



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand International
Commercial Pilot Academy Limited

Date of report: 10 May 2024

About New Zealand International Commercial Pilot Academy Limited

New Zealand International Commercial Pilot Academy Limited (NZICPA) is a flight training school owned by Whanganui District Council Holdings Ltd and located at Whanganui airport. NZICPA delivers training at a range of levels to domestic and international students who wish to become pilots.

Type of organisation:	Private training establishment (PTE)
Location:	25 Airport Road, Whanganui Airport, Whanganui
Eligible to enrol international students:	Yes
Number of students:	Domestic: 17 students in 2023 Pasifika 16 per cent, Māori 11 per cent, no disabled students recorded International: 38 students predominantly from India
Number of staff:	21 full-time and eight part-time; 33 per cent of instructional staff are female, 4 per cent are Māori, 4 per cent are Indian-born
TEO profile:	NZICPA – provider page on NZQA website
Last EER outcome:	Highly Confident in educational performance and Highly Confident in capability in self-assessment
Scope of evaluation:	The two focus areas of the evaluation are: <ul style="list-style-type: none">• International Students: Support and Wellbeing• Flight training including: the NZQA-approved New Zealand Diploma in Aviation

(Levels 5 and 6¹) and training schemes²
leading to pilot licences and ratings

MoE number: 8074
NZQA reference: C55716
Dates of EER enquiry: 27 and 28 February, and 4 March 2024

¹ Diploma in General Aviation (Level 5) ID: 18172-2; Diploma in Flight Instruction (Level 6) ID 118235-2; Diploma in Airline Preparation (Level 6), ID 118236-2.

² Private Pilot Licence (Aeroplane) (Level 4) ID: 118201-1; Commercial Pilot Licence (Aeroplane) (Level 5) ID: 118072-1; Commercial Pilot Licence (Aeroplane) including SEIR or MEIR ID: 118072-3; Single or Multi Engine Instrument Rating (Level 5) ID: 118200-1; Multi-engine Type Rating (Level 5) ID118265-1; Category C Flight Instructor Rating (Level 6) ID: 118202-1.

Summary of results

High quality organisational performance is supported by effective, well-embedded processes, collective oversight and comprehensive self-review.

Highly Confident in educational performance

- NZICPA governance and management has demonstrated strong commitment to and effective support for the PTE's operations over the past four years, including proposed imminent growth. A collaborative senior leadership team contributes excellent oversight to ensure a quality learning environment and experience.

Highly Confident in capability in self-assessment

- NZICPA has highly effective, intentional processes, procedures and systems in place to facilitate a cohesive, collective understanding of student progress and needs. Such systems support effective compliance management.
- Quality training comprehensively meets student and industry needs and valued outcomes. Local and international reciprocal partnerships are of high value. Students attain pilot qualifications, licences and ratings, personal growth and employment. NZICPA supports the students well, both academically and pastorally, to help them achieve their goals and to successfully complete the training.
- NZICPA provides professional development to help staff achieve their career goals. Recent actions in response to staff survey feedback demonstrate NZICPA's responsiveness and valuing of staff.
- Comprehensive self-assessment processes embedded across the organisation proactively inform developments to enhance performance, and to respond to areas for improvement. Self-assessment is underpinned by quality and shared use of data, and by collaborative, open communication across the organisation.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students gain pilot licences and ratings, enabling them to begin or further their careers in the aviation industry. Nearly all international students enrolled with NZICPA since 2019 have completed or are due to complete their licences and ratings.⁴</p> <p>Course completion rates for domestic students enrolled in the New Zealand Diploma in Aviation have been near, at, or above the expected Tertiary Education Commission (TEC) commitment of 85 per cent over the last four years. This is notable given the significant effects of Covid⁵ which affected qualification completion rates. The 2019-22 qualification completion rate was 65 per cent (33 of 51 students) – eight of the students who did not complete left early for employment in the industry.</p> <p>Higher completions are likely for 2023, with second-year diploma students on target to complete, and confidence in piloting as a career improving.</p> <p>There is equity of achievement. Nine of 10 Pasifika and Māori students completed the diploma in the last four years.</p> <p>Students are prepared for and achieve well in the Aspeq externally assessed theory and flight tests. NZICPA's first-time pass rates exceed Aspeq averages.</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Thirty-five of 43 IndiGo Airline (India) cadets successfully completed their licences and ratings with NZICPA, with eight on track to successfully complete; 92 per cent 'non-cadets' have gained Commercial Pilot Licences since 2019.

⁵ NZICPA identified waning interest and confidence in piloting as a career, alongside the significant costs of training, and vaccine mandates impacting retention.

