

2023 Attestation Report

*Pastoral Care of Tertiary & International Learners
Code of Practice*



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Contact Officer

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Introduction

Ardmore Flying School has a strong emphasis on upholding our pastoral care responsibilities to make ensure our students are succeeding academically in a safe, healthy and supportive environment. We strive towards compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Our Attestation Report provides evidence of both work completed, and work being undertaken to meet the standards.

Ardmore Flying School has in place robust student support services, and a Student Support Representative, both of which have either been implemented or evolved over the past two years. We practice continuous improvement and welcome feedback from our students and staff via surveys and an open door policy. Our recent improvements have included implementing new operational systems, increasing opportunities to hear our multicultural students' voices, and ongoing development of our wellbeing and safety programmes and systems.

Front facing support areas at Ardmore Flying School include:

Student Support and Wellbeing:

- Instructors
- Student Representative
- Student Accommodation Services
- LENZ (International Student support)
- Student Service Hub
- Communications and office manager
- Finance Manager

Academic Team:

- Student Enrolment Manager
- Programme Manager

Operations Team:

- General Manager
- Manager Operations and Safety
- Chief Flying Instructor/Head of Training
- Deputy Chief Flying Instructors – Regulatory and Student Flying Operations

Demographic Profile of The Ardmore Student Community

Ardmore has over 130 full time students in attendance, 58% of which are international students from very diverse nationalities, including India, Tonga, Papua New Guinea, Vietnam, China, Indonesia, Phillipines to name a few.

In July 2023, Ardmore Flying School entered a Memorandum of Understanding with Papakura Marae Society Inc. The intent of the Agreement is to have a common and mutual area of interest which is advancing the training of the peoples of Auckland including the Manua Whenua.

Ardmore has trained over 22,500 professional pilots who operate successfully both within New Zealand and around the globe.

Since our establishment in 1961, we have come to understand intensively the pressures young people feel living away from home. The distance away from family and friends; the intensity of the study; the challenges of always having to communicate in English (the international language of aviation) and the homesickness and yearning for their old life. Everything changes when at Ardmore – the rigours and constraints of operating in a highly safety sensitive environment; the command-and-control culture on the flight deck; the cultural and social isolation as theoretical study dominates lives; the financial pressures to succeed and of course, the cultural and family pressures to be successful.

Gap Analysis Process Summary

Following on from an “informal” external assessment by NZQA the School formed a Project Team responsible for implementing the 2023 Code rules including an assessment of the level of compliance and identify gaps against the Code.

The Team met with the General Manager, Manager Safety and operations, Student Representative and students to collect feedback and analyse each Clause of the Code. Identified gaps were classified as follows:

Content: Website required updating and new website is to be launched in late 2023.

Documentation (Student Handbook): Current Student Handbook is being updated with a more detailed section specifically targeted at International students.

Ground Training: A requirement to develop a training manual was identified for student facing ground roles.

Communication Process: It was identified that communication between Administration staff and Instructors could be improved. This has been partially rectified by a monthly Administration/Instructor meeting being implemented.

The Project Team summarised and created a Gap Analysis. The recommendations of the report are now being addressed. Steps are being taken to minimize gaps and increase efficiencies in all identified areas.

A summary of key improvements in line with the Pastoral Code is detailed below:

Learner Voice:

Our Learner voice is engaged through several channels. This includes monthly Townhall meetings where the students can raise specific concerns with the General Manager, sporting events and film evenings, Shared lunches, cultural days being celebrated, customer appointment of a Student Representative and regular newsletters and Student/Staff surveys. Our General Manager operates an open door policy.

Ardmore Flying School Instructors and Management personnel work hard to ensure that all students' voices are heard to minimize issues and complaints and this ensures a safe environment for all our students, both domestic and international. We constantly raise the issue of students speaking up either individually or collectively as this is one of the primary mechanisms of keeping everyone safe.

Two examples, of the "learner voice" driving change relate to IT system changes. The first of these changes is directly attributable to the survey sent out to all students in May 2023 regarding support and facilities at the school. As a result of the feedback, the school invested in a planning tool called Aeroplanned to give students a more transparent view of their timeline and progression in achieving their qualification. The second example is a change implemented in 1 April 2023 when the key operational system was integrated into our accounting process enabling students to individually log on and receive a report as to the status of their specific account. Students had expressed for quite some time concerns that they considered increased financial transparency over cost to individuals was a key priority. This year we have rectified this concern.

Accommodation:

Ardmore Flying School (AFS) places a strong emphasis on maintaining pastoral care and the well-being of our students. To ensure that our accommodation partners meet our high standards, we conduct regular checks and assessments at our accommodation facilities. These checks are an integral part of our commitment to providing a safe, nurturing, and supportive environment for our students.

Through these ongoing inspections, we ensure that our accommodation facilities continue to meet and exceed the standards of pastoral care that we have set. This proactive approach helps us to address any potential issues promptly, making certain that our students' well-being remains a top priority throughout their time at AFS.

All our accommodation facilities at Ardmore Flying School are strategically located within a convenient 5–10-minute drive from the campus. We understand the importance of easy access to educational resources and the comfort of being close to your training centre.

In addition to our proximity, we take the extra step to ensure your convenience. AFS provides transportation services to and from our campus, making it even easier for our students to access their training facilities. Our commitment to your education and well-being extends to making your daily commute hassle-free and efficient.

Ardmore Flying School takes pride in offering modern and comfortable housing for our students. As part of our ongoing commitment to providing the best living experience, we are in the process of upgrading our accommodation facilities. Our goal is to ensure that no house is older than 5 years, which means that you can enjoy the benefits of fresh, contemporary, and well-maintained housing during your time with us. We believe that a modern and comfortable living environment is essential for your well-being and success, and we are dedicated to making this a reality for all our students.

Health, Welfare and Wellbeing

As a training school providing professional pilot qualifications all students are required to maintain medical fitness standards relevant to the license they are aspiring to hold. These standards are above the normal levels of medical fitness prevailing in the community. As part of a wider network of aviation medical professionals and pilots we provide access to occupational specific wellness and wellbeing regimes including engagement with our Manager of Safety and Operations to provide additional pilot specific support. This additional support is very comparable to the level provided by most airlines.

A specific random drug and alcohol testing regime is in place. From June 2024 this regime will be the subject of prescriptive requirement under the Civil aviation Act however in the interim we provide additional support where a student fails a test. This includes arranging a second test and any additional follow up including regular counselling and monitoring of students. The standard again is at the level anticipated/expected in any airline.

Much of what we do during the period students are undertaking theoretical study is a process of regular assessment not simply in terms of exam performance but psychological wellbeing. If we have any concerns we have access immediately to an professional psychologist who understands the aviation environment.

Our students are all invited every month to our shared lunch and celebrations at the school. With the assistance of our student representative an initiative has been undertaken to provide students with areas where they can relax and also purchase food. Our kitchen facilities are available on an equal basis for staff and students. Our student representative plus a number of other student representatives were invited to our off-site at Papakura Marae – the Student Representative has suggested a similar day for students pivotal to understanding the safety culture of speak up and speak out that is being established at the school.

International Students:

Ardmore Flying School actively involves international students in our community by hosting regular functions and cultural events. These gatherings provide a platform for students from diverse backgrounds to connect, share their cultures, and build lasting friendships, creating an inclusive and global learning environment.

In addition to our cultural events, our International Student Manager regularly checks in with our international students to ensure their well-being and provide support when needed. Student welfare is a top priority at Ardmore Flying School.

We also foster a sense of belonging by pairing international students with others from the same culture. This peer support system ensures that you have a familiar connection while studying at Ardmore Flying School. In addition to this we are continuously improving our student handbook to include a more detailed section specifically for the international students.

Goals & Plans:

As part of our ongoing development, we have set ambitious goals to construct on-campus accommodation within the next 5 years. This exciting initiative will enhance the convenience and accessibility of housing for our students at Ardmore Flying School.

AFS is currently in the development phase of a brand new Simulator facility which is closely based on a commercial airline learning environment. This will also include additional classrooms and function rooms to increase student/staff engagement.

There are several compelling reasons why these improvements will ensure better implementation and alignment to the Code.

Convenience: On-campus housing eliminates the need for long commutes, making it easier for students to access academic resources and facilities.

Enhanced Learning Environment: Living on campus fosters a more immersive and supportive academic environment, promoting better focus and engagement with studies.

Community Building: It encourages the formation of a vibrant student community, facilitating social interaction and the exchange of ideas.

Safety and Security: On-campus housing often comes with enhanced security measures, ensuring the safety of students.

Access to Campus Resources: Proximity to academic buildings makes it easier for students to take full advantage of campus resources.

Cultural Exchange: Living in a diverse on-campus community allows for greater exposure to different cultures and perspectives, promoting global awareness.

Personal Growth: Students gain valuable life skills and independence by managing their living arrangements on campus.

Sustainability: Efficiently designed on-campus accommodation can be more environmentally sustainable, reducing the carbon footprint associated with daily commuting.

By reducing transportation emissions, on-campus accommodation aligns with environmental sustainability goals and contributes to a greener, more eco-friendly campus, benefiting both students and the environment.

Reduced Transportation Emissions: On-campus housing significantly cuts down the need for students to commute to and from the campus daily. This, in turn, lowers the collective carbon footprint associated with transportation.

Promotes Sustainable Travel: When students live on campus, they are more likely to use sustainable modes of transportation, such as walking or biking, further decreasing emissions.

Less Reliance on Personal Vehicles: On-campus living reduces the dependence on personal vehicles, leading to a decrease in greenhouse gas emissions associated with individual car usage.

Encourages Carpooling: With students residing nearby, it encourages carpooling among those who do need to commute, effectively reducing the number of vehicles on the road.

Supports Green Campus Initiatives: The development of on-campus housing can be integrated with sustainability measures such as efficient energy use and waste reduction, aligning with the institution's green campus initiatives.

Summary of future direction and ongoing code management within AFS

AFS will continue to utilize its project team to support the ongoing management of the Code. The project team will meet quarterly with the Manager Safety and Operations, General Manager, Student Representative, Head of Training, Programme Manager and Operations Manager. The project team will ensure that the development of a training manual for each student facing role is undertaken and completed in a timely manner.