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External Evaluation and Review Report

North Shore Aero Club

Date of report: 19 December 2018

About North Shore Aero Club

North Shore Aero Club (NSAC) offers courses in aviation, including an NZQA training scheme and a Diploma in Aviation. Students are self-funded which limits the courses to those with sufficient resources. Most students train for recreational purposes, with the intention of completing their Private Pilot Licence or Specialist Ratings.

Type of organisation:	Private training establishment (PTE)
Location:	North Shore Aerodrome, 300 Postman Road, RD4, Albany, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 186 students; Māori 0.8 per cent and Pasifika 1.2 per cent International: nil
Number of staff:	15 full-time equivalents and seven part-time
TEO profile:	See: NZQA – North Shore Aero Club
Last EER outcome:	In 2014, Highly Confident in educational performance and Confident in self-assessment
Scope of evaluation:	Private Pilot Licence - Aeroplane (PPL-A). Most NSAC students undertake this training. The PPL-A is a prerequisite for a Commercial Pilot Licence and therefore a career as a commercial pilot, which is the focus of a small number of students. Most train for recreational purposes.
MoE number:	7143
NZQA reference:	C31445
Dates of EER visit:	11 and 12 October 2018

Summary of Results

NSAC uses self-assessment to understand its performance and bring about improvements. The quality of the teaching and value of the outcomes for students and graduates demonstrates exceptional educational performance.

Highly Confident in educational performance

- Student and graduate needs are well met. The PPL-A is the required licence for both recreational pilots and those wanting a career as a commercial pilot.
- PPL-A delivery is flexible and focused on individual learner goals and their availability to study and fly. Progress occurs at a rate students dictate.

Highly Confident in capability in self-assessment

- Skill and knowledge development is closely monitored through appropriate learning and flying milestones which are systematically verified multiple times to ensure competency.
- Instructors are well trained. They not only meet Civil Aviation Authority (CAA) requirements but also undertake instructional techniques training.
- Governance and management effectively strategise and invest in the PTE to maintain resources and support achievement and planned growth.
- Comprehensive monitoring systems and processes provide accountability and transparent reporting on compliance.
- NSAC is purposeful in its collection and use of self-assessment information. A wide range of embedded activities give good information. There have been improvements in programme delivery, student engagement, monitoring and instructor development. Review of the survey process and tool would be beneficial.

Key evaluation question findings¹

1.1 EER How well do students achieve?	
Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NSAC students who take the CAA flight tests and written exams for PPL-A outperform the sector in successful completion on their first attempt. This is a recognised measure of achievement in aviation and is benchmarked nationally by an independent examination body. Since the previous EER, 84-86 per cent of students have successfully passed on their first attempt and 100 per cent on the second attempt. This is important as the students must meet the additional cost of training and re-sits. NSAC analyses the results to sustain and improve achievement.</p> <p>NSAC systematically monitors, reviews and reports individual student flying hours, and analyses progress and competencies achieved. The results are discussed with the student and at all levels of the organisation, including monthly reports to the NSAC incorporated society committee. Maintaining this level of awareness of student progress sustains high achievement.</p> <p>Over the past four years, the few Māori and Pasifika students have performed on a par with all students in flight test and written exam attempts and in the number of hours to complete PPL-A.</p> <p>The individual goals of students are identified and used as motivation to achieve. Students who do not complete the PPL-A cite finance and changing priorities. Students are supported to achieve at a rate they can financially manage.</p>
Conclusion:	Students' progress is monitored, and internal and external benchmarks are analysed and convincingly demonstrate strong outcomes for those able to undertake the full PPL-A training.

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

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The immediate output and most important outcome for graduates is gaining the PPL-A licence and ratings as awarded by the CAA. The PPL-A is the platform on which to progress in aviation as a pilot, irrespective whether the focus is recreational or career flying.</p> <p>NSAC knows the destination of all of its graduates through personal engagement, surveys and interviews with graduates and strong links with the aviation sector. PPL-A graduates who continue on the commercial pilot pathway gain aviation work.</p> <p>Recreational PPL-A graduates are also aero club members and can extend their flying experience, skills and capability through NSAC's provision of qualified instructors. Members gain additional licences and are encouraged to fly a range of aircraft. These outcomes are highly valued and students' needs are well met. It is unclear how, and to what extent, feedback from graduates is used to improve the PPL-A training.</p> <p>Students are members of the aero club and can participate in flying trips and competitions and network socially with likeminded people. NSAC also supports their enthusiasm for aviation and adds value in the community – specifically through offering Gateway programmes to local secondary school students, which NSAC subsidises. Opportunities to experience flying are also provided to Royal New Zealand Aero Club's Young Eagles programme at no cost.</p>
Conclusion:	<p>Successfully achieving the PPL-A provides the platform for a recreational or career pathway as a pilot. Graduates have the minimum licence and most continue to build their competency to participate in aviation activities. Feedback from graduates has been positive. However, the use of feedback from graduates and stakeholders to develop the programme could be strengthened.</p>