	<p>NZICPA reviews achievement against its own first-time pass rate targets set for each subject area (based on several years of analysed data). The PTE has established a partnership with UCOL to provide a study skills course at induction after identifying results below targets in some of the earlier subjects taught. This has led to improved individual student pass rates.</p> <p>Staff collectively track student progress and achievement information through regular student meetings and senior leadership and instructor meetings. Dedicated one-to-one support and additional instruction is provided to students if needed, resulting in improved achievement.</p>
Conclusion:	Students achieve well. Excellent self-assessment processes leading to improvements in understanding and supporting student progress contribute to this achievement.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>NZICPA has key reciprocal partnerships, including the strong and continued commitment of NZICPA's owner, the Whanganui District Council. IndiGo Airlines (India) has renewed its partnership with NZICPA (until 2026) as one of seven providers globally it has chosen to partner with to train pilot cadets from India. This follows the success of the first cohort of IndiGo cadets trained with NZICPA (2020-22).</p> <p>Tracking of past students identifies that just over three-quarters of both international and domestic students from 2019-22 are employed in the industry⁶ (some international students are in the process of converting their licences⁷).</p> <p>Of the 24 Indigo cadets who completed with NZICPA in 2020-21, 96 per cent have either joined IndiGo or are in the</p>

⁶ The average rate of employment for international graduates (IndiGo cadets and non-cadets combined) is 78 per cent.

⁷ It can take six to eight months from graduation for licences to be converted.

	<p>final stage of their training and licence conversion process in India. Identified outcomes for non-cadet international students are lower (60 per cent). This reflects that it has been harder for NZICPA to track these students (despite trying direct contact and social media), and also the impacts of Covid.</p> <p>NZICPA has employed a high number of past domestic students (44 per cent of employed graduates). As employees of NZICPA, these graduates develop their professional skills and knowledge, and build their flying hours for their next career pathway. This could include employment with commercial airlines – for example, Air New Zealand and Air Whanganui. The graduates benefit from NZICPA’s strong focus on supporting staff with goal-setting and professional development, including achieving higher and more qualifications.</p> <p>NZICPA has sought, but has been challenged to gain, formal feedback from graduates 12-18 months post-training (via survey). It does not have established processes in place specifically with other employers (aside from IndiGo) for feedback about graduate performance. However, the impact of this on the PTE’s understanding is lessened by other self-review mechanisms such as NZICPA’s employment of its graduates, subsequent review of graduate performance as staff of NZICPA, through to industry representation on the advisory group, and student (and staff) exit surveys.</p>
<p>Conclusion:</p>	<p>NZICPA provides high value to domestic and international students and stakeholders whose needs are well met.</p>

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Courses are closely reviewed in real time and are taught to and kept current with the Civil Aviation Authority syllabus.</p> <p>Staff and students expressed satisfaction with resources, including access to and the quality of aircraft.</p> <p>A range of relevant learning activities and resources are effective in engaging the students, including the recent acquisition of a virtual reality aircraft simulator. Low flight instructor-to-student ratios are in place.</p> <p>All but a small component of the training⁸ is assessed externally by Aspeq. Compared with the Aspeq sector average, NZICPA's high first-time pass rates show the relevance of the training. External assessment validates these results.</p> <p>While the training is tightly prescribed, NZICPA brings into the training, where possible, relevant themes or topics identified by external advisory committee representatives.</p> <p>Courses are effectively reviewed after every delivery using different sources of key data: teacher and learner feedback, student achievement results, performance compared against subject key performance indicators, and thematic analysis of knowledge deficiency reports. Further in-depth review is undertaken where lower performance is found. Identified areas for improvement are introduced before the next delivery of the relevant class or subject.</p> <p>NZICPA documents self-identified actions across each year, ensuring an ongoing record to support self-review. Self-assessment is embedded across the organisation. There is a shared understanding of performance data at all levels.</p>

⁸ Assessment for those components is conducted only by senior instructors who do not teach the student being assessed and who are annually reviewed by an external examiner.

