



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



JNP Aviation Training Ltd

Date of report: 12 June 2024

About JNP Aviation Training Ltd

JNP Aviation Training (JNPAT) offers aviation ground operations training. Learners are either currently working in the sector, enrolled at secondary school, or are school leavers. This new private training establishment aims to provide pathways for Pacific and Māori learners into the industry.

Type of organisation:	Private training establishment (PTE)
Location:	Hangar 8, 142 Aerodrome Road, Mount Maunganui, Tauranga
Eligible to enrol intl students:	No
Number of students:	Domestic: 68 (eight equivalent full-time students in 2023) Māori 19 (28 per cent), Pacific 10 (15 per cent), disabled nil
Number of staff:	Five full-time equivalents
TEO profile:	JNP Aviation Training - NZQA profile JNP Aviation is the parent company of JNPAT and manages aviation ground operations for Air New Zealand across multiple regional airports. The two companies have the same owner/chief operating officer. JNPAT began training delivery in May 2022. It is the only NZQA-registered private training education provider currently offering the New Zealand Certificate in Aviation (Ground Handling) (Level 3) and two related level 3 and one level 4 micro-credential.
Last EER outcome:	This is the first EER for JNP Aviation.
Scope of evaluation:	All training
MoE number:	6697
NZQA reference:	C56488
Dates of EER visit:	10-12 April 2024

Summary of results

After just two years of delivery, JNPAT is fulfilling its core purpose well. Its self-assessment information and processes are generally high quality, contributing to a range of significant developments and improvements.

Highly Confident in educational performance

- JNP Aviation Training offers NZQA-approved training for the aviation ground operations industry. Entry-level learners are gaining certification for this training. Nearly every learner has completed their training. There are significant Pacific and Māori enrolments; all have completed.

Confident in capability in self-assessment

- JNPAT is embedded within the industry. Its parent company operates aviation ground operations at multiple regional airports. JNPAT learners are trained to meet current industry expectations. The PTE is helping develop effective pathways for Pacific and Māori learners into the industry.
- JNPAT has developed four NZQA-approved products delivered in a simulated workplace environment at Tauranga airport. The hands-on training, interwoven with theory content, works well. Academic standards are robust.
- The small team is committed to the vision of this organisation. The head instructor is an experienced industry trainer. Culturally competent staff and advisors support the learners. Enrolments, learner feedback and the high completions confirm that learners are well supported.
- JNPAT leadership has been highly effective in fulfilling its core purpose. It has a robust, quality-focused culture, drawing on internal and external stakeholders and key data to develop a range of initiatives and innovations. The PTE's self-assessment information and processes are mostly high quality. This new and growing PTE

would benefit from additional review in some areas.

- JNPAT is generally effectively in managing its important compliance accountabilities.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>JNPAT learners are employees, secondary school learners or recent school leavers. They are being trained part-time to work in aviation operations-related roles. To date, nearly every learner completes their training.² There are significant enrolments from Māori and Pacific learners, who all completed.³</p> <p>Robust assessment and moderation practices give confidence in the reported results and that learning is taking place. Learners develop the knowledge, skills and attributes that aviation operations require. School students become aware of aviation career opportunities. There were signs that learners improved their confidence and wellbeing. This is an exemplary result for this training context.</p> <p>JNPAT systematically tracks attendance, retention, learner progress and assessment completions. Management maintains robust academic oversight of achievement. Staff review individual and cohort progress in fortnightly meetings. The achievement information presented is clear and comprehensive. Individual literacy and numeracy is assessed, although progression is not clearly reported.</p>
Conclusion:	Learner achievement was exemplary for this training context. JNPAT has a rich and comprehensive understanding and monitors its achievement information to support completions.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² See Appendix 1 for further details of enrolments, completions and certification gained.

