



Report of External Evaluation and Review

CTC Aviation Training (NZ) Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 10 October 2012

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	4
Summary of Results	5
Findings	7
Recommendations	14
Appendix	15

MoE Number: 7661
NZQA Reference: C07848
Date of EER visit: 17-19 July 2012

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 cadets, 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:	CTC Aviation Training (NZ) Limited (CTC)
Type:	Private training establishment (PTE)
Location	131 Boyd Road, RD2, Hamilton
First registered	24 June 2004
Number of students:	Up to 250
Number of staff:	76
Scope of active accreditation:	<ul style="list-style-type: none">• CTC Wings - Cadet programme (Level 5)• New Zealand Diploma in Aviation (Aeroplane) (Flight Instruction) Level 6 (Level 6)• New Zealand Diploma in Aviation (Airline Preparation) Level 6 (Level 6)
Sites:	131 Boyd Road, Hamilton Airport
Distinctive characteristics:	CTC in Hamilton is a subsidiary of UK-based company, CTC Aviation Group Limited, and cooperates closely with the parent company in all operational matters. CTC delivers programmes progressing from beginner status to Air Transport Pilot Licence, with a range of intermediate and situational training opportunities. The primary focus is competency for command in an international airline. Around 250 cadets from a variety of nationalities and airlines are enrolled annually, all targeted for airline employment.

There are five principal categories of training:

- i. Cadets already recruited by airlines
- ii. Airline employees as instructors
- iii. Training to upgrade ratings
- iv. Cadets of a New Zealand tertiary institution
- v. Self-funded independent cadets.

Recent significant changes: Significant changes in an educational context have been the appointment of a head instructor, a training and development training coordinator, and a risk manager, all of whom have had a significant impact on the teaching and learning environment.

Previous quality assurance history: At the 2009 NZQA audit, all requirements were met.

2. Scope of external evaluation and review

This evaluation included a new qualification for flight preparation, the New Zealand Diploma in Aviation (Aeroplane) (Flight Instruction) (Level 6), with a focus on teaching standards and qualifications, as well as the mandatory focus areas, governance, management, and strategy, and the achievement and support of international students.

Benchmarking and moderation might have been selected as a 'horizontal' focus area, but these matters were addressed within the focus areas selected.

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-eeer/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.

A team of two evaluators visited CTC for one and a half-days. Interviews were held with the chief executive, one of the three New Zealand-based directors, staff including instructors, cadets, and education and air industry stakeholders.

A range of the organisation's documents and electronic records was also reviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **CTC Aviation Training (NZ) Limited**.

CTC works in a highly regulated environment, with the stated aim of training pilots to the required standard, but also to exceed that standard with attributes and skills that enhance both their professional performance and the wider context of their lives. There are several sources of evidence of CTC's success in achieving both: first, the organisation's long-term relationships with over 50 airlines and aviation authorities with agreements to train, recruit and train, and retrain employees to airline command capability; second, the frequent appointment of graduates to first officer rank, and in some cases to command; and third, the positive feedback from airlines about the character and bearing of graduates, as well as the positive assessment of CTC by its graduates and cadets.

All trainees are directed toward airline careers, with a formal requirement of 100 per cent completion in all written and flying tests, and there is a consistently high level of first-time passes in both categories. These outcomes are achieved by rigorous selection, an exacting, self-monitoring teaching and learning culture, and attention to the specific needs of a variety of national airlines and aviation authorities. An open and 'Just Culture' acknowledges and provides for the cultural and individual requirements of diverse nationalities and cultures, and maintains a personal interest in the welfare and progress of all participants, staff and students alike.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **CTC Aviation Training (NZ) Limited**.

The success of CTC is maintained by an evident drive for improvement in a constantly changing environment, and a dialectic approach (continuous discussion and feedback) to assessment, encouraging reflection on every aspect without fear of reprisal or neglect. Success is sustained by a step-by-step review of teaching and learning for each student and instructor, accessible to all participants, and subject to continual review and improvement by cadets, colleagues, and management. This is an exemplary process of internal moderation and self-assessment. It is made possible by a guiding principle of CTC, the Just Culture, giving equal attention to all participants, listening and responding to all, and treating errors not with censure, but with enquiry and resolution.

Review of graduate preparedness for the programme is exhaustive, with a detailed exploration of individual capabilities and needs. Outcomes are a vital factor in self-assessment. All graduates are tracked in their postgraduate destinations. Ongoing feedback on performance is available through many channels and is a function of

one of the three directors, who is in constant contact with airlines and aviation authorities worldwide.

The primary goal of graduates and instructors is flying, not further education. Technical excellence is a priority for CTC, but three recent and significant appointments have been made to focus specifically on teaching and learning and related quality issues. The result has been improved performance in course construction, delivery skills, and evaluation of learning, both in technical and non-technical knowledge and skills.

Findings¹

1.1 How well do learners achieve?

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**.

The evidence for learner achievement at CTC is test results, graduate outcomes, feedback from airlines on performance, and feedback from cadets on their learning experience. All tests, both theory and practical, are set and marked by a contracted agent for the statutory airline authority. For completion of a course, 100 per cent achievement in both theory and practical tests is required. First-time results of less than 100 per cent are followed by remedial learning in preparation for a subsequent test.

For all cadets, the overall completion rate in 2011 was 90 per cent. The average first-time pass rates had progressed from around 76 per cent in 2008, to 88 per cent in 2011. Withdrawals or non-completions in 2008, a year of low employment opportunities, were around 40 per cent, while in 2010 and 2011 they were 11 per cent. This signified a major lift in completion rates over the three-year period. No completion records are yet available for 2012.

The value of these results is confirmed by the employment outcomes of the graduates, and by an exemplary self-assessment system, discussed in a later section, involving ongoing internal moderation and review of methods and outcomes.

Seventy-six per cent of graduates enrolled in 2008 have been employed by airlines, and 100 per cent of 2009 cadets who completed training have been employed. Of the 2010 enrolments, 40 per cent are employed and 35 per cent are awaiting the outcome of applications and interviews. A significant fact is that appointments have frequently been to first officer status, and in at least two recent cases, to captain. Most cadets enrolled in 2011 are still in training.

Cadet evaluations seen by the EER team were positive, especially about the quality of learning and the guidance and care of learners. Employers are the most critical judges, and the performance of CTC graduates is evidenced by a longstanding client list of over 50 airlines, all with individual conditions and needs. Some airlines have clearly stated that CTC is an automatic first-choice provider, and some have entered into priority arrangements for recruitment and training. Airline feedback includes such comments as, 'best training practices', 'among the most highly motivated and capable operators', 'standard is excellent', 'high-calibre graduates',

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

‘very high standard of achievement’, ‘able to direct cadets to careers’, ‘We have never had a CTC Wings pilot fail’.

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

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**.

All programmes are targeted to airline employment, and content is determined by airlines and controlling authorities. Evidence of the confidence of these stakeholders in CTC is the range of roles CTC is contracted for, e.g. to train airline recruits, to recruit and train for airlines, to train employees as instructors, and to train for upgrade of type ratings. The value of cadets to their employers is confirmed by both formal and anecdotal feedback and by invitations to quote for new training contracts.

One of the three New Zealand directors is in constant face-to-face meetings with airlines, as a marketer, consultant, and recipient of feedback on the performance of CTC graduates. Anecdotal feedback is prolific, and some recorded comments are worth noting: ‘among the most highly motivated and capable operators’, ‘responsive and extremely professional’, ‘experts in the field of airline training’, ‘high-calibre (graduates)’, ‘excellent relationship with them’, ‘look forward to continuing our strong partnership’, ‘easy to work with’, ‘they give cadets more than education’.

All comments from cadets and instructors are reviewed at weekly delivery and management meetings, and again at senior management monthly meetings. Feedback is analysed for trends and exceptions and, if needed, targeted for action. Examples of actions following feedback include the redrafting of theoretical courses and the introduction of training in adult education skills for instructors, to improve both coherence and delivery and raise achievement levels.

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 **Excellent**.

In an expensive and demanding programme, the suitability of both the client for the programme and the programme for the client is critical. Needs assessment focuses on both. Achievement rates, and the ongoing relationships with airlines, are evidence that these factors are substantially addressed.

CTC receives 5,000 applications yearly, and enrolls 5 per cent of them. The selection process is exacting, with the biography of every applicant examined in detail for medical, social, legal, or educational factors that might affect their performance. Along with a catalogue of pre-existing flying skills, a written statement of interest is required, and applicants must display a positive, open attitude to learning, self-motivation, self-awareness, sound character, discipline, judgement, and maturity. This demanding recipe is a particular focus of CTC, as airline feedback confirms, and the results were at least partially in evidence in the calm and focused, even cordial atmosphere of the busy training environment, simulating airline operating conditions.

A basic requirement is to organise and deliver content for the operational needs of particular airlines and/or regions. All programmes are audited for compliance with local regulations. This is an ongoing feature, ubiquitous and demanding. Complementing this, the learning environment caters for the cultural, religious, and individual needs of a large cohort of international cadets. For some international groups, a liaison person at home is consulted on cultural and other requirements. Feedback from cadets is positive on these matters, and on the willingness of instructors to discuss and help with personal learning issues. Literacy skills are sometimes lacking, and an external specialist has been contracted to embed literacy in both ground and in-flight teaching materials.

All cadets are focused on an airline career. They may take different routes to graduation, and are encouraged to nominate their own career pathway, which is recorded and progressed. This flexibility further meets cadets' needs. They are given an in-house induction to the cultures of airlines and aviation authorities, with a strong focus on communication and team building, and on meeting the expectations and needs of all parties. The Cadet Assessment Reporting System (CARS), detailed below, provides a continuing opportunity to evaluate progress and determine needs. Feedback from cadets is strongly positive on the approachability of instructors, and their intense and continuing interest in the cadets' progress.

1.4 How effective is the teaching?

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**.