Conclusion:	Programmes and courses are closely designed, delivered and reviewed in line with stakeholder needs and requirements to ensure a quality and effective student learning experience.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZICPA supports the students to set and reach their learning goals. This is a key focus embedded in the learning process: from the first engagement with a student, then meeting on a monthly basis, through to one-to-one meetings with the chief flying instructor, and also fortnightly as a class.</p> <p>NZICPA has established a study skills course to minimise barriers to learning and to support improved achievement. One-to-one learning support and additional tutoring are provided to students if a need is identified. Such approaches have resulted in notably improved student performance, and contribute to strong student achievement.</p> <p>Students are well supported to establish effective social and academic support networks. These include shared accommodation, social activities and connections facilitated by NZICPA, student leaders and peer connections.</p> <p>Students are supported holistically, including with guidance around eating well and living independently. Safety is a core focus both inside and outside the learning environment. Graduates commented on how well prepared they were around safety expectations once in employment.</p> <p>Pastoral care is an established agenda item at staff meetings, ensuring all staff are aware of individual needs and challenges. The shared and connected understanding of student wellbeing and academic progress across pastoral, administrative and instructional staff results in a high level of understanding of student needs and support.</p>

	NZICPA is committed to and has several effective procedures in place, ensuring responsiveness to student feedback. The PTE also conducts end-of-course and annual student surveys. NZICPA is highly responsive to student feedback.
Conclusion:	Students are effectively supported and involved in their learning, supported by excellent associated self-review.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZICPA has a committed and supportive board who actively monitor and ensure that NZICPA is well equipped with resources to provide effective teaching and learning – including the approved substantial purchase of aircraft for 2024 training. The board is well informed by management to have an in-depth understanding of the PTE’s performance.</p> <p>Highly effective governance and management sustained NZICPA through the significant challenges and impact of Covid-19, and has seen the implementation of a new leadership structure and processes contributing multiple organisational benefits. A cohesive and collective approach to management, coupled with the highly effective shared use of data and staff and management interactions, ensures comprehensive oversight and understanding of organisational performance. There is a clear delineation of roles.</p> <p>Imminent growth is being well planned for, including the proposed allocation of resources. NZICPA has a clear organisational purpose and direction. Its organisational values are strongly practised across the PTE.</p> <p>The recruitment and development of staff is effective. Staff goal-setting and development is an integrated focus. Staff are supported with ongoing opportunities to gain qualifications and build their professional knowledge and skills (for example leadership and communications courses). NZICPA has an instructor observation process in place, including for the purpose of ensuring that more than</p>

	<p>one instructor is prepared to instruct across each subject. An effective staff appraisal process is in place. All instructors complete adult education qualifications.</p> <p>NZICPA is responsive to staff feedback. Key actions have followed in response to staff survey feedback. Self-assessment is embedded and valued across the organisation. The PTE uses data coherently and effectively to support educational performance. Insights from self-review are used to strengthen processes and contribute to valued outcomes.</p>
Conclusion:	Governance and management are highly effective in supporting educational performance. Self-assessment is of high quality and is used authentically and purposefully to ensure highly effective processes and outcomes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZICPA has highly effective processes in place to manage key compliance accountabilities, including a comprehensive compliance calendar and well-developed student management system. The student management system records and tracks student entry requirements and the currency of required student documentation. It includes a warning system as dates for the renewal of documents and completions of exams become due. An example of the effectiveness of this system was seen through the sampling of international student file information with all information reviewed kept up to date.</p> <p>NZICPA has established processes to ensure the meeting of Code of Practice expectations. NZICPA's Code self-assessment summary is on its public website, including provision for the reporting of complaints and critical incidents. NZICPA's definition of 'critical incidents' has been carefully thought through and includes situations where student health and wellbeing matters have an impact on student success. NZICPA's responsiveness to identified incidents is in-depth and holistically supportive. NZQA's</p>

	<p>monitoring of NZICPA’s student accommodation in 2021 resulted in no findings.</p> <p>NZICPA has a comprehensive understanding of regulatory requirements and, with one exception, NZICPA has a solid record meeting NZQA requirements. There was some notable late reporting of student unit standard credit achievement in 2021 which occurred for several reasons. NZICPA responded, resulting in the improved timeliness of reporting in 2022 and 2023.</p> <p>NZICPA’s last TEC audit report met all but financial viability requirements – this relates to NZICPA’s council ownership structure and has not impacted continued TEC funding.</p> <p>In 2021, the Civil Aviation Authority renewed NZICPA’s standard aviation training organisation certificate for the full five-year entitlement period.</p>
<p>Conclusion:</p>	<p>Effective management of key compliance accountabilities is supported by robust systems, processes and self-review.</p>

Focus areas

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

2.1 International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

2.2 Flight Training including the New Zealand Diploma in Aviation (Levels 5 and 6); and NZQA-approved training schemes leading to pilot licences and ratings

Performance:	Excellent
Self-assessment:	Excellent

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 the New Zealand International Commercial Pilot Academy Limited consider devising a process to obtain feedback from next stage employers of graduates about their preparedness for employment.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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