

Qualification Title: New Zealand Diploma in Aviation (Level 6) (Aeroplane and Helicopter) (with strands in Airline Preparation, and Flight Instruction)

Qualification number: 1707

Date of review: 20 March 2017

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who demonstrate a comprehensive understanding and appropriate application of the Civil Aviation Authority of New Zealand (CAANZ) Commercial Pilot License theory subjects in:

- air law,
- meteorology,
- flight navigation, and
- human factors,

for aeroplanes or helicopters, to exercise the privileges and limitations of a commercial pilot licence.

Graduates of the Aeroplane Flight Instruction strand will also be able to:

- instruct a diverse population of students in ground subjects and the art of flying, from the private through commercial pilot and instrument ratings on single or multi-engine aircraft;

to meet the requirements of a CAANZ Category C Flight Instructor Aeroplane, as defined and specified in CAANZ Rule Part 61 and applicable Advisory Circulars.

Graduates of the Aeroplane Airline Preparation strand will also be able to:

- safely undertake duties as the pilot-in-command or as the co-pilot of a multi-engine multi-crew aircraft by applying knowledge of the CAANZ Airline Transport Licence rating theory subjects for aeroplanes, in order to ensure effective cockpit and flight crew dynamics, whilst confidently managing:
 - automation,
 - complex equipment, and
 - technically challenging systems present within airline air transport operations,

as defined and specified in CAANZ Rule Part 61 and applicable Advisory Circulars.

Graduates of the Helicopter Flight Instruction strand will also be able to instruct:

- a diverse population of students in ground subjects and the art of flying, from the private through commercial pilot on single-engine helicopters,

to meet the requirements of a CAANZ Category C Flight Instructor Helicopter, as defined and specified in CAANZ Rule Part 61 and applicable Advisory Circulars.

Graduates of the Helicopter Airline Preparation strand will also be able to:

- safely undertake duties as the pilot-in-command or as the co-pilot of a multi-engine, multi-crew helicopter by applying knowledge of the CAANZ Airline Transport Licence rating theory subjects for helicopters, in order to ensure effective cockpit and flight crew dynamics whilst confidently managing:
 - Automation,
 - complex equipment, and
 - technically challenging systems present within airline air transport operations,

as defined and specified in CAA Rule Part 61 and applicable Advisory Circulars.

Tertiary Education Organisations with sufficient evidence

Final decision on sufficiency of TEOs evidence, will be updated as other TEOs show sufficient evidence

Tertiary Education Organisation	Final rating
Ardmore Flying School	<i>Sufficient</i>
Nelson Aviation College	<i>Sufficient</i>
Waikato Aero Club	<i>Sufficient</i>
North Shore Aero Club	<i>Sufficient</i>
Air Hawkes Bay	<i>Sufficient</i>
CTC Ltd	<i>Sufficient</i>
International Aviation Academy	<i>Sufficient</i>
ServiceIQ	<i>Sufficient</i>

Introduction

The NZ Diploma on Aviation level 6 is a 230 – 290 credit qualification designed to provide the Airline sectors and Flight Training Schools of the New Zealand Aviation Industry with individuals who have attained sufficient operational and theoretical knowledge and practical skills to achieve employment as commercial pilots or associated support staff in flight planning and aircraft operations in those fields. Graduates will qualify to operate as

commercial pilots under the appropriate CAANZ rules for air transport operations (e.g. regional, domestic, charter or international airlines) and flight instruction.

Holders of this qualification are able to work as commercial pilots of an aeroplane or helicopter engaged in air transport operations under the relevant CAANZ Rules, or engage in flight instruction under the relevant CAANZ Rules, or in the associated support industries of flight planning and scheduling.

