

# Report of External Evaluation and Review

Enfield Holdings Ltd  
trading as Mainland Aviation College

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 17 August 2015

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	5
Summary of Results .....	7
Findings .....	9
Recommendations .....	17
Appendix .....	18

MoE Number: 7187  
NZQA Reference: C18584  
Dates of EER visit: 15 and 16 April 2015

*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	Enfield Holdings Ltd trading as Mainland Aviation College (Mainland)
Type:	Private training establishment (PTE)
Location:	Airport Drive, Dunedin International Airport
Delivery sites:	As above
First registered:	7 October 2013
Courses currently delivered:	New Zealand Diploma in Aviation (Aeroplane) (General Aviation) Level 5 [Ref: 1706]  Note that although Mainland is approved to offer the NZ Diploma in Aviation, to date they have not had any graduates. Most students enrol in training schemes at Mainland with the intention of completing their private pilot licence (PPL), commercial pilot licence (CPL) or specialist ratings.
Code of Practice signatory:	Yes
Number of students:	Domestic: 2 International: 15
Number of staff:	Seven full-time and three part-time
Scope of active accreditation:	Domains and unit standards in the Aviation subfield up to, and including, level 7.
Distinctive characteristics:	Enfield Holdings Ltd owns Mainland Air Ltd and Mainland Aviation College.

Mainland Air Ltd is an aviation services and charter company offering charter flights, air ambulance and freight services to the tourism, medical, and government sectors. The two entities (Mainland Air Ltd and Mainland Aviation College) operate seamlessly from the same premises, accessing the same aircraft fleet and staff.

Recent significant changes: Enfield Holdings Ltd purchased Mainland Aviation College in 2013. Although the organisation had been operating as an aviation training provider from the current site since the mid-1990s and was registered as a PTE for much of that time, the terms of the sale and purchase required that Enfield Holdings re-register as a new PTE. So although the current PTE has only been registered since October 2013, many of the current staff, including the present owners, were employed by the previous entity for a number of years before the change.

Previous quality assurance history: Mainland was first registered as a PTE in October 2013. This is their first external evaluation and review.

NZQA have not noted any risk issues since the organisation was registered.

Other: The certification and operation of organisations conducting aviation training and assessments in New Zealand is prescribed under Part 141 of Civil Aviation Rules governed by the Civil Aviation Authority of New Zealand (CAA). All theory and practical (flight test) assessments are conducted independently by Aviation Services Ltd (ASL), which operates under licence to CAA. All pilot licences are issued by CAA.

Mainland was last audited against Part 141 (Certification) by CAA in July 2014. There was one finding related to maintenance log documentation raised during this audit. The finding was not regarded as significant.

In October 2014, Mainland enrolled a group of 10 international students, who had previously been studying at NZ Flight Training (NZFT) in Mount

Maunganui. When NZFT became insolvent (as a result of its parent company going into receivership), the students were offered a number of choices to transfer their enrolment and partially completed study to an alternative provider. A cohort of 10 students chose to transfer to Mainland.

## 2. Scope of external evaluation and review

The scope for the external evaluation and review (EER) consisted of the mandatory focus area:

- Governance, management, and strategy
- International student support

In addition, the evaluators selected another focus area:

- Flight training – this includes the New Zealand Diploma in Aviation (Aeroplane) (General Aviation) (Level 5), the Professional Pilots Training Course level 4 and all other flight training.

The above focus area encapsulates all of the teaching and programme delivery activities of Mainland.

As previously noted, there have been no enrolments in or graduates from the diploma offered by Mainland. Most students enrol to gain CAA licences (for example, Multi Engine Rating) rather than a full diploma.

## 3. 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.*

The EER was conducted in mid-April 2015. Before this EER, the lead evaluator visited the site and met with the general manager to discuss the visit and agree the scope of the EER.

An evaluation team of two made a one-and-a-half-day EER visit to the Mainland site at Dunedin international airport. There, the evaluation team reviewed a range of documentation and met with:

- Chief executive officer

*Final Report*

- General manager
- Chief flying instructor
- Quality manager/deputy chief flying instructor
- Two groups of instructors
- Two groups of students.

The evaluation team made phone calls to eight external stakeholders, including ASL.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Enfield Holdings Ltd, trading as Mainland Aviation College**.