³ There were no learners who self-identified as having a disability.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>JNPAT was established to provide certified quality training and a training pathway into the aviation industry, particularly for Pacific and Māori learners. There is convincing evidence, after two years of delivery, that JNPAT at this early stage is fulfilling this purpose well. Key high-value outcomes include:</p> <ul style="list-style-type: none"> • JNPAT offers the New Zealand Certificate in Aviation (Ground Handling) (Level 3) and three related micro-credentials. These attract significant Pacific and Māori enrolments.⁴ • Aviation operation workers gain, some for the first time, NZQA-recognised credentials. Ten Pacific and 19 Māori learners gained credentials in 2023, while 35 school-based learners gained 20 credits towards the National Certificate of Educational Achievement (NCEA). Twenty Air New Zealand staff became certified workplace assessors. There is sound early tracking of learner destinations, showing a few progressing to further training. • JNP Aviation (the parent of JNPAT) delivers contracted aviation operations services, ensuring learner competency meets current industry practice, including Air New Zealand and Civil Aviation Authority requirements. Aviation stakeholders and subject matter experts who were interviewed expressed confidence in the industry expertise of JNPAT. • JNPAT is providing collaborative leadership and vision supporting Pacific and Māori learners to enter and progress in the industry. To date, most activity is in Tauranga. JNPAT, embedded within industry, has diverse and evolving relationships with Pacific and Māori communities and local schools.

⁴ See Appendix 1 for further details of enrolments and the certification learners have gained.

Conclusion:	After two years of delivery, JNPAT is fulfilling its stated mission and kaupapa well, producing high value outcomes. It has a vibrant and coherent self-assessment capability leading to a range of new initiatives that meet all important learner and stakeholder needs.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>JNPAT has progressively developed a portfolio of four NZQA-approved training products that meet well the needs of industry, community and school stakeholders. Its most recent 2024 development is a Te Puni Kokiri-funded cadetship, groundbreaking for this industry. These cadetships train Māori who are already in work to move into higher-skilled roles. It combines the level 3 programme and the leadership in aviation micro-credential along with te ao Māori and literacy and numeracy content. JNPAT is exploring offering a similar Pacific cadetship, and in time offering higher-level programmes.</p> <p>The provider is based at Tauranga airport and offers a realistic vocational learning environment. Learning activities simulate this workplace, working around a retired aircraft, using a golf cart and baggage. Training weaves together the hands-on practice and theory, which engages the learners. Practical assessments are undertaken in a simulated environment. Assessors collect evidence of learner competency in real time, using an app JNPAT developed.</p> <p>JNPAT has recently engaged a highly experienced aviation operations trainer, committed to the JNPAT mission. Its learner management system supports online delivery of the theory content and assessments. The PTE has the cultural capability to design training that is engaging and meaningful for its Pacific and Māori learners.</p>

	Internal moderation practice is robust, reflective and mostly well tracked. External moderation results and feedback validate this key practice. Cohort reviews demonstrate a thorough review process leading to improvements. A Tertiary Education Commission learner success diagnostic tool was used to systematically identify other ways to make the training more learner-focused. After being delivered to four cohorts, the Take Off micro-credential warrants a fuller review.
Conclusion:	JNPAT training matches well the important needs of its learners, industry, community and school stakeholders. The PTE has robust systems that support the review of its training and assessment activity.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>JNPAT has a clear strategic intention, the people and the systems to effectively support nearly every learner to complete their training and 'take flight'. The PTE engages culturally capable staff and advisors committed to supporting and empowering its learners, particularly Pacific and Māori learners.</p> <p>JNPAT has created an inclusive and respectful environment. It has established a Pacific cultural navigator role to support these learners and liaise with local Pacific communities. JNPAT has accessed funding to offer Māori and Pacific learners additional support and training options.</p> <p>Learners receive practical support and ongoing feedback on their progress. Learning activities are engaging. Learners are provided with a laptop for the longer-duration training. The learner feedback sighted highly rates the training, the people and the support they received. Anecdotally, learner wellbeing is being strengthened, although this is not explicitly evaluated.</p> <p>JNPAT robustly reviews the learner support provided. It has undertaken a learner diagnostic analysis and a</p>

	systematic Code ⁵ review. These reviews have led to trialling a learner representative mechanism and developing a disability action plan in 2024 to better identify and respond to these needs. Staff capability could be enhanced to address diverse student needs.
Conclusion:	A range of robust and effective processes effectively support nearly every learner to complete their training and 'take flight'. JNPAT robustly reviews the learner support provided and makes improvements.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>JNPAT was established with a clear and coherent mission and kaupapa. Its strategic plan has well-articulated, time-defined objectives. After two years of delivery, the PTE is tracking well against these key objectives.</p> <p>The leadership has developed relationships with a diverse range of stakeholders, subject matter experts and advisors. It has delivered to the sector a range of innovative training products. Educational leadership is effective and has developed robust processes suited to this industry training context.</p> <p>The JNPAT leadership has engaged people who fit with the mission. It has invested in learning resources and equipment that simulate the workplace. It is a complex task for the leadership to balance innovation and responsiveness while ensuring continuity and consistency. JNPAT has been mostly effective in this. Managing the small team's capacity is one of the key challenges facing this organisation. The financial support of JNP Aviation has been essential. The management of compliance has been effective.</p> <p>JNPAT has a quality-focused, people-centred culture. Its leadership draws on the expertise of its internal staff,</p>

