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External Evaluation and Review Report

North Shore Aero Club Incorporated

Date of report: 6 December 2022

About North Shore Aero Club Incorporated

North Shore Aero Club (NSAC) offers courses in aviation, including an NZQA training scheme and a Diploma in Aviation. Most students train for recreational purposes, with the intention of completing their Diploma in Aviation or Specialist Ratings.

Type of organisation:	Private training establishment
Location:	North Shore Aerodrome, 300 Postman Road, RD4, Albany, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 135 students; Māori 2.2 per cent and Pasifika 2.2 per cent; male 82.2 per cent and female 14.8 per cent; International: one
Number of staff:	Eight full-time equivalents and 12 part-time
TEO profile:	North Shore Aero Club North Shore Aero Club owns North Shore Airport and operates from purpose-built pilot training facilities at the airport.
Last EER outcome:	In 2018, NSAC was Highly Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	The New Zealand Diploma in Aviation (Aeroplane Flight Instructor) (Level 6) ID:115687. Most students train for recreational purposes with the intention of completing their Private Pilot Licence (PPL) or Specialist Ratings. PPL is a component of the Diploma in Aviation.
MoE number:	7143
NZQA reference:	C50645
Dates of virtual EER visit:	6 and 7 October 2022

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

- Private Pilot Licence students consistently achieve above-sector benchmarks for both practical and written Civil Aviation Authority (CAA) external exams.
- NSAC programmes consistently meet the requirements of the Workforce Development Council, CAA and the aviation industry.
- NSAC graduates are actively sought after and are prioritised for employment by key aviation stakeholders.

Highly Confident in capability in self-assessment

- Students are engaged and supported by highly qualified, experienced instructors who meet individual student needs well.
- NSAC is engaged in promoting aviation in the community. Instructors contribute to the upskilling of the wider aviation sector.
- A well-developed and embedded system of self-review ensures effective management of important compliance activities and informs ongoing improvement across all aspects of the organisation.
- NSAC has addressed the recommendation from the 2018 EER, 'to improve the feedback mechanisms for students and graduates to ensure timely and relevant feedback', by the development of an online feedback system for students. Graduate feedback is also gathered and analysed for trends.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Private Pilot Licence students (76 per cent of all students) consistently achieve above-sector benchmarks for both practical and written CAA external exams. Successful completion on first attempt is a recognised measure of achievement in aviation. NSAC benchmarks student achievement (on first attempt) with similar training providers across New Zealand/Aotearoa, using statistics from the independent CAA examination body. Diploma flight test results in 2021 were 87 per cent at first attempt and 100 per cent at second attempt, well above the national average of 61 per cent for flight tests passed on the first attempt. Diploma written exam results for 2021 were 86 per cent at first attempt and, in 2022, 90 per cent at first attempt, well above the national average of 73 per cent at first attempt.</p> <p>There are generally low numbers of Māori and Pasifika students, who mostly perform on par with non-Māori students. However, some students require extra time to become qualified. NSAC maintains detailed records of achievement for these priority learners and actively reduces barriers to learning.</p> <p>Student feedback opportunities are comprehensive and results are consistently positive. A fully automated online feedback system has been designed and is now live. This allows students to submit feedback at any time and with anonymity. Any identified areas of improvement are entered into the quality improvement opportunities system and actioned in a timely manner.</p>
Conclusion:	Diploma students consistently achieve above-sector benchmarks in external CAA exams. Student feedback mechanisms are accessible and well used. Student rates of satisfaction with all aspects of teaching and learning are high.