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>NSAC provides flexible training enabling students to determine their learning and engagement in the PPL-A training. Students are taught through individual learning plans based on their goals identified at entry with the chief flying instructor. The course strongly matches the needs of students who mostly undertake PPL-A training on a casual basis to fit around work and other commitments.</p> <p>Students achieve the necessary skills and competencies before progressing to the next stage. Internal moderation provides multiple feedback, formative assessment opportunities and verification of students' competency. Regular verbal and written feedback on practical skills is provided to the students who can clearly track their skills and knowledge development and progress at a rate suited to their circumstances.</p> <p>Instructors have a minimum C-Category rating and meet the requirements to instruct PPL-A students. To support effective teaching, NSAC has developed its own aviation instructor training which is continually improved based on feedback from students and which CAA is making available to other flight schools. NSAC has two instructors who are also New Zealand flight testers. This helps NSAC to review and improve its own delivery and assessment.</p> <p>NSAC uses a range of information to continually review how well it is supporting the progress of each student. A number of factors contribute to NSAC's support of the students: pre- and post-flight briefings, monitoring flying hours, achievement of theory and flying milestones, feedback from instructors, CAA audits, feedback from flight test examiners, data on first-attempt completions, and formal student feedback.</p>
Conclusion:	Through comprehensive self-assessment, NSAC convincingly demonstrates that programme design, delivery and assessment, and teaching practices are effectively meeting students' needs.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NSAC recognises that all students are self-funded, and so provides them with the most efficient and cost-effective training path possible. For example, if a booked flight cannot occur due to poor weather, the instructor's time is used to advance other skill and knowledge areas. Instructors are available on an as-needs basis and can provide guidance in both the theory and flying aspects of the PPL-A. If more specialist support is required, A and B-Category instructors are made available.</p> <p>Instructors are taught to identify barriers to learning. Where challenges arise, a collective discussion identifies a management plan for the instructor to follow. NSAC instructors provide academic support where required, but the effectiveness of this support is unclear. NSAC can, if necessary, access or refer students to specialist literacy, numeracy and language services.</p> <p>Students are given systematic and ongoing feedback on their flying competency by their instructor to support their continued skills development and confidence. The chief flying instructor regularly conducts interviews with students to review their progress, offer advice on further training and study, and discuss the goals students initially identified.</p> <p>Feedback mechanisms to identify the effective support of students are mostly through one-to-one discussions and engagement with the students on the airfield. NSAC may benefit by improving the survey of students currently used to gauge the effectiveness of the support provided, particularly those who become inactive and do not complete the PPL-A.</p>
Conclusion:	Support provided is highly relevant to the context of the PPL-A training and is focused on the individual student and their needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NSAC has an established committee which is responsible for the governance of the whole organisation, aero club membership and activities, and the operation of the airfield and the PTE. The elected committee includes the PTE's general manager and chief flying instructor.</p> <p>Effective mechanisms such as monthly meetings and six-monthly self-assessment reporting to the committee – which incorporates feedback from students and stakeholders – provide oversight and information about the activities of the PTE and its operations. Improvements are based on the resulting findings which include changes to staffing, resources and marketing to promote more of a focus on the NSAC student experience and achievement.</p> <p>Performance of the PTE is measured by financial growth, which is positive, and high retention of staff. Analysis of student flying hours and first-attempt pass rates indicate the effective and efficient business operation of the PTE.</p> <p>Senior staff within the PTE are highly qualified and actively engaged in aviation locally and through national organisations. For instance, the NSAC chief flying instructor is a member of the Royal New Zealand Aero Club (Flying NZ) Instructor Council, which is made up of senior experienced instructors throughout New Zealand.</p> <p>NSAC is anticipating and effectively planning for future growth in student numbers through the allocation and maintenance of resources and assets, programme development, investing in improved IT systems, and supporting the professional development of instructors.</p>
Conclusion:	Systems, processes and functions within the PTE align the aviation and education priorities to effectively support the training and achievement of competent pilots.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NSAC is serious about the compliance accountabilities associated with training and operating in the aviation sector. Comprehensive systems such as planned internal audits are used to monitor and manage compliance. Reporting to the NSAC committee occurs systematically following a set format to ensure all areas are identified and information conveyed.</p> <p>Rigorous processes for reporting hazards, risks and incidents are in place. The organisation fosters communication so potential risks can be identified and addressed.</p> <p>NSAC is proactive in meeting compliance and operational requirements. For example, NSAC is currently awaiting approval from CAA for its safety management system, which is ready to be implemented three years prior to the date required.</p> <p>Aviation and education compliance accountabilities are externally monitored by CAA and NZQA. NSAC was last audited against Part 141 (Flight Training Operations) by CAA in May 2015, with no concerns raised. Part 141 approval has been renewed for five years, which is the longest renewal period CAA will approve and in force until August 2021. Health and safety compliance is embedded into self-assessment as part of CAA requirements.</p> <p>NSAC also meets CAA compliance requirements for ATOC (Aviation Training Organisation Certification), and is monitored regularly. The ATOC shows that NSAC has appropriate ratings and appropriate staff as advised by CAA.</p> <p>NZQA has deemed NSAC 'sufficient' in a consistency review of the New Zealand Diploma in Aviation, and the programme is being delivered as approved. Recent NZQA approvals include a training scheme and signatory to the Education (Pastoral Care of International Students) Code of Practice.</p>
Conclusion:	NSAC has effective systems and processes to monitor and manage the most important compliance accountabilities pertaining to the aviation and education sectors.

Focus Areas

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

2.1 Focus area: Private Pilot Licence - Aeroplane (Training Scheme) (Level 4)

Performance:	Excellent
Self-assessment:	Excellent

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 North Shore Aero Club:

- Improve the feedback mechanisms for students and graduates to ensure timely and relevant feedback.

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.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud²*
- *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.*

² 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 according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or 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 External Evaluation and Review (EER) Rules 2013. 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). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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