learner participation and engagement

NZAA promotes open communication between learners, instructors and staff in class and informal settings. Orientation includes preparation and adjustment for tertiary study, while achievement, engagement and attendance are monitored through SMART and attendance records. Staff are trained in the Code, and Student Support and instructors provide advice on further study and career pathways; the 2025 report records successful progression from Level 5 to Level 6.

Process 3: Physical and digital spaces and facilities

Learners use classrooms, study areas, aircraft and online resources for review, quizzes and mock examinations. SMART provides course and flying schedules and access to academic and non-academic information. Student survey feedback reported high satisfaction with NZAA's physical and digital spaces and facilities.

5.2.2 Outcome 4: Learners are safe and well

Process 1: Information for learners about assistance to meet their basic needs

NZAA provides information on living costs, accommodation, tenant rights and responsibilities, healthy living and external services from the promotional stage through orientation and ongoing support. The Student Services Team provides individual assistance and records relevant advising interactions for review and improvement.

Process 2: Promoting physical and mental health awareness

Orientation and learner guidance emphasise physical and mental wellbeing, healthy lifestyles, self-management, cultural adjustment, language and communication strategies, community medical and mental-health services, and emergency response. GUID001 and GUID002 direct learners to appropriate support and external services.

Process 3: Proactive monitoring and responsive wellbeing and safety practices

Learners can raise health, wellbeing, bullying, harassment or other concerns through Student Support and ENR007, including named or anonymous reporting. NZAA monitors attendance, SMART scheduling and task completion for early signs of difficulty, maintains 24/7 support information and emergency contacts, and keeps current nominated-contact information. Incidents are recorded through AIRS and Code-related complaints are considered in the annual self-review.

5.3 Additional wellbeing and safety practices in tertiary student accommodation

5.3.1 Outcome 5: A positive, supportive and inclusive environment in student accommodation

Process 1: Information and promotional activities

Prospective and current residents receive accommodation information through the Prospectus, Self-Catered Residences Fact Sheet, application, Residential Agreement, Residential Rules and orientation material. NZAA collects information relevant to resident needs, explains communal-living responsibilities, provides self-care and support information, and displays clear graphic emergency procedures in accommodation.

Process 2: Accommodation staff

NZAA operates self-catered accommodation without dedicated live-in accommodation staff. A 24/7 emergency contact is available to residents for support and escalation.

Process 3: Accommodation staff must be fit and proper persons

This process is recorded as not applicable to NZAA's current self-catered accommodation staffing model.

Process 4: Proactive monitoring of residents' wellbeing and safety and responsive wellbeing and safety practices

Resident needs are identified through accommodation surveys, advising and direct communication. Concerns can be reported through ENR007, with the 24/7 emergency contact available when urgent support is required. NZAA uses attendance monitoring and fortnightly house inspections, provides at least 24 hours' notice for routine inspections, and escalates significant concerns through Student Support and management where necessary.

Process 5: A safe and inclusive residential community

Residents receive clear house rules before entering accommodation. The rules are displayed in the residences and reviewed during orientation to support a responsible, respectful and study-focused community.

5.3.2 Outcome 6: Accommodation administrative practices and contracts

Process 1: General principles

NZAA uses leased residential properties and seeks to ensure accommodation arrangements meet relevant Residential Tenancies Act 1986 requirements. The 2025 action plan includes publication of ownership/operator information and wellbeing and safety practices on the NZAA website. A separate on-site accommodation human-resources strategy is not applicable to the current model.

Process 2: Student accommodation contracts

Formal accommodation contracts are reviewed annually and approved by management. The review includes clarity of the refund policy, provision of house rules before signing, information about the complaint process and Dispute Resolution Scheme, and maintenance of records of accommodation-related complaints where applicable.

5.3.3 Outcome 7: Student accommodation facilities and services

NZAA's self-catered residences are intended for adult international learners and provide shared living and study spaces. Maintenance and repairs are coordinated with landlords or agents and recorded. Quiet study expectations are applied, student survey feedback indicates high satisfaction with accommodation facilities and services, and accommodation fees and receipts are managed through Xero with follow-up of outstanding balances.

