![NZQA logo] Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand Aviation Academy Limited

Date of report: 3 April 2025

About New Zealand Aviation Academy Limited

New Zealand Aviation Academy Limited (hereafter New Zealand Aviation Academy) is a private training establishment (PTE) and aviation training organisation based at Nelson Airport. The PTE offers training leading to the CAA[1]-approved Private Pilot Licence (PPL) and Commercial Pilot Licence (CPL), as well as NZQA-approved offerings that incorporate these licences.

Type of organisation:	Private training establishment
Location:	Airport House, Trent Drive, Nelson Airport, Nelson
Eligible to enrol international students:	Yes
Number of students:	International: between 2021 and 2024, six equivalent full-time students, including one Pasifika student
Number of staff:	5.5 full-time equivalents
TEO profile:	New Zealand Aviation Academy Limited New Zealand Aviation Academy offers a Level 5 Private & Commercial Pilots Licence Theory Training Scheme [ID: 127282-1], from which students can transfer to the full Level 5 New Zealand Diploma in Aviation [ID: 127666-1]. The PTE also offers the Level 6 New Zealand Diploma in Aviation with a strand in Aeroplane Flight Instruction [ID: 127650-1].
Last EER outcome:	This is New Zealand Aviation Academy's first EER since registration as a PTE.[2]
Scope of evaluation:	• All Flight Training

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[1] Civil Aviation Authority

[2] New Zealand Aviation Academy was approved for registration as a PTE in October 2021.

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- International Students: Support and Wellbeing

MoE number:	6688
NZQA reference:	C57125
Dates of EER visit:	20-22 September 2024

Summary of results

Capable staff and instructors, effective learning resources and updates to course delivery ensure that the most important needs of students and stakeholders are met. Well-developed self-assessment processes effectively identify areas of priority need.

Confident in educational performance

- On the indicator of individual student progression, New Zealand Aviation Academy's student achievement has shown improvement over time. Self-assessment activities, especially in the area of course delivery, contributed to this improvement. Cohort-level analysis of student achievement data is an important area of development, as the PTE's enrolment numbers continue to grow.

Confident in capability in self-assessment

- Students and graduates gain confidence, professionalism, flying-related skills, and those licences that create a pathway into aviation careers. The PTE has informal contact with its graduates; formal tracking of destination outcomes could be beneficial in future. Engagement with other key stakeholders is effective, though improvements in the recognition and understanding of stakeholder needs could be beneficial.

- Classrooms and related facilities are adequate, several aircraft are available for the students, and students also have access to a flight simulator to support their learning. Several assessment-related developments have occurred, and these have improved student preparedness for external assessment. The PTE updates its training in response to CAA publication releases and engagement with other training organisations. New training resources supplement the learning support provided by the instructors.

- New Zealand Aviation Academy has effective admission processes, communicates key information well to the students, and

understands and supports the students' learning goals. Wellbeing needs are monitored closely, and the PTE responds well to these needs. Self-assessment is effective. Support specific to the development of aviation-appropriate communication skills requires improvement, especially as enrolments increase.

- Purpose, direction and organisational structure are clear, and management is effective in supporting educational achievement. The PTE's business model is sustainable, its resources support teaching and learning, and recruitment and development of staff is effective.

- The PTE assigns roles and responsibilities for compliance based on a clear organisational structure. Some important compliance accountabilities are managed effectively. However, isolated issues were identified during the EER regarding insurance and credit reporting requirements. These issues indicate that the PTE's compliance management processes could be improved further.

Key evaluation question findings[3]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Given the low number of enrolments and completions at New Zealand Aviation Academy since its registration, the PTE primarily focuses on individual student progression as an indicator of student achievement.[4] While New Zealand Aviation Academy's first time pass percentage[5] for all PPL courses fell below the national average, corresponding percentages were above the national average for four of six CPL courses and three of three Instrument Flight Rules (IFR) courses.[6] This indicates strong student achievement in respect of individual student progression, given student improvement over time.[7]
	The PTE's self-assessment activities have contributed to the improvements in achievement. The PTE reviewed the low first time pass percentage for PPL courses and made changes to course delivery to further support student achievement. This included an increased emphasis on the review of Knowledge Deficiency Reports resulting from

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[3] The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

[4] Student progression is a more representative indicator of New Zealand Aviation Academy's student achievement than course and qualification completions, where low student numbers can skew results. As enrolment numbers increase, course and qualification completions will become a more representative indicator of student achievement.