⁵ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

	<p>external partners and its learners' experience. The PTE collects, tracks and analyses typically high-quality data. It has multiple plans and a range of systematic self-review tools including moderation and the Tertiary Education Commission's Learner Success Framework. These self-assessment practices have contributed to a range of initiatives and ongoing improvements, some of them noted in this report.</p> <p>This new and growing PTE would benefit from an organisation-wide review. Gathering robust staff, learner and stakeholder feedback would enhance such a review.</p>
Conclusion:	<p>After two years of delivery, the leadership has been highly effective in fulfilling its core mission and kaupapa. JNPAT has a robust, quality-focused culture, mostly drawing on key internal and external stakeholders and key data to develop a range of initiatives and innovations. Giving more attention to the review of some activities would add value.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>JNPAT has the people and processes to be mostly effective in managing its important compliance accountabilities. It has an experienced academic leader and external moderator, familiar with NZQA and Ringa Hora Workforce Development Council requirements. JNPAT has access to external advisors. The PTE stays current with Air New Zealand and Civil Aviation Authority industry requirements through its organisational links with JNP Aviation.</p> <p>A range of evidence and processes also give overall confidence in the overall management of compliance:</p> <ul style="list-style-type: none"> • An NZQA Validation report (August 2022) found JNPAT met all requirements. • JNPAT actively engages with Ringa Hora. It has effective processes for meeting consent and moderation requirements. The head instructor has enrolled in an adult education programme.

	<ul style="list-style-type: none"> • JNPAT has been timely in submitting its annual attestations. • JNPAT undertook a comprehensive Code self-review. Staff working with youth are police vetted. • A sampling of attendance for the Take Off - Aviation Ground Handling (Level 3) (Micro-credential) found the approved hours had been delivered. • JNPAT has a mostly effective system for credit reporting which has been timely and accurate. Results for five learners were belatedly reported. More significantly, a learner complaint identified that one result had been incorrectly reported without all assessment records being retained. Changed practices mean the latter scenario is highly unlikely to reoccur. • A detailed quality management system is operating, with evidence of this being implemented and revised. However, procedures were not sufficiently revised in a timely manner in response to the late reporting. • JNPAT has NZQA approval for its sub-contracting arrangement.
<p>Conclusion:</p>	<p>JNPAT is generally effective in managing its important compliance accountabilities. The gaps have had limited impact and have been subsequently resolved. The PTE generally reviews and maintains the currency of its compliance practices.</p>

Focus areas

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

2.1 All training

Performance:	Excellent
Self-assessment:	Good

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 JNP Aviation Training Ltd:

- Monitor individual literacy and numeracy progression (see key evaluation question 1).
- Consider more systematically evaluating the longer-term impact of the training for JNPAT graduates (see key evaluation question 2).
- Undertake a more substantive review of the Take Off micro-credential soon (see key evaluation question 3).
- Develop a disability action plan (noted in the PTE's strategic intent report) to better identify and address the needs of this group. Include developing the team's capability to meet these diverse needs (see key evaluation question 4).
- Undertake a periodic organisational review in the near future (see key evaluation question 5).

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 that JNP Aviation Training Ltd:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 10(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022 (see key evaluation question 6).

Appendix 1

Table 1. Completion rates for an approved programme, micro-credentials and an individual unit standard, 2023 (percentage of total enrolments)

Title	2023 Enrolments	Equivalent full-time students	Completion rate
ID127036 New Zealand Certificate in Aviation (Ground Handling) (Level 3)	1	0.5	100
ID127848 Assessing in Industry (Aviation) (Micro-credential)	20	1.5	100
ID127826 Take Off - Aviation Ground Handling (Level 3) (Micro-credential) ⁶	35	5.8	100
Unit 30182 Standard Demonstrate and apply knowledge of dangerous goods in an air cargo environment	12	0.4	91.67
Total	68	8.2	97.9
Māori learners	19	NA	100
Pacific learners	10	NA	100

Data Source: JNP Aviation Training data

⁶ These are Gateway-funded secondary school learners who attended one day per week.

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 fraud⁷*
- 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.*

⁷ 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.

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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