

# Report of External Evaluation and Review

Air New Zealand Limited  
trading as Air New Zealand Aviation  
Institute

Confident in educational performance

Confident in capability in self-assessment

Date of report: 4 April 2013

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# 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:	Air New Zealand Limited trading as Air New Zealand Aviation Institute (ANZAI)
Type:	Private training establishment (PTE)
Location:	7-13 Rennie Drive, Airport Oaks Industrial Park, Mangere, Auckland, and 634 Memorial Drive, Burnside, Christchurch
Delivery sites:	As above
First registered:	1 August 1991
Courses currently delivered:	Certificate in Airline Customer Service (Level 3) and the Air New Zealand Certificate in Aeronautical Engineering and Related Trades (Level 3)
Code of Practice signatory:	For students over 18 years
Number of students:	Domestic: 190 - 35 per cent New Zealand European, 9 per cent Māori, 27 per cent Pasifika, 20 per cent Asian, 9 per cent other International: 22
Number of staff:	27 full-time; 3.3 part-time
Scope of active accreditation:	Air New Zealand Certificate in Aeronautical Engineering and Related Trades (Level 3) and the Certificate in Airline Customer Service (Level 3)
Distinctive characteristics:	ANZAI exists to support the training needs of Air New Zealand and third-party customers, and includes the PTE. It delivers two NZQA-approved

programmes: the Air New Zealand Certificate in Aeronautical Engineering and Related Trades (Level 3) and the Certificate in Airline Customer Service (Level 3)

Certificate in Airline Customer Service graduates may gain employment at other airlines as flight attendants, concierge, lounge hosts, airport customer service agents, airline assistants, contact centre assistants, customer service representatives in cargo and as aircraft cleaners. And at aviation related employers such as Aviation Security Service (AVSEC) and customs; and tourism operators, such as, Fullers, Rainbows End and Explore NZ.

Air New Zealand Certificate in Aeronautical Engineering and Related Trades graduates may gain employment across many industries including: Air New Zealand technical operations, Hamilton Jet, Fonterra, Avon City Ford, air terminal service in countries such as Fiji or Vanuatu and in the Royal New Zealand Air Force (RNZAF).

Recent significant changes: When the PTE School of Service (SOS) commenced in 2006, it was governed by the School of Engineering PTE. Following a restructure in 2008, it became apparent that to improve the effectiveness of the PTE a dedicated manager would be beneficial. In late 2011 the PTE manager of the School of Service was appointed to the PTE manager role, while still retaining leadership of the PTE SOS. As a result, there is already documented evidence of positive gains in the reporting and integrity of sector reporting and compliance. Another decision was to have the marketing assistant report to the manager PTE. However, there is still a need to review the structure of the PTE School of Service which will begin formally in 2013.

Previous quality assurance history: ANZAI has met all moderation requirements of the Aviation Tourism and Travel Training Organisation, ATTTO (now called Service IQ), and was exempt from NZQA moderation in 2011 because of good results in 2010. However, in 2012 Assessment Materials were Not Received (AMNR) for Core

Skills unit standard 7123 *Apply a problem solving method to a problem* (level 2) (2 credits). Audits undertaken by the Civil Aviation Authority (CAA) have met the required standards.

Other: ANZAI is an active member of New Zealand Association of Private Education Providers (NZAPEP).

## 2. Scope of external evaluation and review

In addition to the mandatory focus areas of governance, management and strategy, and international student support, the programme focus areas selected were the Certificate in Airline Customer Service (Level 3) and the Air New Zealand Certificate in Aeronautical Engineering and Related Trades (level 3). These are the two programmes offered at ANZAI.

The Certificate in Airline Customer Service is a 17-week programme that includes two national certificates: the National Certificate in Tourism and the National Certificate in Aviation, (both level 3) and totals 83 credits. It was introduced in 2010 to replace the Air New Zealand Certificate in Airline Customer Service. The Air New Zealand Certificate in Aeronautical Engineering and Related Trades is a 36-week course which has been offered since 1991 when the PTE was first registered with NZQA. It consists of 28 courses, 16 theory and 12 practical. Embedded in this course are 38 unit standards, totalling 151 credits.

## 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 evaluation team consisted of two lead evaluators and an observer. The external evaluation and review (EER) was held over two days. The first day was in Auckland and focussed on the Certificate in Airline Customer Service (currently offered only in Auckland). The second day was in Christchurch and focused on the Air New Zealand Certificate in Aeronautical Engineering and Related Trades (offered in both Auckland and Christchurch).

The evaluators met face to face with the Aviation Institute general manager, the quality assurance manager, the engineering training manager, the PTE manager (who also manages the PTE School of Service portfolio), the engineering programmes manager, the programme development and academic support person and the student support person. The evaluators also met the majority of trainers across both certificates (called facilitators), a cross-section of students (current and graduates) from both programmes and a range of stakeholders who employ graduates from the certificates. A senior instructor from the RNZAF and a senior human resources advisor from Hamilton Jet were also spoken to via telephone.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Air New Zealand Limited trading as Air New Zealand Aviation Institute.**

Qualification achievement rates for the Certificate in Airline Customer Service for 2010 and 2011 were 81 and 76 per cent respectively, and were tracking at 68 per cent for 2012, with students still to complete their programme of study. At the date of the EER this rate had increased to 80 per cent. Qualification achievement rates for the Air New Zealand Certificate in Aeronautical Engineering and Related Trades for 2010 and 2011 were 81 and 70 per cent respectively. However, no data was available for 2012. Anecdotally, staff indicated that the employment rates for graduates of both certificates are very good, and folders showing photos of past students with job roles and employer names was sighted by the evaluation team. The quality of the training provided at ANZAI was affirmed by a range of stakeholders, who described the graduates as work-ready, well presented and with well-developed customer service skills.

The facilitators on both certificates are highly experienced in their respective industries and impressed the evaluation team as approachable and genuinely committed to making the students' learning environment fun and relevant to their future workplaces. There was a particular focus on the training being 'hands-on', interactive and visual. A number of students noted that the training had led to a significant increase in self-confidence, which had contributed to gaining employment in their preferred role and also benefitted their lives outside work. ANZAI provides targeted training in customer service and engineering that meets the needs of students and stakeholders well, as evidenced by student and stakeholder feedback and evaluations.

While ANZAI undertakes internal benchmarking and compares its achievement rates with competitor providers, they have yet to identify similar providers to compare employment outcomes with, preferring not to disclose employment data with direct competitors. To achieve a higher statement of confidence ANZAI needs to consider the value of external benchmarking with similar providers to furnish comparisons with their employment outcomes.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Air New Zealand Limited trading as Air New Zealand Aviation Institute.**

Three broad but interconnected areas were central to the self-assessment provided by ANZAI: changes initiated to the management structure to better meet the needs and strategic direction of the PTE, timetabling for the Certificate in Airline Customer

Service to better meet student needs, and progress reporting for students in the School of Engineering.

Some changes made to the management structure were: monthly operations meetings were established, relations with the Tertiary Education Commission (TEC) were developed to better understand compliance requirements and, in 2012, a dedicated marketing assistant was employed who reports directly to the PTE manager. Timetabling for the certificate changes included the replacement of student self-study days by performance reviews and extra-curricular activities. These changes followed the annual programme review at the end of 2010 and were implemented in 2011. Engineering school changes include twice-yearly performance reviews for engineering students, where the student self-evaluation of their progress and the lead instructors' evaluation of progress are compared for consistency and an action plan initiated if required. Previously, students were only notified of their progress on an exceptions basis, that is, if they were not meeting the required standard.

The evaluation team notes that the overall capability of the staff is very good and there is genuine enthusiasm for the value of the reflective approach and its role in ongoing self-improvement. However, there are gaps in self-assessment, for example there are no established formal processes to follow up graduate performance in the workplace. This is offset by informal discussions with employers and the ongoing relationships many graduates have with the institute through Facebook, informal visits and returning to the institute to undertake further training or to be part of graduation ceremonies. While some improvements are measurable, longer-term improvements will take further time and analysis.



# Findings<sup>1</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**.

Qualification completion rates across both programmes in the years 2010-2012, and written and verbal feedback from students and stakeholders indicate that both the Certificate in Airline Customer Service and the Air New Zealand Certificate in Aeronautical Engineering and Related Trades programmes are providing the technical skills required for entry into the aviation, travel, tourism and engineering industries. Learner achievement is enhanced by the emphasis ANZAI places on skills that enable graduates to be work-ready, such as time management and personal presentation. The learning environment reflects a professional work environment, ensuring ANZAI meets the needs of all its key stakeholders.

On average, across both programmes, nine to 10 students withdraw each year. Analysis of these withdrawals showed that Māori and Pasifika students are more likely to withdraw than other students. While there is anecdotal evidence to suggest why this may be occurring, ANZAI intends to investigate this issue further in 2013 and develop strategies to address it. Evaluations are collected for each course, each assessment and at exit interviews. These are analysed for any trends and discussed at academic meetings. Students get good feedback on their progress and attested that their facilitators are available for after-class discussion and are genuinely interested in their personal development as well as their academic progress, and understand that one influences the other. Some students with literacy and numeracy issues are given extra time to complete assessments and provided with a reader/writer if required.

ANZAI has good processes for identifying poor student progress, such as progress reports initiated in 2012 for the engineering students, and is proactive in addressing any issues as they arise. However, improvements in learner achievement resulting from these processes have yet to be reviewed and analysed sufficiently across both programmes, to determine any direct correlation between the actions taken and enhanced learner achievement.

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

## 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 **Excellent**.

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

Students learn useful skills that make them employable in a range of industries (aviation, tourism, travel, engineering) in both New Zealand and overseas. The Certificate in Airline Customer Service offers the opportunity to gain both the National Certificate in Tourism and the National Certificate in Aviation, increasing the scope of employment options.

There was evidence that students also develop soft skills that have increased their confidence, and social skills such as being able to relate positively and effectively with others. These skills transfer to other aspects of their lives. Both facilitators and employers noted that graduates from ANZAI compare favourably with graduates from other providers at selection interviews, group exercises and, once employed, in relation to personal grooming, attention to detail, communication skills and general work-readiness.

As part of workplace training, many students will return to the institute for block courses. This ongoing relationship with the institute has enabled informal tracking of graduates' employment and progress at work. Employers spoken to by the evaluation team noted that they had been asked formally about what ANZAI could do better to prepare students for industry. This formal approach is supported by regular informal dialogue. The institute also keeps in touch with graduates through Facebook, by involving graduates in training and by always emailing job vacancies to all graduates. Because ANZAI provides graduates to a number of aviation organisations, including its competitors, it actively assists in the upskilling of the aviation industry as a whole in both New Zealand and overseas.

## 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**.

ANZAI has extensive, largely informal stakeholder engagement in its programmes and activities, which show close matching with learner and employer needs. This close matching assists graduates to be employed across a wide range of industries, broadening their employment opportunities. The engineering and services schools have an engagement plan that is discussed at all levels of the schools, from facilitators to managers. Stakeholders who met the evaluation team were enthusiastic about the quality of the students at ANZAI, the role work experience

played in their employability and the community engagement that they exhibited. A formative aspect for this was the log book where customer service students had to accrue and record 110 hours of applied learning, which may include community involvement with charities or other community groups to complete their programme. This is supplemented by the institute's engagement with community events.

The Certificate in Airline Customer Service involves a recruitment walk-in session where students experience 'real-life' interviews and, if successful, are fast-tracked through the Air New Zealand recruitment process. The students also get detailed feedback from Air New Zealand about their interview, which is not provided for non-institute candidates at this stage of the recruitment process. This is a recent initiative and was viewed very positively by the students. The students are also taken on familiarisation visits to airports to gain a realistic view of the demands of the work, such as being on their feet all day. This is another example of the importance ANZAI places on experiential learning to provide appropriate, work-ready graduates.

ANZAI involves former graduates in teaching, student recruitment and graduation ceremonies. Visits from graduates provide positive role models for students and allow students to gain first-hand knowledge of the roles and industries they aspire to work in. The programmes and activities are regularly reviewed and refined to accommodate feedback from students, staff and stakeholders, ensuring that relevance and accountability is maintained.

#### 1.4 How effective is the teaching?

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**.

The teaching at NZAI is effective. The staff are interested, enthusiastic and student-focussed, with an understanding of the academic and personal issues students might be facing and how these can impact on each other. Students noted that they can ask questions and are provided with regular feedback about their progress, and that the learning was fun. Academic goals are set at the beginning of each programme, and a range of assessment modes are used, including computer-based exams. Staff consistently commented that they enjoyed working at ANZAI.

Facilitators make themselves available outside class time, give appropriate and timely feedback on assessments and genuinely enjoy imparting their industry knowledge. The organisation supports professional development for facilitators by providing opportunities to return to the workplace to upskill. This allows facilitators to maintain currency with their trade. This was appreciated by the students, who noted that facilitators had extensive historical industry experience supplemented by ongoing upskilling, which meant they were being taught information that was relevant and up to date. Students also appreciated that facilitators shared both the

positive and negative aspects of the industry, and they enjoyed the way the facilitators contextualised the teaching by using examples and stories from their own experience. ANZAI models the customer service approach expected in industry. This modelling was commented on by employers, who found the students' attitudes and application to work to be in advance of students from other providers.

Facilitators are observed teaching from time to time and review all courses at the end of each course; there is a review day at the end of each year. This helps to ensure that teaching materials and marking are consistent. Assessment approval from Service IQ is also sought, and the ITO reported that ANZAI consistently met all moderation requirements, with assessments at the national standard. The teaching staff are reflective and collegial and talk about their teaching informally in the staff room and more formally at regular meetings.

However, there were noticeable differences between the Auckland and Christchurch engineering students' achievement rates for some core skills unit standards. These were investigated and the issue is being partially addressed by a new tutor facilitating these standards this year. However, discussions with staff did not give the evaluators confidence that the issue had been critically reflected upon by all the staff.

### 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**.

Pastoral care is shared across all staff and there is a dedicated student support person who has pastoral care as part of his overall job description. All the students acknowledged the special skill-set and humanity that this person brings to the role. This was particularly important for the groups of engineering students from Papua New Guinea, Fiji, Tonga and Saudi Arabia, as these students have large adjustments to make to the New Zealand climate, food and social norms. Some students are on scholarships and share accommodation in Christchurch. These students have been selected from many others and work hard as they recognise that it is a privilege to have been selected. Examples of out-of-class support provided by ANZAI are the touch rugby team, assistance with English language skills, the formation of study groups and the provision of bicycles to help students travel from their accommodation to ANZAI more economically.

The initial placement test and selection process is very thorough, involving academic criteria, group work and an interview. This supports both students and ANZAI, as it provides the student with a genuine idea of what will be involved in the programme including future workplace expectations and allows ANZAI to screen out students who might not be successful because of academic or personal criteria,

such as a poor work ethic. ANZAI 'only accepts people who have potential to succeed'. The selection process is reviewed regularly and changed to meet industry needs. A good example of this is that ANZAI lowers intake numbers if there is a drop in employment opportunities in industry.

Online Code of Practice training modules have been developed to upskill staff and increase their understanding of code requirements. Staff are required to complete and sign off on these modules.

While international students are well orientated, there is some concern that several questions in the placement test may disadvantage English for Speakers of Other Languages (ESOL) students. To address this issue immediately, these questions have been omitted for ESOL students and their marks recalculated so they are not disadvantaged. The ANZAI annual programme review for 2012 had an action to replace these questions in 2013, to better meet the needs of all students. The placement test for engineering students works well, with no bias.

An area that merits further investigation is the relationship between the support offered to students and the retention of students. ANZAI is keen to investigate this more formally to analyse which groups of students need the most support, and the best way to offer this support.

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

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**.

Governance and management structures and roles are relatively clear and distinct. There are regular ongoing meetings, such as the PTE operations monthly meetings, where the minutes indicate that actions are documented and reviewed in a cycle of ongoing self-improvement. Since the 2011 restructure, closer links between the engineering and service schools have led to shared teaching opportunities and a better understanding of the overall aviation business and how each area can contribute to the other. The appointment of the marketing assistant has encouraged a more targeted marketing strategy which has benefitted the recruitment of students to the programmes.

Staff performance is managed and monitored; resourcing is planned and budgeted; the organisation is well resourced and the training is contextualised. Collaboration with other aviation-related schools around New Zealand enhances training opportunities for students and is an example of the leadership role ANZAI takes within the aviation sector. Other examples are its role in the TRoQ (the NZQA targeted review of qualifications) process, work undertaken with high schools and Gateway and the general manager's membership of the training council of Service IQ, the industry training organisation for the aviation sector.

The overall organisation receives five to six audits each year from regulatory bodies such as CAA and responds well to any changes that are required as a consequence. ANZAI is committed to continuous improvement and ongoing professional development to ensure teaching staff are able to maintain currency and relevance in their roles and to support training that is contextualised to the needs of industry employers. Regular stakeholder engagement ensures that ANZAI is responsive to industry developments and in tune with industry practices. All-of-staff meetings, where the investment plan and performance commitments are discussed, serve to increase the understanding staff have of business decisions and where and how their school fits in the overall strategic plan and the part they can play as individuals to help meet goals and objectives.

ANZAI requires further time to review recent initiatives taken and to analyse the results of these activities. The impending report of the review from the recent restructuring will enable ANZAI to determine how effectively governance and management is supporting educational performance. The evaluation team is confident that ANZAI has the personnel, appropriate processes and sufficient understanding and commitment to self-assessment to ensure this review forms part of an ongoing cycle of continuous improvement.

## 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 **Good**.

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

### 2.2 Focus area: Student support including internationals

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: Certificate in Airline Customer Service

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

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

### 2.4 Focus area: National Certificate in Aeronautical Engineering and Related Trades

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

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

# Recommendations

The Air New Zealand Aviation Institute has the beginnings of an effective self-assessment programme. To ensure it continues to enhance both educational performance and capability in self-assessment it needs to:

- Continue to keep all staff up to date and included in the self-assessment process to assist with their understanding, commitment and ability to contribute to the overall organisation.
- Consider the value of external benchmarking with similar providers to provide comparisons for employment outcomes.
- Continue to work with Auckland and Christchurch student cohorts with the aim of benchmarking learner achievement across sites for students in the same programme.
- Review the most recent restructure and its effects on outcomes and initiate any actions required as a result of this review.
- Review stakeholder feedback processes, to see whether these require reviewing
- Review the student support capability across the various student groups to ascertain the most effective use of this resource and the relationship of student support to student retention.



# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*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 programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*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 EER process 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](http://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/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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