5.4 Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

5.4.1 Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

International learners receive information through orientation, student meetings and GUID002 about the Code, NZAA's wellbeing and safety arrangements, pastoral-care roles and how to contact Student Services. Survey feedback indicates strong understanding of available support and high satisfaction with support services.

5.4.2 Outcome 9: Prospective international tertiary learners are well informed

Process 1: Marketing and promotion

NZAA works with Education New Zealand-approved agencies and maintains regular communication and training so agents receive current information. NZAA also reviews ENZ and Immigration New Zealand information, updates marketing material, and provides prospective learners with information through the Prospectus, website and application forms. Early learner feedback indicates that students generally felt well informed during their decision-making and application process.

Process 2: Managing and monitoring education agents

NZAA uses reference checks, formal agreements, performance reviews and learner feedback to manage education agents. The 2025 action plan requires stronger declarations in agent agreements relating to relevant legislation, ethical standards and consistency of translated promotional information. The formal Study Complaints case in 2025 was a tuition-fee dispute and was not an education-agent complaint.

5.4.3 Outcome 10: Offer, enrolment, contracts, insurance and visa

Process 1: Offer of educational instruction

Admission requirements, programme outcomes and career pathways are available through the website, Prospectus, flyers and application material. The Admissions Team reviews applications and issues conditional or unconditional offers according to the applicant's evidence and eligibility.

Process 2: Information to be provided before entering contract

Before entering a contract, learners receive relevant information through the website, Prospectus, application form, Letter of Offer, insurance and accommodation material. Where an agent is used, agents are expected to explain admission, enrolment, accommodation, insurance and visa requirements.

Process 3: Contract of enrolment

The Application Form, Letter of Offer, Confirmation of Enrolment and Training Agreement communicate learner rights and responsibilities, programme details and fees. NZAA reviews the terms for fairness and reasonableness and uses the documents to meet relevant Code information requirements.

Process 4: Disciplinary action

The disciplinary policy and related procedures in the Training Agreement are based on natural-justice principles and are intended to provide a fair process for learners.

Process 5: Insurance

NZAA recommends insurance that meets Code and flight-training requirements, stores application and certificate records in learner profiles, and uses SMART to monitor expiry dates. The 2025 action plan includes ensuring that insurance remains compliant with Immigration New Zealand requirements for the full visa period, including where learners travel overseas.

Process 6: Immigration matters

NZAA publishes student visa information, records international learner visas, issues expiry reminders and reports relevant visa-condition concerns or enrolment terminations to Immigration New Zealand as required.

Process 7: Student fee protection and managing withdrawal and closure

NZAA uses an approved Public Trust Student Fee Protection arrangement. Refund information is provided through admission and contractual documents, the Fees Policy, orientation and SMART, and is periodically reviewed for clarity and fairness.

5.4.4 Outcome 11: International learners receive appropriate orientations, information and advice

Process 1: Provision of information

International learners receive information from initial enquiry through completion through the NZAA website, brochures, contracts, compulsory orientation, posters and internal systems. Orientation covers programmes, admission and enrolment requirements, emergency procedures, policies, legal obligations and living in New Zealand. Student feedback indicates that orientation supports learner confidence and access to information.

5.5 Outcome 12: Safety and appropriate supervision of international tertiary learners

Outcome 12 is recorded as not applicable to the current learner profile. The 2025 TEO information records five international learners and four international residents, all aged 18 or over. NZAA's adult student-accommodation arrangements are addressed through Outcomes 5–7, and applicability would need to be reassessed if the learner age profile or accommodation model changes.

5.6 Critical incidents

NZAA maintains an Emergency Response Plan and critical-incident procedures aligned with NZQA requirements. Critical incidents, where they occur, are recorded through the appropriate internal systems and considered in the annual self-review. Student complaints and contractual disputes are reported separately under Section 5.7 unless they also meet the threshold for a critical incident.

5.7 Student complaints

During the 2025 review period, a Level 5 international learner raised a formal contractual dispute with Study Complaints concerning whether NZAA had wrongfully charged tuition fees. NZAA submitted that approximately 15–25 hours of instruction per week had been provided, supported by confirmation from a number of the learner's instructors.

Study Complaints considered the parties' information and evidence. The learner's claim was not upheld, and the final decision confirmed that the learner remained liable to pay the outstanding tuition fees to NZAA.

NZAA retains the complaint correspondence, submissions and final decision as evidence of the external dispute-resolution process. The case is included in the self-review to confirm that tuition-fee information, training-delivery records and external complaint pathways remain clear, traceable and accessible. The final decision did not identify wrongful charging by NZAA on the matters considered.

6. Findings from gap analysis and action plan

6.1 Outcome 1: A learner wellbeing and safety system

6.1.1 Staff training improvements

Focus: Improve staff understanding of cultural-diversity welfare issues, referral and escalation pathways, and wellbeing topics including mental health, suicide prevention and substance-abuse awareness.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Completion of training presentation and staff reflections.

6.2 Outcome 2: Learner voice

6.2.1 Improvement of Student Complaint Procedures

Focus: Enhance student complaint procedures and train staff on data access and security protocols.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Completion of management-team training.

6.3 Outcome 4: Learners are safe and well

6.3.1 Emergency procedures for contacting next of kin

Focus: Improve procedures for contacting next of kin and identify responsible staff, taking cultural and language preferences into account.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Clarification in PROC001 Student Pastoral Care Manual.

6.3.2 Risk management

Focus: Maintain and annually review records of risks and concerns related to effective administration of the Code.

Action owner: Safety Manager

Due date: 31 March 2026

Measurement of success: Clear documented risk-management procedures reviewed by management.

6.4 Outcome 5: A positive, supportive and inclusive environment in student accommodation

6.4.1 Improvement of Self-Catered Residences Fact Sheet

Focus: Provide pre-entry accommodation information, including transport service costs.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Updated descriptions provided.

6.4.2 Procedures for addressing emerging concerns in accommodation

Focus: Clarify responses to resident wellbeing or behaviour concerns, connection to services, and plans for situations where it becomes unsafe for a resident to remain in accommodation.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Updated clauses in place.

6.4.3 Improvements of house rules

Focus: Use a resident survey to obtain feedback and reflect relevant findings in future house-rule updates.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Survey completed and relevant changes reflected.

6.5 Outcome 6: Accommodation administrative practices and contracts

6.5.1 Publishing information on the website

Focus: Publish accommodation ownership structure, operator details and wellbeing/safety practices.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Information published on NZAA website.

6.5.2 Approval of Accommodation Contract by Management Meeting

Focus: Review and approve accommodation contract; obtain resident feedback; clarify refund policy; include complaint/DRS information; and maintain a complaint log where relevant.

Action owner: Student Support Manager

Due date: 31 March 2026

Measurement of success: Policies and procedures described in the contract and implemented.

6.6 Outcome 9: Prospective international tertiary learners are well informed

6.6.1 Improvement of Agent Contract

Focus: Add declarations covering the Immigration Advisers Licensing Act 2007 and the Code, London Statement ethical standards, and consistency of translated promotional material.

Action owner: Student Support Manager

Due date: 31 March 2026

Measurement of success: Required clauses included in REC001 Agent Agreement.

6.7 Outcome 10: Offer, enrolment, contracts, insurance and visa

6.7.1 Improvement of Student Insurance Procedures

Focus: Ensure international learner insurance meets Immigration New Zealand requirements and covers the full visa period.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: All student insurance policies cover the visa duration.

6.7.2 Student survey on withdrawal form

Focus: Increase learner awareness of Student Fee Protection, refund rights and obligations through survey questions in the withdrawal process.

Action owner: Student Support Manager

Due date: 1 March 2026

Measurement of success: Relevant survey questions included in the withdrawal form.

6.7.3 Improvement of the Pastoral Care Manual

Focus: Update the Pastoral Care Manual to reflect required handling of fees paid for services not delivered or unused portions of fees.

Action owner: Student Support Manager

Due date: 31 March 2026

Measurement of success: Relevant clauses included in the Pastoral Care Manual.