[5] In the sector of aviation training, first time pass percentages are an important indicator of student achievement as well as quality of instruction.

[6] See Appendix 1 for further detail.

[7] Students complete their PPL examinations at an earlier time than their CPL and IFR examinations.

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	examinations[8], to understand areas where students require improvement.
	The analysis of achievement data is currently limited by the number of enrolments at the PTE. Trends in achievement are likely to become more meaningful in future as enrolments increase. The PTE could consider comparing data between different time periods, to enrich its understanding of achievement at a cohort level of analysis.
Conclusion:	On the indicator of individual student progression, New Zealand Aviation Academy's student achievement has shown strong improvement over time. Self-assessment activities, especially in the area of course delivery, contributed to this improvement. Cohort-level analysis of student achievement data is an important area of development, as the PTE's enrolment numbers continue to grow.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Important outcomes for students include the gaining of professionalism, confidence, flying-related skills, and those licences required to enter careers in the aviation industry.[9] Students said they have good access to flight opportunities, good learning resources, and approachable instructors. A key stakeholder also reported that the PTE's training is structured in a way that instils discipline within an aviation culture.
	New Zealand Aviation Academy's formal tracking of graduate outcomes has been limited. New Zealand Aviation Academy has, however, set up a social media-based student alumni network to informally connect with graduates. To improve their understanding of their

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[8] Students complete mock examinations administered internally, as well as external examinations administered by ASPEQ.

[9] A further important outcome for students is high academic achievement. This matter is discussed in further detail in 1.1 above.

	contribution to long-term student and graduate outcomes, the PTE might consider formally tracking destination data in future. New Zealand Aviation Academy's engagement with other key stakeholders is effective, though there are opportunities for improvement in this area. Key stakeholders reported that New Zealand Aviation Academy communicates well in managing shared issues. Additionally, important developments have occurred in the meeting of student outcomes and needs.[10] However, the PTE could consider ways to improve its understanding and recognition of the outcomes and needs of its key stakeholders, to ensure that these are better met.
Conclusion:	Students and graduates gain confidence, professionalism, flying-related skills, and those licences that create a pathway into aviation careers. Engagement with graduates occurs informally, and engagement with other key stakeholders is effective. The formal tracking of destination outcomes could be beneficial in future, as could improvement in the recognition and understanding of stakeholder needs.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The PTE's classrooms and related facilities are appropriately sized for its current cohort of students, and the PTE intends to expand to other parts of its current delivery site to meet future demand. Additionally, the PTE has a range of aircraft available to students, along with a flight simulator to support learning in a low-pressure environment. Evaluative conversations with a key stakeholder indicated that New Zealand Aviation Academy's facilities are suitable.

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[10] Those developments that relate specifically to needs are explained further in 1.3.

	New Zealand Aviation Academy has introduced several improvements relating to assessment, to ensure that student needs are better met. This includes an increased focus on theory deficiency, to ensure that instructors can better support students in areas where attention is required.[11] Internal mock assessments are designed to prepare students for ASPEQ external assessments, and students are not encouraged to complete ASPEQ external assessments until they are ready to do so. New Zealand Aviation Academy regularly updates its training based on CAA publication releases and engagement with other aviation training organisations. To supplement the learning support provided by the instructors, students can access two curriculum developer resources, which use online training materials, textbooks and theory lessons. Evaluative conversations with a key stakeholder indicate that New Zealand Aviation Academy has an adequate training framework in place.
Conclusion:	Classrooms and related facilities are suitable, several aircraft are available to the students, and the students also have access to a flight simulator to support their learning. Several assessment-related developments have occurred, and these have improved student preparedness for external assessment. Training is updated in response to CAA publication releases and engagement with other training organisations, and new training resources supplement the learning support provided by the instructors.

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[11] As explained further in 1.1, these improvements have led to corresponding improvements in student achievement.

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1.4 How effectively are students supported and involved in their learning?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	New Zealand Aviation Academy has an effective admissions and enrolment process which clearly outlines its entry requirements. Prospective students receive a range of useful information and guidance on courses, programme structure, career pathways and life in New Zealand. New Zealand Aviation Academy conducts post-orientation surveys to understand the effectiveness of its enrolment and orientation processes. Survey data provided indicated a high level of student satisfaction with these processes. The PTE also has a good understanding of the learning goals of its students, with programme-related surveys providing students with an opportunity to identify these goals. Additionally, each student checks in with their instructor on a weekly basis to discuss their goals and learning support needs.