Evidence

The tertiary education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by tertiary education organisations
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the tertiary education organisations can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification

Evidence provided included:

- Records and analysis of graduate performance in theory and flight examinations which confirmed that graduates met the graduate threshold at the point of graduation. The Commercial Pilot Licence (CPL) flight test, followed by either the Flight Instructor Category C (C-CAT) and/or the Air Transport Pilot Licence (ATPL) in effect, becomes the capstone assessment for the qualification.
- Records of feedback from employers and graduates, confirming that the programme had provided students with a range of skills appropriate to an airline pilot or flight instructor in the aviation industry. This evidence was generally patchy and would have been more convincing if the feedback requested from employers had been better aligned to the elements of the graduate profile.
- End user data confirming that the majority of graduates had obtained employment in the aviation industry. Note comments in the next section of this report with regard to the level of initial employment.
- Feedback from graduates. In general, graduate survey response rates were low. Those graduates who did respond indicated that they were well prepared for employment and had acquired useful skills and knowledge. Many providers are making good use of social media for gathering graduate feedback although better analysis of data could improve understanding.
- Evidence of relevant real world experience, including work placements and internships.
- Self-evaluation which included programme evaluation reports, benchmarking of examination results, etc.

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Evidence presented prior to, and at the review meeting demonstrated that the graduates match the graduate outcomes.

The certification and operation of organisations conducting aviation training and assessments in New Zealand is prescribed under Part 141 of Civil Aviation Rules governed by the Civil Aviation Authority of New Zealand (CAANZ). All theory and practical (flight test) assessments are conducted independently by Aviation Services Ltd (ASL), which operates under licence to CAANZ. All pilot licences are issued by CAANZ. The structure of this qualification is such that all components, unit standards and assessments are aligned to stages of CAANZ licensing. The final flight test for CPL, C-Cat and ATPL are “capstone assessments” which assess all aspects of what the student can know, do and be. This directly aligns to the graduate profile and is conducted in a “real world” environment. Through these assessments, providers were able to demonstrate that at the time of graduation, the graduate profile was being met.

Although the intention of this qualification is to produce graduates who will be employed in airline pilot positions, the nature and culture of the industry is such that it is widely accepted that most graduates from the airline preparation strands will start work in junior, part-time or aviation service positions and work up to becoming full-time pilots. The vast majority of airline graduates surveyed were employed in the aviation industry but few yet as full time pilots. As a consequence, given that the majority of the graduates from this qualification have only been in the workforce for a less than two years the providers were not able to provide longitudinal evidence to confirm that all graduates were, at this stage, in positions enabling them to demonstrate graduate profile attributes in the workforce.

Graduates from the flight instruction strand are more likely to be employed into C-CAT instructor positions soon after graduation.

It was agreed that over time, follow up surveys of graduates and graduate employers four or five years’ post-graduation would be more likely to be able to ascertain whether graduates were demonstrating the more senior attributes described in the graduate profile.

Many aviation providers, see an important indicator of the success of their training in the number or percentage of “first attempt passes¹” which they are then able to benchmark against national averages of first time pass rates of all NZ aviation providers². There is line of thinking which suggests that graduates who have passed theory and flight tests on the first attempt are likely to be safer and more competent pilots than those who took two or more attempts. Many employers also consider a graduate’s first time pass rate in recruitment decisions. Several providers reported high first time pass rates as an indication of consistency with (or exceeding) the graduate profile.

¹ This measure refers to the number or percentage of students who pass external theory or flight test examinations on the first attempt.

² ASL have recently made national average information available to all providers on a quarterly basis. 1707 - New Zealand Diploma in Aviation (Level 6) (Aeroplane and Helicopter) (with strands in Airline Preparation, and Flight Instruction)

Special Focus

All the providers present for the consistency review were delivering the Aeroplane strands of this qualification. None of the providers had reported graduates from the Helicopter strands

Examples of good practice

Some providers also have general aviation or charter ventures running alongside their training operation. Those that gave opportunities for students or graduates to experience real-world situations attested to the value of this to the students.

Several providers have created internship opportunities for their own graduates to enable them to further develop their skills knowledge and attributes. The internship programmes could be strengthened by providers working together to provide internship opportunities for each other's graduates.

Recommendations to Qualification Developer

There are no recommendations to the qualification developer, Service IQ. At the time of the consistency review the qualification was in the final stages of review and relisting. The representative of the qualification developer commented that the issues noted at the review (eg an overly detailed graduate profile) had been dealt with in the qualification review.