Key reasons for this level of confidence include:

- Students at Mainland are achieving satisfactory results. Almost all students have passed the various courses and examinations that they have enrolled for. Approximately one third of these students have required one or more re-sits in order to pass. This rate of 'first time pass' of both theory and practical assessments is below the national average (refer to Findings 1.1 for details) and indicates that students could be better prepared before they are put forward for examination or testing.
- Of the 10 graduates of commercial qualifications, all have indicated a positive outcome: one student is employed in the aviation industry; several are working in other industries, but have indicated an intention to return to further aviation study when finances permit; the remainder have returned overseas and are actively job hunting while converting their qualifications to meet the requirements of their home country (refer to Findings 1.2 for details).
- Mainland engages well with its industry at a local level, particularly through its chief executive officer who is an experienced and well respected pilot. Mainland is respected by its stakeholders for the positive contribution it makes to the industry. A more systematic engagement approach, involving more of the staff, would lead to more useful feedback that could add value to its operations and programmes.
- The EER team found evidence of good teaching taking place at Mainland. (refer to Findings 1.4) However, Mainland could improve teaching by using a more systematic and deliberate strategy to continuously improve teaching and learning at Mainland.
- Mainland has student support structures that are appropriate to the needs of both international and domestic students (refer to Findings 1.5)
- The training and aircraft fleet is well resourced and Mainland uses its resources effectively. The connection with Mainland Air provides students with the opportunity for work-related aviation experience.

In summary, NZQA is confident in the educational performance of Mainland. There is clear evidence that Mainland is providing quality education and training that leads to positive outcomes for the majority of its students.

However, consistent and continuous improvement in educational achievement and evidence of sustained positive graduate outcomes will be required for NZQA to reach a higher level of confidence.

## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Enfield Holdings Ltd, trading as Mainland Aviation College**.

NZQA identified significant gaps in Mainland's self-assessment:

- There is inconsistent evidence that Mainland recognises the value of self-assessment and methodically uses it as a tool to improve its educational performance. There was no indication of meaningful engagement with the NZQA key evaluation questions by any of the staff interviewed.
- Mainland has not yet found an appropriate way to benchmark its educational performance either externally or against its own year-to-year performance. Management and staff were aware of publicly available benchmarking data (for instance: EER reports of other organisations, or ASL examinations data), but had not used it to make comparisons with their own performance.
- Mainland has systems for gathering student and some stakeholder feedback. However, Mainland does not systematically share this information with staff and the information is not used to make improvements to the programmes.

The challenge for Mainland is to ensure that the good intention evident in the organisation is translated to the wider organisation's systems for improving quality. Mainland should direct its self-assessment efforts into: developing a systematic approach to gain a greater understanding of its educational performance; and improving valued outcomes for learners and other stakeholders by using valid and reliable achievement data.

For these reasons, NZQA is not yet confident in Mainland's self-assessment capability. A greater emphasis on the systematic collection and analysis of organisational achievement data will help the organisation to recognise and act on overall organisational performance.



# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Students enrol at Mainland for different durations depending on their individual needs and aspirations. Retention rates are good, with the majority of students remaining at Mainland for the full intended time and achieving the licence(s) which they set out to gain.

Many aviation training providers measure their success by the number or percentage of 'first attempt passes'<sup>2</sup> on external exams. This can then be benchmarked against national averages of first time pass rates of all New Zealand aviation training providers.<sup>3</sup> The first time pass rate for Mainland students enrolled in PPL/CPL courses is 75 per cent for theory examinations and 65 per cent for flight tests. This result is below both the current national average of approximately 85 per cent for theory and the national average of 70 per cent for flight tests and indicates that students could be better prepared before being put forward for examination or testing.

Although some staff at Mainland were aware that they could get national average information, this information was not universally known within the organisation. As a consequence, staff have no way of knowing whether or not their students' results are satisfactory.

Mainland has a good system of debriefing students: after every flight the instructor identifies what the student did well, what he/she didn't do so well, and where improvements could be made, either in the student's performance or Mainland's instruction. The CFO regularly conducts interviews with students to review progress and gain feedback on the course delivery.

Late last year, Mainland instituted a system where every student keeps not only their log book, but also a student record book. The record book includes achievements and running records and gives students a detailed record of how

---

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

<sup>2</sup> This measure refers to the number or percentage of students who pass external theory or flight test examinations on the first attempt.

<sup>3</sup> ASL makes national average information available to all aviation training providers every quarter.

they are progressing. It also provides handover notes if there is a change in flight instructor.

Staff at Mainland demonstrated an intuitive understanding of the factors that lead to student achievement and formally and informally analyse and discuss ideas for improving achievement. The instructors have a very collegial approach and communicate and share information informally on a daily basis (for instance at the daily 8:30am 'five minute meeting'). Mainland also have a compulsory staff meeting once per month where they talk about the progress and achievement of students. The meeting minutes that the EER team viewed were minimal and did not clearly document agreed actions from discussions nor address any of the key evaluation questions.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Mainland's students are achieving valued outcomes. The immediate outputs from this training are licences and ratings awarded by the CAA. These licences also meet the requirements of the International Civil Aviation Organisation. Students' achievement of these commercial licenses and ratings will equip them to apply for a range of roles within the aviation industry in their home country. Mainland has ensured that the aircraft used for training meet overseas licencing requirements<sup>4</sup>.

Since Mainland was registered in October 2013, 16 students (all international students) have studied at Mainland for sufficient time to complete qualifications. Of these:

- Four students have completed a range of New Zealand commercial licences and have returned to their home country to convert their New Zealand licences to meet overseas requirements
- Two students have completed commercial licences, returned home and are working in aviation: one as a commercial airline pilot, and the other as an instructor
- Four students have completed CPL and returned to their home country to raise funds to complete further licences
- Two students have completed PPL and returned to their home country to raise funds to complete further licences

---

<sup>4</sup> Not all aircraft approved for training in New Zealand are necessarily recognised by, for instance, the Indian Directorate General of Civil Aviation, for logging of flying hours.

- Two students had their training terminated by Mainland because their standard of English was insufficient to successfully complete training
- Two students transferred to other aviation schools in New Zealand.

Of the 10 graduates of commercial qualifications, all have indicated a positive outcome. It is important that Mainland maintains contact with these graduates to ascertain whether the outcome of the training remains positive.

Due to low numbers of students, the tracking of graduates has so far been a simple and informal process. The chief executive officer has kept a record of the destinations of graduates over at least a decade, but given that they were all graduates from the previous entity the information was 'out of scope' for this EER. However, it is important that the new entity continues this good practice.

It is important that Mainland ensures it has a process in place to interview all international graduates on exit and that all graduates are encouraged to keep in touch with the organisation via social media. As Mainland's self-assessment systems mature and more students enrol and complete qualifications, this engagement with graduates should inform programme improvements.

Employers contacted (all New Zealand-based) spoke positively about the attributes of Mainland graduates. Employers used descriptions such as 'ready to work', 'well mannered', 'professional', and 'reliable'. Again, these employers were describing graduates from the previous entity. It is important that the new entity maintains contact with these employers and continues to produce graduates that meet industry expectations and changing needs.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Mainland's overall delivery of flight training is designed to enable students to complete the theory component of the qualification simultaneously with their practical flying component. Mainland reports that they have adopted this structure as they have found that it engages students well and enables them to immediately apply the theory they have learned practically. Students who the EER team interviewed confirmed this.

A strong feature of Mainland's training is how it is structured around the individual needs, ability and resources of each student. Because students 'pay as they go', Mainland ensures that each students' training is as efficient as possible.

Training at Mainland is enhanced by the location of the training environment at Dunedin International Airport. The Dunedin airport has a long runway, expansive

areas for ground movement of aircraft, and low numbers of aircraft movements on most days. This means that there is very little waiting and holding time, enabling students to maximise their scheduled aircraft time.

Mainland's gets feedback from students through a variety of mechanisms, mostly informal. The organisation has formal systems for gathering feedback from students, but evidence viewed by evaluators indicated that the organisation is not using these systems consistently. Data is not always analysed and shared with staff. Although this may be sufficient for the present level of training activity, as Mainland grows it will need to ensure it uses its formal feedback systems.

Mainland has a number of instructors available and generally seeks to ensure that instructors are matched to the learning styles of individual students. However, the evaluators found that there was a level of ambiguity amongst students and staff around whether 'principal instructors' were assigned to individual students or whether the student led the process by choosing which instructor they wished to fly with.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Poor**.

There was some evidence of good teaching practice taking place at Mainland. All staff are enthusiastic and passionate about their curriculum and teaching and they are well supported by management. Instructors and students appear to relate well to each other.

However, in the absence of formal systems of student feedback, teaching observations, peer review or performance appraisal, it is difficult to see how Mainland management know whether or not effective teaching is taking place. Simply relying on the fact that most students pass their examination is not a proxy for good educational management, especially when first time examination pass rates for Mainland students are below national averages.

Students value the open, friendly style of teaching and find their learning activities interesting and challenging. Students have access to all staff outside of formal classes and can make suggestions about improvements. Students noted that staff were responsive to any concerns or issues raised.

Staff are well qualified, with ACAT, BCAT and CCAT instructors on permanent staff. Although they have extensive industry and professional experience, and an obvious natural passion and ability to engage students, none of the current instruction staff holds an adult teaching qualification apart from the 'instructional techniques' component of the CCAT course.

The evaluation team believes that stronger policy and practice in this area (for instance, sending instructors to various courses on adult teaching<sup>5</sup>, or periodically bringing in external expertise to evaluate and coach staff) would better demonstrate excellent practice. Because instructors are generally only employed for less than five years<sup>6</sup>, Mainland management expressed a reluctance to require instructors to undertake teaching training other than the minimum requirements for CAA licencing. This mind-set is not consistent with the support of educational performance.