New Zealand Aviation Academy's responses to the wellbeing needs of the students are appropriate, and its self-assessment processes relating to most aspects of student support are highly effective. The PTE has dedicated student support staff who provide wellbeing-related advice and support to the students.

Evidence provided to the evaluation team indicated that the PTE monitors student wellbeing closely. The PTE also surveys students to understand their level of satisfaction with the PTE's student support services, with survey results indicating a high level of student satisfaction.

Support specific to the development of aviation-appropriate communication skills is an important area for improvement. This matter was identified by key stakeholders of New Zealand Aviation Academy, and it was acknowledged as a challenge by the PTE's management. New Zealand Aviation Academy highlighted a limited range of relevant self-assessment activities, including an internal English language audit that assessed the students' level of comprehension, potential risks that may emerge in the |

| | event of increased enrolments, and potential support options for the students.

It is important that the PTE provides clear and adequate support options to those students who require assistance in the development of aviation-appropriate communication skills. |
|---|---|
| Conclusion: | Admission processes are effective, key information is communicated well to the students, and learning goals are well understood and supported. Wellbeing needs are monitored closely, and the PTE responds well to those needs. Self-assessment is mostly effective. Support specific to the development of aviation-appropriate communication skills requires improvement, especially as enrolments increase. |

1.5 How effective are governance and management in supporting educational achievement?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	New Zealand Aviation Academy's purpose, direction and organisational structure are clear, and the PTE's management is effective in supporting educational achievement. The PTE aims to provide high-quality aviation education, training and support to its students. Management of the PTE is guided by clear and coherent business plans and well-developed policies and procedures. The executive team meets regularly to discuss matters such as student progress, student academic performance, student support and admission procedures.

Since becoming a registered PTE, New Zealand Aviation Academy has faced external challenges including border closures brought about by Covid-19 and pressure to retain staff due to airline industry shortages. The PTE has managed these challenges effectively. In doing so, the PTE has made significant changes at an organisational level, including the introduction of a new executive team and the appointment of qualified and experienced staff in key positions, including its chief executive officer and chief flight instructor. |

	New Zealand Aviation Academy operates a sustainable business model. The PTE is well supported as it continues to establish itself and as it continues to expand. To support the teaching and learning, New Zealand Aviation Academy has acquired important resources including new aircraft, a flight simulator and curriculum developer resources.[12] The PTE's recruitment and development of staff is effective, with instructors progressing to higher grades and other staff completing relevant professional development.
	New Zealand Aviation Academy's organisational self-assessment processes indicate an awareness of the PTE's current limitations. For example, a Code self-review noted that the number of currently enrolled students poses a constraint on that self-review due to the small sample size. This limitation is a constraint on all aspects of the PTE, and New Zealand Aviation Academy aims to rectify it by increasing international enrolments. The PTE's execution of this objective is currently in progress.
Conclusion:	Purpose, direction and organisational structure are clear, and management is effective in supporting educational achievement. The appointment of highly qualified and experienced staff has supported the organisation in addressing external challenges. Organisational self-assessment processes indicate an awareness of current limitations. The PTE's business model is sustainable, its resources support teaching and learning, and its recruitment and development of staff is effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	New Zealand Aviation Academy's compliance management processes are distributed throughout the organisation, with the chief executive officer taking primary responsibility for CAA-related compliance accountabilities, and the student support manager and accountant taking primary responsibility for NZQA-related compliance accountabilities.

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[12] This finding is also relevant to 1.3, and further discussion of its constituent parts appears there.

	Roles, responsibilities and timeframes for the meeting of scheduled accountabilities are diarised in detailed spreadsheets and calendars.
	New Zealand Aviation Academy's management of some important compliance accountabilities is effective, as indicated by:
	• Granting of the PTE's Part 141 Aviation Training Organisation's Certification by the CAA.
	• An NZQA validation visit report completed in 2023, which indicated that the PTE met all requirements of the Private Training Establishment Registration Rules.
	• The publication on the PTE's website of its Code of Practice self-review containing a record of the number and nature of complaints and a record of critical incidents, in line with Clauses 9(c), 13(f)(i), and 10(3)(g) of the Code.
	An international student file audit was carried out during the EER. This audit found that New Zealand Aviation Academy ensures students meet most of the relevant requirements. However, it was also found that two students were uninsured for periods during which they left New Zealand to visit their home countries. This is in breach of Clause 44(1)(a) of the Code, which requires that insurance covers the entire enrolment period, including term breaks, pre-enrolment travel and post-enrolment travel. It is important that the PTE complies with Clause 44(1)(a) of the Code in future.
	Unit standard credit reporting analysis indicated that New Zealand Aviation Academy reported results for two students in 2024 that were outside the required 90-day reporting timeframe, contrary to Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.[13]
	This delay occurred prior to the PTE's change of chief executive officer in 2023, and was compounded by the incoming executive management team not being granted access to its Education Sector Logon for several months

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[13] Both students had transferred to New Zealand Aviation Academy after completing the relevant subjects at other training organisations well before joining the PTE. Additionally, New Zealand Aviation Academy followed recognition of prior learning procedures in onboarding these students.