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:	Excellent
Findings and supporting evidence:	<p>Private Pilot Licence graduates gain relevant employment within the aviation industry. Employers described graduates as well-rounded practitioners who are work-ready and reliable, with positive attitudes. Employers spoken with noted that NSAC graduates are prioritised for employment over graduates from other flight training organisations. NSAC collects, reviews and analyses graduate destination data for employment trends.</p> <p>NSAC is actively involved with its community. A 10-week Aviation Gateway Flying Programme for high school students provides an insight into the aviation industry and successful completion results in National Certificate in Education (NCEA) credits. In addition, the Young Eagles programme develops a passion for aviation in youth. NSAC also works with Flying New Zealand to offer scholarships. Other aviation providers contract NSAC instructors to deliver training, indicating NSAC instructors' expertise and their commitment to upskilling the aviation sector.</p> <p>NSAC values its graduates by employing some of them. With the current upturn in aviation, NSAC instructors are moving into roles within the aviation sector. To meet vacancies, NSAC has been training more instructors, with two new instructors commencing employment when they pass their instructor flight test. Female graduates are recruited to meet female trainees' requests for female instructors.</p> <p>Students benefit from studying at an operational airfield where they can interact with aero club members and gain real-world knowledge from experienced recreational flyers.</p>
Conclusion:	<p>Stakeholders benefit from NSAC's unique mix of provision. NSAC graduates are well trained and preferred employees. NSAC adds value by upskilling and supporting the wider aviation sector.</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>The NSAC diploma programme meets the requirements of the relevant Workforce Development Council, CAA and the aviation industry. Entry criteria are strict as students need to demonstrate high levels of literacy and numeracy to pass the written and practical exams. Students are well prepared for flight tests, both practical and written. Programme design and delivery includes a combination of face-to-face discussions, pre- and post-flight briefings and open forum discussions. After the candidate has been assessed as 'ready' by the chief flying instructor, the student is assessed by a CAA flight examiner.</p> <p>Student engagement is highly effective. NSAC instructors are accessible, approachable and knowledgeable. The learning environment is friendly, supportive and conducive to learning. Students feel that they are being trained to become competent and safe pilots, rather than being trained to pass a flight test. The student management system is online, purpose-built and accessible to students and staff. Students can independently track their progress and reflect on any trends in their progress by reviewing their briefing notes. Instructors also review student progress, enabling more effective lesson planning and productive discussions with students.</p> <p>NSAC instructors are well-qualified practitioners. NSAC has a greater number of Category A (highest level) and endorsed managers than similar providers. This advantage is reflected in student achievement and confirmed by industry benchmarking. Students fly regularly with senior instructors who check on their progress. Student records are reviewed and signed off by management prior to awarding a qualification.</p> <p>NSAC management engages effectively with industry stakeholders to share their informed expertise and ensure the training is informed by current knowledge.</p>
Conclusion:	Ongoing cycles of internal and external programme review and engagement with relevant stakeholders ensure close matching of industry and student needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student wellbeing is well managed by NSAC. Attention to individual student needs is appropriate. The recently appointed student liaison officer is a pilot and has considerable experience with pastoral care provision. He maintains regular communication with the students. This ensures the students have a known point of contact whenever they need to discuss personal concerns that impinge on their study. Several students reported situations where their training had to be suspended, for reasons outside NSAC's control. NSAC supported the students during this time. This flexible approach enabled students to resume training when appropriate.</p> <p>Student learning goals are well understood. After each module of learning, the instructors discuss, review and update goals with the students. Student handbooks are comprehensive, updated regularly and accessible online. The student portal allows students to track their progress and look for trends in their performance. This knowledge can then be used as a focus for additional training and subsequent improvement.</p> <p>Students are valued and respected as individuals and future colleagues. They have ongoing opportunities to give feedback on teaching and learning, and they reported examples of where student feedback had been actioned. Students consistently described instructors as 'friendly and highly professional'. Students felt that they were well prepared to use their qualifications after training was complete.</p> <p>Students are supported and encouraged to establish effective social networks. Achievement is recognised on Facebook and in the NSAC newsletter. There is an annual wings dinner and graduates are encouraged to stay involved with NSAC activities.</p>
Conclusion:	Student involvement and support is comprehensive and highly effective. Ongoing self-assessment is used to minimise barriers to learning and review the effectiveness of student support.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NSAC's organisational purpose and direction is clear. NSAC is an incorporated society governed by an executive committee, including a president. The executive committee meets annually, but the president is in weekly contact with the management team. The committee is elected by the membership at the annual general meeting. The committee delegates the day-to-day management to the general manager and the chief flying instructor, who, in turn, manage the instructors and their workload. The management team both hold Category A flight instructor ratings and general aviation flight examiner ratings, the highest qualifications possible in the flight training industry. Safety is paramount for NSAC. Matters relating to safety, and duties related to NSAC's safety management system, are delegated to the safety manager.</p> <p>Recruitment and development of staff is highly effective. The safety manager runs CAA-approved instructional techniques courses. All NSAC-trained instructors have undertaken the instructional techniques course, and all instructors employed from other training organisations have completed an instructional techniques course elsewhere. This ensures instructors not only know their subject matter but are professionally trained in how to teach adults of varying ages, cultures and backgrounds.</p> <p>Staff are highly valued and developed professionally. Instructors are reviewed for how well they maintain student records and give feedback to the students. Weekly instructor toolbox meetings keep staff updated. Continuing education sessions, implemented in 2018, have proven to be of excellent value. NSAC attends training division meetings with key stakeholders such as NZQA, the Tertiary Education Commission and CAA.</p> <p>Students are self-funded, which limits the training to those with sufficient resources. Training opportunities for priority learners would be enhanced if students could access student loans. NSAC continues to apply for Tertiary Education Commission funding to enable this option. More graduates would also alleviate current pilot shortages.</p>
Conclusion:	Resourcing is targeted to support educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NSAC has comprehensive and effective compliance management processes that meet Workforce Development Council, CAA and aviation industry requirements. All training courses have student documents and training guides consistent with these standards, and all NSAC instructors are required to comply with NSAC standard operating procedures. In 2021, NSAC's CAA recertification was granted until 2026.</p> <p>Safety is actively managed through the use of the CAA-approved safety management system. Students and staff openly report hazards and occurrences. Reporting is timely and these incidents are viewed as issues to correct. An online hazard register has been established, and hazards are displayed at reception to inform pilots and students on arrival at the club.</p> <p>Students fly regularly with senior instructors who check on their understanding of safety and compliance in aviation. Student records are reviewed and signed off by management prior to awarding a qualification.</p> <p>The outcome of NSAC's self-review of the Code of Practice² was 'Well-Implemented' (the highest rating). These ratings were affirmed by the evaluation team.</p> <p>NSAC is current with all NZQA reporting obligations. Effective processes ensure reporting deadlines are met.</p> <p>A quality improvement opportunity system collects stakeholder feedback from students, staff, instructors and customers. Opportunities for improvement are identified and actioned.</p>
Conclusion:	Proactive engagement with key stakeholders, including government agencies, supports management of compliance.

² The Education (Pastoral Care Tertiary and International Learners) Code of Practice 2021

Focus areas

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

2.1 Focus area: Private Pilot Licence (Diploma in Aviation Level 6 Flight Instructor)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NSAC has one international student enrolment that is currently on hold. Discussion of NSAC plans in the international market indicated that the primary focus continues to be on the domestic market and increasing domestic student numbers.</p> <p>NSAC has demonstrated that they are well placed to enrol greater numbers of international students, should this become a strategic objective.</p>
Conclusion:	NSAC understands Code of Practice requirements for the enrolment of international students, and has the support structures, staff and processes in place to meet international student requirements.

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.

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

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 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 fraud³
- 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.

³ 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 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 including TITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2021. 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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