The majority of staff have little external contact with other educators, apart from occasional contact with staff from one other flying school. Staff acknowledged that this contact was mainly social and that using the opportunity for enhancing discussion on learning and teaching would be useful.

Given that all summative assessment is through external examination, Mainland does not require a moderation system. The chief flying instructor does, however, monitor examination results and matches these results with the various instructors to identify trends, positive or negative, which may indicate good practice or areas for improvement.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Mainland has client-friendly processes for the pastoral care of its students. The organisation provides a safe and supportive learning environment for its international students on campus and keeps in close contact outside of the normal hours of tuition. The support systems are intuitive rather than systematic, but work well with low numbers of students.

The general manager has overall responsibility for student support and pastoral care. She ensures that Code of Practice requirements are met, but at the time of the EER visit she had not formally completed a self-review of the organisation's pastoral care arrangements. She is also the designated support staff member with 24-hour phone contact, if needed.

The pre-enrolment information given to students is comprehensive and designed to ensure that students make an informed decision before committing to what is a

---

<sup>5</sup> For instance courses and workshops offered in Southland or Otago by Ako Aotearoa or adult teaching courses at Otago Polytechnic or Southern Institute of Technology.

<sup>6</sup> It is a common and accepted practice in the New Zealand Aviation industry that newly qualified commercial pilots may often spend two to five years in an instruction role whilst they accumulate flying hours and further aviation qualifications to enable them to move on to a commercial pilot position with an airline.

significant personal and financial investment. However, Mainland experienced difficulties with three students last year who were accepted, although their levels of English language were below what was required for the programme. One of these students was referred to an English language school in Dunedin, and the other two students returned to their home countries. Mainland said that they have learnt valuable lessons from this experience and are now very mindful of ensuring that intending students meet minimum English language requirements.

Mainland has sound procedures for resolving complaints. There were no formal complaints on file, which reflects the small size of the organisation and the client-centred approach of the staff.

## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Mainland is well located at Dunedin International Airport. The campus is adequately supplied with physical and learning resources for the number of students that it currently has. Mainland has a comprehensive fleet of single and multi-engine aircraft.

While, on one hand, Mainland Aviation College's partnership with Mainland Air provides a good contextualised learning environment and a potential work experience opportunity for students, on the other hand the primary focus of many of the staff appears to be the air service and charter side of the business. As a consequence, there is a risk that the aviation training becomes a secondary focus of the business operation.

The lack of systematic performance measures at Mainland concerns NZQA. Staff are not performance reviewed; the effectiveness of teaching is not measured; industry engagement is not systematic; and there was no evidence of current business planning. For example, there was no indication that the business plan that had been prepared for registration as a PTE in 2013 has been followed or reviewed since then.

Mainland has employed and retained well qualified and experienced staff and is supporting them in their ongoing development. However, professional development is largely determined by the aviation interests of the individual staff member rather than informed by the results of performance review or by an organisational strategy for professional development.

This report should serve as a clear signal to Mainland that it is below minimum expectation in terms of its educational performance. The challenge for Mainland is to direct its efforts towards developing a greater level of understanding of

educational performance and bringing about improvement by more systematic analysis and consequent action from self-assessment activities.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Adequate**.

The rating for capability in self-assessment for this focus area is **Adequate**.

### 2.2 Focus area: International student support

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.

### 2.3 Focus area: Flight training

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.



# Recommendations

NZQA recommends that Mainland Aviation College:

- Develop and maintain a comprehensive, whole-of-organisation self-assessment regime that leads to knowledge and actions around improving student outcomes
- Develop systems for monitoring the effectiveness of teaching
- Ensure staff undertake a performance appraisal each year
- Investigate and act on ongoing opportunities for instructors to further develop their teaching qualifications and practice
- Develop a simple system to monitor and analyse student results for the theory and flight tests over time (both ongoing and final)
- Benchmark the organisation's programme performance both externally and internally
- Ensure that the information gained from students is appropriately analysed and used to improve teaching and programme design
- Develop a system to formally and systematically gather feedback from external stakeholders about Mainland courses and graduates. Ensure that the information is appropriately analysed and used to improve teaching methods, programme design and the relevance of courses to the sector (domestic and international)
- Implement systems to regularly and systematically engage with graduates about how well their experience at Mainland prepared them for the next stage in their aviation careers, then use the information gained to inform improvements to programme design and delivery
- Explore ways to integrate the Mainland Air and Mainland Aviation College operations to provide more opportunities for work experience so that graduates can transition more smoothly into industry.

# Appendix

## 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](http://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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)