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	after that change. Once access was granted, New Zealand Aviation Academy uploaded the relevant credits within a month. Based on advice from the relevant standard-setting body, the PTE also revised its credit reporting procedures to ensure that credits are reported within the relevant timeframe. It is important that the PTE complies with the relevant requirement in future.
Conclusion:	Roles and responsibilities for compliance are assigned based on a clear organisational structure. Some important compliance accountabilities are managed effectively. However, isolated issues were identified during the EER regarding insurance and credit reporting requirements. These issues indicate that the PTE's compliance management processes could be improved further.

Focus areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 All Flight Training

Performance:	**Good**
Self-assessment:	**Good**

2.2 International Students: Support and Wellbeing

Performance:	**Good**
Self-assessment:	**Marginal**

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that New Zealand Aviation Academy Limited:

- Provide clear and adequate support options to those students who require assistance in the development of aviation-appropriate communication skills.

- Consider comparing data between different time periods, to enrich understanding of achievement at a cohort level of analysis.

- Consider formally tracking destination data in future, to improve the PTE's understanding of its contribution to long-term student and graduate outcomes.

- Consider ways to improve understanding and recognition of the needs of key stakeholders, to ensure that these are better met.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

NZQA requires New Zealand Aviation Academy Limited to:

- Ensure practices are in place to confirm that students have appropriate insurance, in line with Clause 44(1)(a) of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.

Appendix 1

Table 1 and Figure 1. PPL Theory Statistics (data provided by New Zealand Aviation Academy)

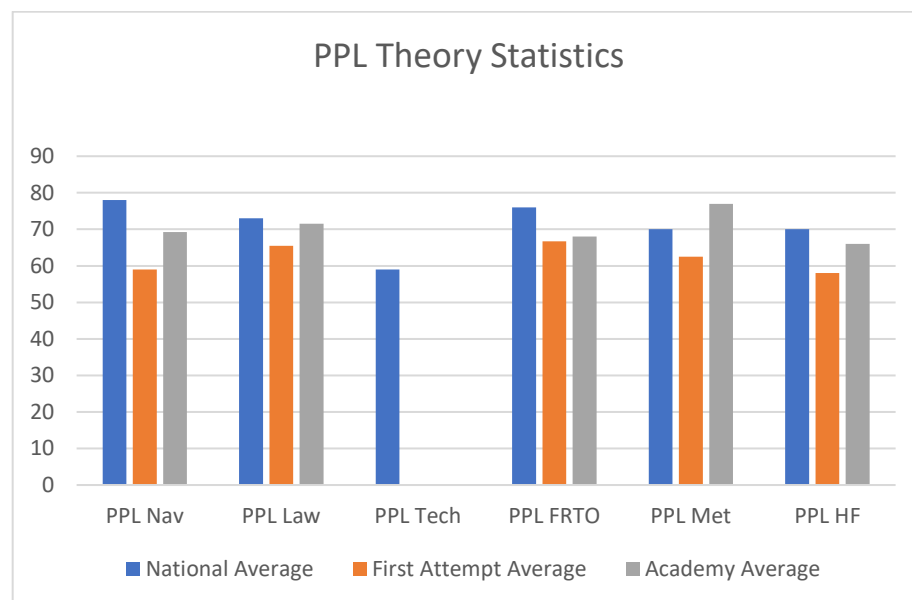|	National average	NZAA first attempt average	NZAA overall average
PPL Nav	78	59	69.25
PPL Law	73	65.5	71.50
PPL Tech	59	0	0.00
PPL FRTO	76	66.7	68.00
PPL Met	70	62.5	77.00
PPL HF	70	58	66.00

Table 2 and Figure 2. CPL Theory Statistics (data provided by New Zealand Aviation Academy)

	National average	NZAA first attempt average	NZAA overall average
CPL Law	84	82	82.00
CPL HF	81	74	72.67
CPL Nav	76	81.5	81.50
CPL Met	64	77	74.67
CPL PoF	74	79.5	79.50
CPL Tech	67	70	75.67

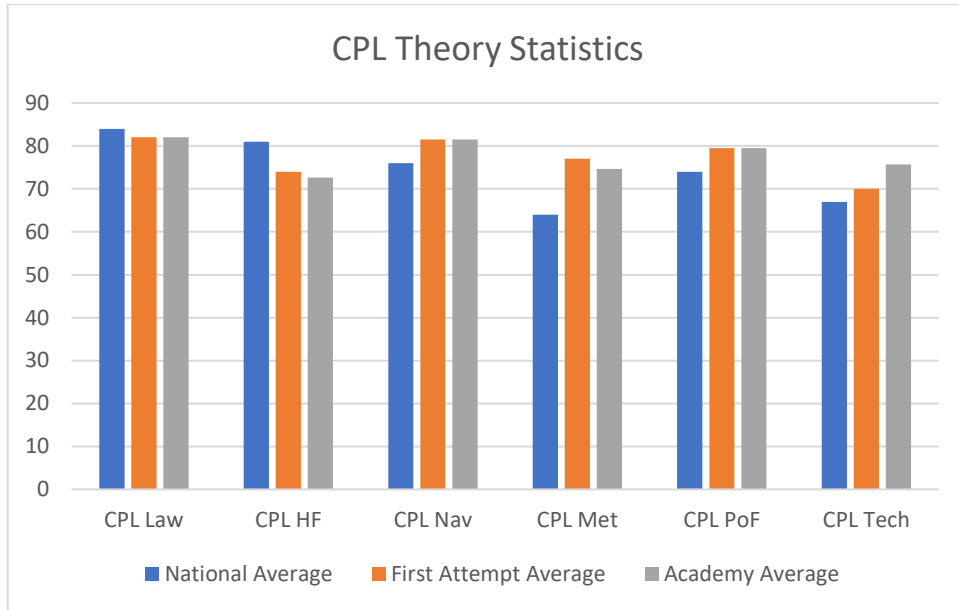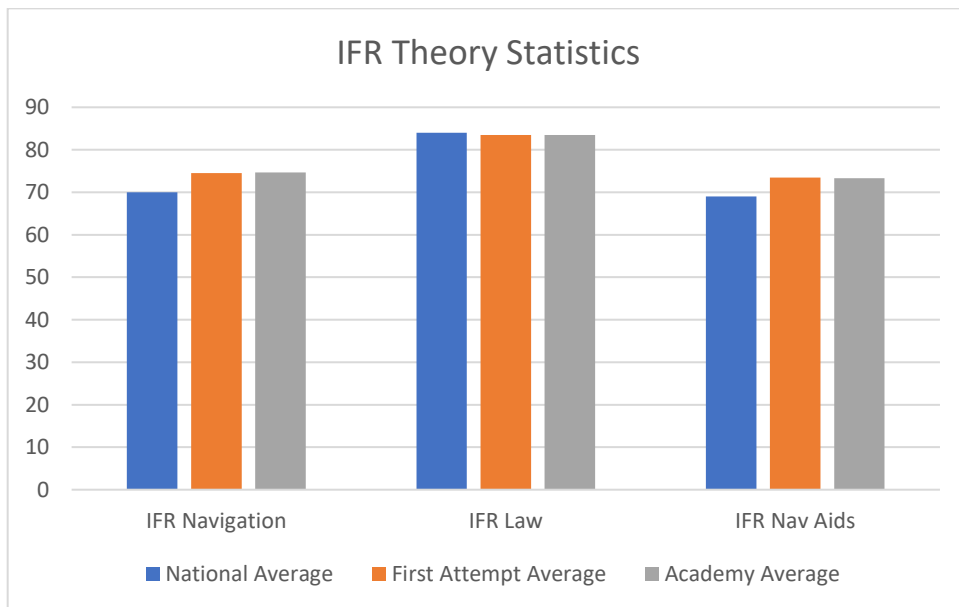*Final*

CPL Theory Statistics

Table 3 and Figure 3. IFR Theory Statistics (data provided by New Zealand Aviation Academy)

	National average	NZAA first attempt average	NZAA overall average
IFR Navigation	70	74.5	74.67
IFR Law	84	83.5	83.50
IFR Nav Aids	69	73.5	73.33

IFR Theory Statistics

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud[14]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[14] NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

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Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/, while information about the conduct and methodology for external evaluation and review can be found at https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/.

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NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

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