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# Report of External Evaluation and Review

Enfield Holdings Ltd trading as  
Mainland Aviation College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 25 November 2016

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*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
Type:	Private training establishment (PTE)
First registered:	7 October 2013
Location:	Airport Drive, Dunedin International Airport
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none"><li>• New Zealand Diploma in Aviation (Aeroplane) (General Aviation) (Level 5)</li><li>• Professional Pilots Training Course (Level 4)</li></ul>
Code of Practice signatory:	Yes
Number of students:	Domestic: nine students, mostly part-time International: four full-time students from Taiwan, Cambodia, India and Indonesia
Number of staff:	Five full-time and three part-time <sup>1</sup>
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

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<sup>1</sup> Staff are employed jointly across the flight training and general aviation sides of the organisation.

Mainland Aviation College.

Mainland Air Ltd is a general 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, sharing the same aircraft fleet and staff.

Recent significant changes: Since the last external evaluation and review (EER) in 2015, Mainland has had a change of chief flying officer and has employed a full-time ground theory tutor.

Previous quality assurance history: Mainland's previous EER was held in April 2015. It resulted in judgements of Confident in educational performance and Not Yet Confident in capability in self-assessment.

There were 10 recommendations made in the EER report.

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.<sup>2</sup> All pilot licences are issued by CAA.

Mainland was last audited against Part 141 (Certification) by CAA in December 2015. The audit found Mainland to be fully compliant.

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<sup>2</sup> Given that all summative assessment is through external examination, providers do not require a moderation system.

## 2. Scope of external evaluation and review

The scope for the EER consisted of the mandatory focus area<sup>3</sup>:

- Governance, management and strategy (international student support was included in this focus area)

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.

## 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-September 2016. Before the EER, the lead evaluator corresponded by email 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:

- The chief executive officer
- General manager
- Chief flying instructor
- Quality manager/deputy chief flying instructor
- Two groups of instructors
- Eight students (as a group)

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<sup>3</sup> Although no longer mandatory, this focus area was mandatory at the time of scoping this EER.

The evaluation team made phone calls to six external stakeholders, including CAA and ASL.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Mainland Aviation College**.

The students who have studied at Mainland in the past year have achieved excellent results. All but one of the 10 international students who were transferred to Mainland in 2015 as a result of the demise of their previous flight school successfully completed their New Zealand Diploma in Aviation. In 2016, all of the eight students currently enrolled in the diploma are also on track to successfully complete their qualification.

Processes contributing to Mainland's improved outcomes include:

- Effective needs assessment and the tailoring of the training programmes to the current and future needs that industry and students identify. Staff and management are closely attuned to the present and future needs of the students and the aviation profession.
- Training is in appropriate contexts for industry and student needs. Stakeholders confirm that Mainland pilots are well prepared for employment and have sound procedural and handling skills.
- Staff across all levels of the organisation are in regular contact with graduates. The results of this contact indicate that the organisation is preparing students well for employment in the aviation industry and/or as private pilots.
- Instruction is delivered by experienced, engaging teachers who use their own flying experience and practical scenarios to ensure the training is relevant and interesting.
- Excellent student guidance and support is responsive to student needs and provided on a one-to-one basis.

In summary, NZQA is confident in the educational performance of Mainland. There is clear and comprehensive evidence that Mainland had acted upon the recommendations from the last EER and improved its performance. As a result, the PTE is providing quality education and training that leads to positive outcomes for the majority of its students.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Mainland Aviation College**.

Key reasons for this include:

- Records and discussions indicate that self-assessment has improved since the last EER and is being practised and embedded across the organisation. Subsequent to the last EER, Mainland developed a quality improvement plan and has followed through on actions, and this has brought about improvements as a result.
- Mainland, predominantly through the chief executive officer's professional reputation and leadership, has wide and positive engagement with the aviation industry. This could be further built on through a more systematic approach to engagement at multiple levels of the organisation, including gathering feedback from industry and graduates and using the information to bring about useful improvements to demonstrate excellence in self-assessment.
- Mainland has put in place good systems to gather and collate feedback from learners. Although student numbers are currently small and therefore the range of data narrow, the quality and validity of the information collected is sound, and the information is being used to inform improvements to teaching practice and course delivery.
- Staff at Mainland are demonstrating good understanding of the factors that lead to student achievement. They regularly formally and informally discuss and assess ideas for improving achievement and making the courses more useful and engaging for students. The staffing structure at Mainland is designed to facilitate this. Staff members are well supported by management and have plenty of opportunities for reflection on their role, which benefits students through improved teaching techniques, student support and graduate outcomes.

In summary, Mainland has followed through on opportunities for improvement identified in the last EER. The evaluation team is confident that as self-assessment processes continue to be implemented at Mainland, further significant and meaningful ongoing improvements will result. Mainland is aware that the good start in improving self-assessment processes needs to be fully embedded and sustained as a planned and coordinated approach across the organisation, and it is committed to this challenge.



# Findings<sup>4</sup>

## 1.1 How well do learners achieve?

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 **Good**.

Mainland students have achieved very good course completion rates and examination results over the past year. The qualification completion rate has been over 90 per cent since 2015, for both domestic and international students.

Mainland has benchmarked this completion rate against other similar providers and understands that this result is exceptionally good. Even more pleasing to the PTE is the fact that the majority of students in 2015 and the early part of 2016 had relocated to Mainland from another provider.<sup>5</sup> These students were part-way through their study and many had fallen behind. It is commendable to the staff at Mainland that they managed to get all but one of these students through both the theory and practical components of their study to successfully complete their qualifications. It was evident in discussions with staff that they had a good understanding of the factors that lead to student achievement, and there was good evidence that they had formally analysed and discussed ideas for improving achievement, put in place individual learning plans for students, and monitored progress.

Mainland, and many other aviation training providers, see the number or percentage of 'first attempt passes'<sup>6</sup> as an important measure of the success of the training. Aviation training providers benchmark their results against the national averages of first-time pass rates of all New Zealand aviation providers.<sup>7</sup> The graphs shown below, taken from Mainland's 2016 January to June Educational Performance Report are examples of how Mainland is monitoring its performance

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<sup>4</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

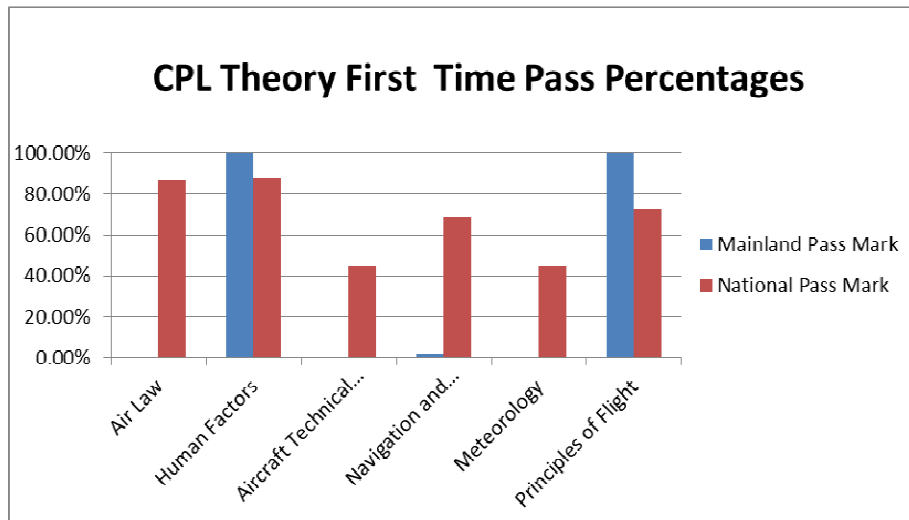
<sup>5</sup> In October 2014, Mainland enrolled a group of 10 international students who had previously been studying at New Zealand Flight Training (NZFT) in Mount Maunganui. When NZFT became insolvent (as a result of its parent company going into receivership), the students were offered a number of choices to transfer their enrolment and partially completed study to an alternative provider. A cohort of 10 students chose to transfer to Mainland.

<sup>6</sup> This measure refers to the number or percentage of students who pass external theory or flight test examinations on the first attempt.

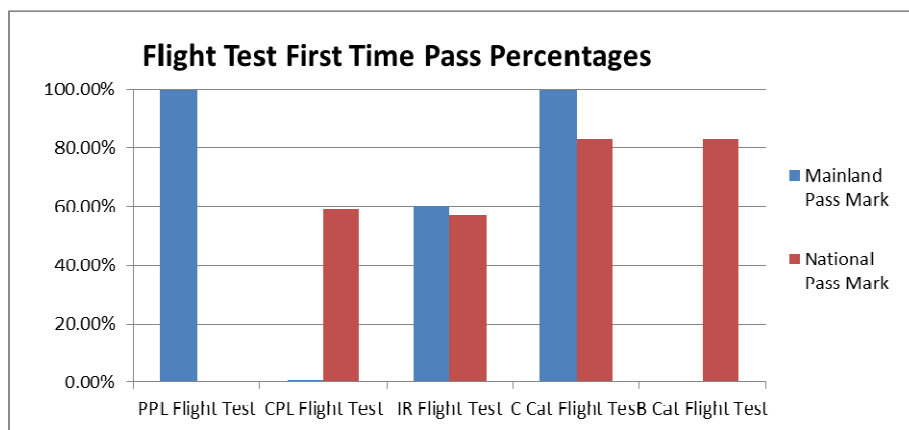
<sup>7</sup> ASL has recently made information on the national average available to all aviation training providers on a quarterly basis.

against national averages. First-attempt pass rates in 2016 in all categories are well above the sector average, although they only represent small numbers.

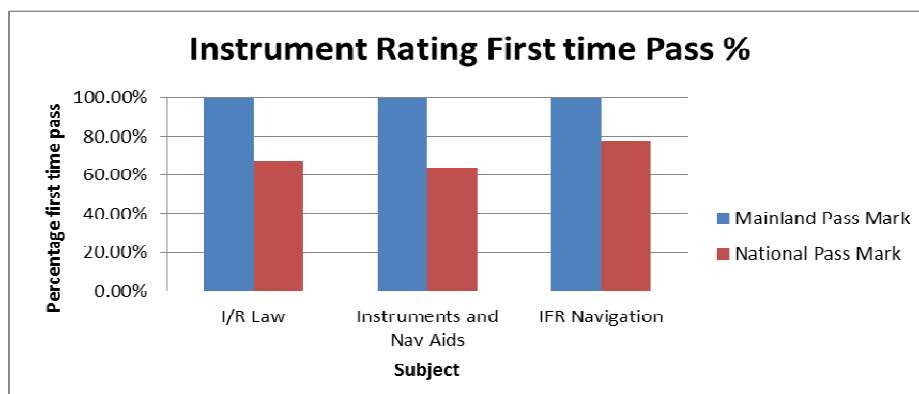
**Figure 1**



**Figure 2**



**Figure 3**



Mainland has also achieved its goal of raising the Instrument Rating flight test first-time pass rate to be at or above the national average, achieving a result significantly higher than the national average for the first half of 2016.

## 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 **Good**.

Mainland's students are achieving valued outcomes. The immediate outputs from this training are licences and ratings awarded by CAA. These licences also meet the requirements of the International Civil Aviation Organisation. Students' achievement of these commercial licences and ratings will equip them to apply for a range of roles within the aviation industry in their home countries. Mainland has ensured that the aircraft used for training meet overseas licensing requirements.<sup>8</sup>

Due to the low numbers of students, the tracking of graduates has so far been a simple and informal process. The organisation is keeping a record of the destinations of graduates and, where possible, engaging with students through emails and social media to track their progress in the aviation industry. This is a particularly difficult challenge for international graduates, but Mainland says it is determined to persevere.

Another indicator of the value that students are acquiring is in the enrolments that Mainland is receiving from outside the region for the C-Category instructor training programme. Students have indicated to Mainland that this is because the training is perceived as being student-centred, of high quality (borne out by the high pass rate), and realistically priced. C-Category students also value the training environment as discussed in the next paragraph.

Training at Mainland is enhanced by the location of the training environment at Dunedin International Airport. The airport has a long runway, expansive areas for ground movement of aircraft, and low numbers of aircraft movement on most days. This means that there is very little waiting and holding time, enabling students to maximise their scheduled aircraft time. The proximity to mountain flying environments is an added training advantage. One major New Zealand employer reported to the EER team that Mainland graduates tend to demonstrate good procedural and handling skills, which reflects the physical environment in which they are training.

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'. It is important that Mainland maintains

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<sup>8</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.

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 **Excellent**.

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

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

A strong feature of Mainland's training is how it is structured around the individual needs, abilities and resources of each student. Because domestic students 'pay as they go', Mainland ensures that each students' training is as efficient as possible. Programmes are relevant and reflect changes in subject, content, resources, teaching practice and technologies. Mainland has a number of instructors available and generally seeks to ensure that instructors are matched to the learning styles of individual students.

Although internship is not a formal part of the programme, Mainland has informally arranged internships for students to help them gain realistic insights and experience of different industry sectors and, more importantly, to develop networks for future employment opportunities. Two of the students spoken to at this evaluation had undertaken internships, one in the agriculture sector and one in tourism. Both appreciated the opportunity, and for one student it provided the necessary experience to determine a change in career direction within the aviation industry, thus saving him money in the long term and ensuring a stronger motivation to complete his now chosen course of study. Mainland gets feedback from students through a variety of mechanisms, both informal and formal. Since the last EER the organisation has developed and is using formal systems for gathering feedback from students, and evidence viewed by the evaluators indicated that the PTE is using these systems consistently. Data is now analysed and shared with all training staff and management. There is still a need to further develop systems so that graduate feedback can be capitalised on to provide information for future programme development and improvement.

## 1.4 How effective is the teaching?

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

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

The EER team found consistent evidence of good teaching taking place throughout the organisation. Mainland's instructors are enthusiastic and passionate about their teaching and feel well supported by management.

Every staff member at Mainland has a role in ensuring that all students achieve. There was evidence of the whole organisation purposely engaging in meaningful discussion about teaching practice. The instructors have a very collegial approach and all share an open-plan office space, so they communicate and share information informally on a daily basis. Mainland also has a compulsory staff meeting every week where the main agenda item is the progress and achievement of students. Actions from these meetings are minuted and followed through.

The instructors have extensive industry and professional experience, and an obvious natural passion and ability to engage students. The last EER identified that an area for improvement could be wider adult teacher training for instruction staff and that staff could benefit from interaction with other adult educators. To this end, this month Mainland is hosting a workshop for adult educators delivered by Ako Aotearoa which will be attended by Mainland staff and other educators.

The apparent strong rapport between students and staff was confirmed from discussions and student survey results. Students have access to staff outside of the formal teaching classes and can make suggestions about improvements. Students noted that the staff were very responsive to any concerns or issues raised.

There is a well-established process for pre-flight briefing and debriefing after practical flying exercises. The notes from these briefings are stored electronically so that the next instructor to fly with the student can easily access them. Students and staff interviewed during this evaluation said the instructors build trusting relationships with the students. This allows both the instructor and student to give and receive frank feedback, confirming the value of this process and its contribution to the overall learning environment.

Given that all summative assessment is through external examination with ASPEQ (aviation assessment service), Mainland does not engage in 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, that may indicate good practice or areas for improvement.

The current ratio of students to instructors is low, which allows for a high level of one-to-one attention and ready access to aircraft for the building up flying hours. The small classes and awareness of different learning styles enable instructors to cater well to the teaching needs of international students.

## 1.5 How well are learners guided and supported?

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

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

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 and keeps in close contact outside of the normal hours of tuition. The support systems are systematic and will work well with higher numbers of students. The recent appointment of a ground training manager who is of Middle Eastern descent is a positive move in the support for international students.

The general manager has overall responsibility for student support and pastoral care. She ensures that requirements pertaining to the Code of Practice for the Pastoral Care for International Students are met, and is regularly completing a formal self-review of the organisation's effectiveness and compliance with the code. International students receive a comprehensive orientation programme in their first week of study. There is always a designated support staff member for 24-hour phone contact should the students require help when away from the site. Many international students have required, and been provided with, useful practical support, especially in the early part of their study.

Pre-enrolment information is comprehensive and designed to ensure that students make informed decisions before committing to a significant personal and financial investment. Students and staff confirmed that the information and guidance provided to students at the time of enrolment is accurate and appropriate.

Mainland has detailed and robust procedures for resolving complaints. Feedback from students was that any complaint or feedback was addressed appropriately and in reasonable time.

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

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

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

Mainland is a privately owned and operated aviation training provider with a strategic plan that has set clear goals and objectives. The organisation has developed and embedded effective systems for monitoring student achievement and supporting staff to improve educational performance. Quality, in relation to both aircraft operations and pilot training, is being well embedded in the organisation.

Mainland is 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. There are systems in place to monitor resourcing to ensure there are always sufficient resources (mainly aircraft and instructors) to meet the needs of the students.

Mainland's management recognises that the key to success of the business lies in the success of the students and the value they gain from their training. Mainland actively supports strategies to increase student achievement and to support students to meet their employment goals. The owner's leadership and management style is a strong influence on organisational culture. Both staff and students commented that they enjoyed the relaxed yet professional culture in the organisation.

Mainland has employed qualified and experienced staff, which it manages effectively and actively develops. The value that Mainland management puts on the experience and know-how of the instructional team is clearly apparent and makes a positive difference to educational quality.

Monitoring of performance within Mainland is regular, transparent and robust. The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is being well led by management and is being comprehensively adopted throughout the college. Management and staff enthusiastically encourage opportunities for reflection on their roles and how to better meet stakeholder needs. This has led to an authentic and highly reflective environment and culture embedded throughout the organisation.

## 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 **Excellent**.

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

### 2.2 Focus area: Flight training

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

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



# Recommendations

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

# 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/>.*

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