Evidence of the instructors' contribution to learning is unusually explicit at CTC, especially for in-flight training, where the individual recording system, CARS, is used. Each training flight is debriefed, reviewed, and recorded by both instructor and cadet. This record becomes a performance assessment of both cadet and instructor, and is consulted in briefing for the subsequent flight, usually with a different instructor. Judgements and perceptions in successive flights are compared, cadet concerns or confusion recorded and reviewed, and anomalies, such as different perceptions of competency or different modes of delivery

('standards variation') between successive instructors, are addressed by discussion, counselling, or retraining. The effect is continual reprise and consolidation of learning, and a 'rolling moderation' of delivery, flight by flight, continued throughout the course, with continuous feedback and discussion. There are two phases of formal student feedback, all reviewed by instruction teams and in weekly delivery meetings with senior management. A progress record is maintained for every cadet and reviewed in weekly 'delivery' and senior management meetings. Any action required is recorded and monitored, for example a case of standards variation where the delivery of one instructor may seem to be at variance with another, causing confusion. The CARS system, well implemented by CTC, is an exemplary model of individual and organisational self-assessment and a major challenge to put into practice.

Notwithstanding this, some disjunction between ground and in-flight teaching, and between instruction across flights, has been noted in cadet feedback and may need further attention.

Management and training of the teaching group is similarly comprehensive, especially in technical matters. Instructors are grouped in a three-tiered structure, and those at the higher levels train, test, and supervise the level below. Training is rigorous and rigorously tested, beginning with one-to-one supervision for 100 in-flight hours. At a minimum, instructors must renew their qualification annually. All are competent for international airline conditions and requirements, and are frequently lured to operational roles in airlines, or may switch from time to time from one to the other.

Individual self-assessment is integral to the CARS system, and is further facilitated by the Just Culture, where blame is not a feature of supervision. The strategy for failure is to look for causes and practical ways to address them. Instructors are encouraged to declare fatigue or loss of focus, to seek peer review, supervision, retraining, probation, or other appropriate measures. Recent appointments have resulted in improved course design and introduction of a teacher development programme, promoting adult teaching theory and skills in both ground and in-flight teaching.

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**.

The general participation of all CTC staff in support and counselling for cadets from a range of nationalities and cultures is an integral part of the organisation's culture, and is strongly commended by the cadets. While content, structure, and delivery of courses is adapted to the needs of various nationalities and cultures, cadets also receive individual attention for a range of learning barriers and the challenges of an

unfamiliar culture. A variety of cultural, social, and sporting events is organised and well attended. Achievements are celebrated and rewarded in various ways.

The Code of Practice for the Pastoral Care of International Students is administered by the manager of base operations, who attends to visa issues, meets incoming students, deals with transport arrangements, and manages accommodation for 183 students, whose cultural, religious, social, and dietary needs are provided for and individual well-being monitored by a permanent staff of five. Professional counsellors are contracted to supply a free service, and medical attention is available nearby.

The vital importance of this catalogue of services, to ensure a learning environment as free as possible from extraneous stresses in a demanding and exacting programme, is well recognised by CTC. All doors are open to cadets. All CTC staff and management are available for consultation or individual instruction, and cadets are invited to feed back on all services and conditions. Feedback from cadets indicates that these matters are well attended to.

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 **Excellent**.

The declared purpose of CTC is to ‘train pilots to a higher standard than traditional courses and higher than the minimum standard as set by the regulatory authorities’, with a quality approach both to competency and to individual conduct and well-being. The board encourages training and management staff to see the regulatory edifice not as an impediment but as a structure to work on, leaving ample room for innovation and development. This added-value approach is supported by an evaluation culture touching every aspect of the organisation’s activities. This is a governance initiative. The challenge for management is to make the best of the opportunities this initiative provides.

In recognition of its Treaty of Waitangi obligations, CTC consults with Tainui iwi to maintain its covenant with Tikanga Māori, e.g. in employment matters, in the protection of taonga, and use of the land. A prominent feature of governance is the Just Culture already mentioned, eschewing blame and addressing errors and shortcomings with a review of purposes, causes, outcomes, and remedies. Open-book briefing and debriefing, and tiered levels of supervision, mentoring, and training contribute strongly to this culture, which was clearly evident to the EER team. Staff are generously rewarded for their participation in a complex and exacting programme, where all processes and resources are ‘up for challenge’. Innovation is welcomed, and all opinions and criticisms from staff or cadets are heard, documented, and addressed.

There is a close relationship with CTC UK, with mutual involvement in training, performance review, and marketing. One of the three New Zealand directors is engaged in airline liaison worldwide, in marketing, consultation on course requirements, and feedback on present performance.

The recent appointments mentioned earlier were excellent strategic decisions. They have coalesced in the improvement of course design, delivery, and evaluation, both in technical and non-technical areas, and have introduced evaluative thinking into the rigorous and ongoing process of internal and external audit.

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 **Excellent**.

2.2 Focus area: Code of Practice for the Pastoral Care of International Students

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

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

2.3 Focus area: New Zealand Diploma in Aviation (Airline Preparation) Level 6 (Level 6)

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

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

2.4 Focus area: Teaching standards and qualifications

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>*

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz