



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Air Hawke's Bay Limited

Date of report: 18 May 2020

About Air Hawke's Bay Limited

Air Hawke's Bay Limited is an aviation school that trains pilots so they can gain appropriate licences.

Type of organisation:	Private training establishment (PTE)
Location:	1591 Maraekakaho Road, Hastings Aerodrome, Bridge Pa, Hastings
Code of Practice signatory:	Yes
Number of students:	Domestic: 22 (European 14, Māori one, Asian three, MELAA ¹ four) International full-time students: 25 (India 24, Hong Kong one)
Number of staff:	19 full-time equivalents
TEO profile:	See: Air Hawke's Bay Limited on the NZQA website
Last EER outcome:	In November 2016, NZQA was confident in Air Hawke's Bay's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Diploma in Aviation (General Aviation) (Level 5)• New Zealand Diploma in Aviation (Airline Preparation) (Level 6)• Commercial Pilot Licence (Level 5)• International Student Support and Wellbeing
MoE number:	8026
NZQA reference:	C37812
Dates of EER visit:	4 and 5 February 2020

¹ MELAA = Middle Eastern/Latin American/African

Summary of Results

Air Hawke's Bay effectively supports learners to become work-ready pilots. Programmes meet the needs of learners and stakeholders. However, there are identified gaps in the management and self-assessment of compliance responsibilities.

Confident in educational performance

Air Hawke's Bay has high achievement of courses and first-time flight test pass rates. Alignment with CAA² requirements and external assessment completed by ASPEQ³ contribute to robust assessment which underpins achievement. Learners typically achieve above the national ASPEQ averages for first-time flight test pass rates.

Programme design meets the needs of stakeholders as it allows students to gain the necessary qualifications and licences to become pilots.

Confident in capability in self-assessment

The organisation, programmes and graduates are valued by the sector. Graduates are work-ready, which is reflected in their high employment rate.

As a flight training school, Air Hawke's Bay plays an important role in supplying pilots for New Zealand, where there is currently a shortage.

Strong operational and strategic leadership underpins the clear direction and purpose of Air Hawke's Bay. Challenges have been well managed by the management team.

There are some gaps in compliance that have some impact on the organisation.

² All programmes are developed in accordance with the New Zealand Civil Aviation Authority (CAA) syllabus and are moderated by CAA and ASPEQ.

³ CAA has delegated examination and flight test assessment to ASPEQ for all aviation providers.

Key evaluation question findings⁴

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Air Hawke's Bay's achievement for 2016-2019 is strong. The average completion and qualification rates for that period are 89.76 per cent and 80.37 per cent respectively. The Private Pilot Licence (PPL), Commercial Pilot Licence (CPL), and Instrument Rating (IR) exam pass rates are all higher than the ASPEQ national average.⁵ The course completion rate is slightly below the 90 per cent target set by the organisation.</p> <p>Learners achieve qualifications and/or relevant aviation licences. As well as the licences required to work in the aviation industry, learners gain soft skills that are advantageous in aviation, such as communication, interpersonal skills and professionalism. Stakeholders value the professionalism demonstrated through the graduates' neat appearance, pleasant demeanour and clear communication.</p> <p>Air Hawke's Bay has an effective system for monitoring and analysing achievement data. Student management system reports and self-assessment show that Māori and Pasifika achieve at the same rates as all other students, although the numbers of these students are very low.</p> <p>Monitoring of international student first-time pass rates of CPL and IR flight tests show slightly weaker results than for domestic students. However, achievement is still close to or above the ASPEQ national average first-time pass rate. As the relationship with the international agent has matured, and the selection process of the agent has been refined, the ability of internationals to succeed has increased as demonstrated by the first-time pass rate increase.</p> <p>Weekly staff meetings with the flight instructors involve</p>

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

⁵ Source: Air Hawke's Bay Self-Assessment Report for February 2020

	discussions about the progress of individual students. Monthly governance meetings include discussions about completion trends and individuals, if required.
Conclusion:	Achievement of courses, qualifications and licences is high. Monitoring and analysis of student progress ensures that any concerns are identified and addressed effectively.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Air Hawke's Bay has a strong employment rate of 95 per cent from 2016-2019. The standard pathway involves working in the general aviation sector to build flying hours, then moving to the commercial airline sector.</p> <p>When the students gain pilot licences and/or qualifications, Air Hawke's Bay is fulfilling a crucial role in supplying work-ready pilots to the domestic and international aviation sector.</p> <p>Most domestic students complete an internship programme⁶ following the completion of their qualifications. This allows students to gain more experience and flying hours, which helps graduates obtain employment. Air Hawke's Bay is usually a referee for a graduate's first job after the internship – being a referee enables Air Hawke's Bay to gain information on graduate destinations.</p> <p>Stakeholders have confidence in the graduates produced by Air Hawke's Bay, as evidenced by the high graduate employment rate and stakeholder feedback. One graduate, who also completed the internship, had a job offer as a pilot from a major international airline within six months of concluding study with Air Hawke's Bay.</p> <p>Feedback from Air Hawke's Bay's international agent and partner in India is positive and confirmed that all international</p>

⁶ The Air Hawke's Bay internship programme is a six-month non-NZQA approved programme that is offered after (and outside) of completing the NZQA-approved level 6 programme.

	graduates obtain employment after the six to eight month conversion process. ⁷
Conclusion:	Air Hawke's Bay plays an important role in supplying qualified pilots to the sector. Feedback from stakeholders is very positive and highlights the value of the training to graduates and the aviation sector.

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>Programmes are aligned to the CAA syllabus and are reviewed as required to ensure they are up to date with CAA requirements. The programmes meet the needs of industry, regulators and students as they are designed to meet CAA requirements, which allows students to obtain the relevant and required licences.</p> <p>External exams are contracted by CAA to ASPEQ, which ensures consistent assessment. There is a low risk of plagiarism or academic misconduct due to the systems ASPEQ has in place to ensure authentic assessment.</p> <p>Flight instructors monitor the progress of students and deal with any concerns. After each flight, the instructors debrief with the students to reflect on the progress of the student and identify areas for improvement.</p> <p>The chief flying instructor flies with each instructor every six to 12 months to ensure consistency of flight training.</p> <p>The weekly staff meetings, which involve all flight instructors, ensure consistency and approach of delivery.</p> <p>Air Hawke's Bay has robust moderation processes. Assessments and learning materials are internally pre-assessment moderated before use and are reviewed after each round of delivery. Post-assessment moderation was found to be</p>

⁷ The agent manages the conversion process for Indian students to transfer their New Zealand CPL licence to India.

	<p>compliant by ServiceIQ in 2018.</p> <p>Air Hawke's Bay is effective in building relationships with stakeholders, including students and prospective employers. Students who take part in the internship programme gain an insight into the way employers operate.</p> <p>Student feedback is mostly positive and includes specific feedback about the structure of the learning, for example the order of the teaching and the learning material. From assessment to practical components, the programmes are well designed to meet student needs.</p>
Conclusion:	<p>Air Hawke's Bay programmes meet the CAA syllabus and are regularly reviewed as required to ensure they continue to match CAA requirements.</p> <p>Robust internal systems ensure programmes are fit for purpose. Strong feedback from flight instructors confirms the robust teaching and assessment.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Air Hawke's Bay provides a high level of pastoral care to its students. Administration staff engage with the students daily and provide support about everything 'non-flying'. The flight instructors engage with the students about their academic progress, and the management team has an open-door policy.</p> <p>Orientation is comprehensive and initially integrates both domestic and international students. This creates an inclusive environment where students can actively engage with each other, while also providing tailored support where required. However, orientation and pre-enrolment information should be regularly reviewed to ensure its currency; for example, ensuring that the indicative living costs are appropriate.⁸</p> <p>Student feedback is gained through student representatives and weekly written course reviews – which can include suggestions</p>

⁸ As required by Outcome 1 of the Code of Practice, international students should receive an 'estimated cost for study and living.

	<p>to be considered by the teaching team. Students interviewed confirmed that they are engaged in their studies, and believe they have the support that they need.</p> <p>Flight instructors debrief the students after each flight. Course supervisors provide fortnightly feedback to students on their academic progress. These feedback loops ensure students are provided with useful and timely feedback on their progress.</p> <p>All staff were aware of the requirements of the Code of Practice and their general pastoral care responsibility, although not the specifics of the Code. The administration manager attended a workshop about pastoral care and the Code of Practice. However, it was reiterated that the chief executive and administration manager are the only staff to be involved in the Code of Practice self-review. It would benefit Air Hawke's Bay to involve more staff in the self-review and professional development opportunities in relation to the Code of Practice.</p>
Conclusion:	A high level of pastoral care in an inclusive environment is provided to students. This allows them to be fully engaged in their learning. However, it would benefit the PTE to involve more staff in the annual review of the Code of Practice, as part of their professional development opportunities

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Air Hawke's Bay has clear purpose and direction – its priority is producing work-ready graduates for the aviation sector. In 2016, some financial challenges were managed well by the chief executive and the management team. One of the actions taken was expanding into the international student market. By creating and maintaining a strong relationship with the agent, the PTE has been able to ensure a high success rate for current and incoming international students.</p> <p>The diversification of programmes to cater to the international student market has resulted in a responsive growth strategy that ensures financial stability.</p> <p>Resources are sufficient for current student numbers; however,</p>

	<p>governance and the management team are considering options to expand operations, in line with a managed growth strategy.</p> <p>A strong management team supports the flight instructors and students. The strong leadership is also visible to stakeholders, which has resulted in strong relationships and high confidence levels in the training provided.</p> <p>Air Hawke’s Bay offers a range of professional development opportunities, including teaching courses that focus on flight instruction. However, an issue for the aviation industry is retaining flight instructors as most pilots who become flight instructors are doing so to build flying hours so they can eventually work for an airline. Air Hawke’s Bay manages this well by offering growth opportunities to their staff; for example, one flight instructor was building a flight simulator and was involved with other IT initiatives at Air Hawke’s Bay. The internship programme also provides a useful pipeline for new instructors.</p> <p>Students, flight instructors, governance and stakeholders have confidence in the management team. They were commended for how financial and operational challenges, growth opportunities and overall strategic direction have been handled.</p>
<p>Conclusion:</p>	<p>Air Hawke’s Bay’s effective governance and management strongly contributes to its educational achievement.</p>

1.6 How effectively are important compliance accountabilities managed?

<p>Performance:</p>	<p>Marginal</p>
<p>Self-assessment:</p>	<p>Marginal</p>
<p>Findings and supporting evidence:</p>	<p>CAA appropriately manages compliance with the requirements of several different regulators and agencies.</p> <p>However, there are gaps in compliance management in several areas, including:</p> <ul style="list-style-type: none"> • Two of the student files sampled had issues with insurance – one student only had insurance from the day of arrival, and another student was without insurance for one week while studying. • English language entry requirements for international students have not always been monitored satisfactorily. For

	<p>instance, an applicant was accepted in a programme even though their English language proficiency score did not meet the requirement. The agent Air Hawke’s Bay uses had been the party responsible for checking that entry requirements were met. However, as required by the Code of Practice, Air Hawke’s Bay is required to monitor these requirements as a signatory to the Code.</p> <ul style="list-style-type: none"> • Most unit standards reported since 2016 have not been reported within three months of assessment (refer to Requirements). • Standard-setting body national external moderation requirements for 2019 were not met – unit standard 21837 was requested to be submitted for moderation by 30 September 2019. However, it had not been submitted to the standard-setting body by the time of the EER. <p>Air Hawke’s Bay has self-identified some of the issues raised above and has been working to resolve them. However, non-compliance with the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011 was not self-identified, and therefore shows gaps in Air Hawke’s Bay’s self-assessment of compliance. The gaps in compliance have some impact; for example, students with insufficient insurance may be disadvantaged if they have an incident during the period they are not insured.</p> <p>Air Hawke’s Bay meets CAA requirements, and has a strong health and safety culture, which stakeholders have commended them for.</p>
<p>Conclusion:</p>	<p>Air Hawke’s Bay has a strong health and safety culture and manages some compliance with external agencies well. However, there are several weaknesses in self-assessment that can affect educational performance.</p>

Focus Areas

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

2.1 Focus area: New Zealand Diplomas in Aviation (Level 5 and Level 6)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Commercial Pilot Licence (Level 5) Training Scheme

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	The CPL training scheme is delivered only to international students. There are high completion rates, and there is strong feedback from Air Hawke's Bay's international agent that graduates are work-ready. However, there have been some historic weaknesses in compliance, in ensuring that all students meet the programme entry requirements.

2.3 Focus area: International Student Support and Wellbeing

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Overall, there is a high level of pastoral care and support for international students. Air Hawke's Bay's management properly and appropriately handled a situation where a student drowned (off-site and not course related). Students were well supported during this time, and processes were put in place to prevent this kind of tragedy happening again.</p> <p>However, there are some gaps in compliance, including two students – from a sample of student files – who did not have insurance for the entire time required. There is also no evidence that Air Hawke's Bay has always checked entry requirements for incoming international students. Some of these compliance gaps have since been identified and rectified by Air Hawke's Bay.</p>

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Air Hawke's Bay:

- Undertake Code of Practice reviews more regularly and systematically, involve more staff in these reviews, and ensure accurate Code information is disseminated to students and flight instructors.

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.

NZQA requires that Air Hawke's Bay:

- Accurately report credits gained by students within three months of assessment as required by section 10.1(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011.
- Meet the Consent and Moderation requirements for standards assessed, including engaging with moderation, as required by section 10.1(a)(i) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011.
- Ensure that all international students have appropriate insurance coverage, which includes travel time, as per section 16D of the Education (Pastoral Care of International Students) Code of Practice 2016.

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 fraud⁹*
- *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.*

⁹ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 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 ITOs 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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 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 2016. 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz