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External Evaluation and Review Report



International Aviation Academy of New Zealand Limited

Date of report: 18 February 2021

About International Aviation Academy of New Zealand Limited

The International Aviation Academy of New Zealand (IAANZ) is the professional flight training division of New Zealand's largest aero club, the Canterbury Aero Club (1928). Being based at Christchurch International Airport enables students to apply their learning in a commercial environment. Students also have access to satellite airfields at nearby West Melton and Rangiora, which provide access to mountain flying terrain. Students are either self-funded, international fee paying, or domestic students eligible for StudyLink support.

Type of organisation:	Private training establishment (PTE)
Location:	Harewood Aviation Park, 25 Aviation Drive, Christchurch
Code of Practice signatory:	Signatory
Number of students (at the time of the EER):	Domestic: 37 equivalent full-time students International: 78 equivalent full-time students (from 14 countries) 109 male and six female students 129 EFTS (equivalent full-time students) in the 2019 calendar year
Number of staff:	29 full-time equivalents; full-time 26, part-time nine
TEO profile:	See: International Aviation Academy Ltd
Last EER outcome:	In August 2016, NZQA was Highly Confident in the educational performance, and Confident in the capability in self-assessment of International Aviation Academy of New Zealand Limited.
Scope of this evaluation:	The focus areas selected for this evaluation were the New Zealand Diploma in Aviation (Level 5) (240 credits) which is primarily for domestic students, and the Commercial Pilot Licence integrated with Multi Engine Instrument Rating (236 credits). The latter is a training scheme

primarily for international students who do not seek a New Zealand qualification. Within these programmes, students undertake an array of Civil Aviation Authority (CAA) sanctioned tests, both theory and practical.

The certification and operation of organisations conducting aviation training and assessments in New Zealand is prescribed under Part 141 of Civil Aviation Rules governed by the Civil Aviation Authority of New Zealand (CAANZ). All theory and practical (flight test) assessments are conducted independently by Aviation Services Ltd (ASL), which operates under licence to CAANZ. All pilot licences are issued by CAANZ.

IAANZ collaborates with the Air New Zealand Aviation Institute and a forum of aviation PTEs to continuously improve the quality of pilot training.

MoE number:	8589
NZQA reference:	C39377
Dates of EER visit:	23 and 24 September 2020

Summary of results

IAANZ understands and meets the needs of its aviation sector stakeholders, students, the government funder and regulatory agencies. This is based on ongoing sector consultation, being embedded in the local and international aviation industries, staff and board expertise, and attention to compliance and continuous improvement in both technical/safety areas as well as teaching/student support.

Highly Confident in educational performance	<p>Students achieve well. Their test results compared very favourably against national benchmarks in 2019. Most students successfully complete their programme.</p> <p>Outcomes into aviation-related careers are good, but more analysis and better representation of the data being collated is warranted. There is positive recognition of IAANZ graduates in the industry labour market, nationally and internationally.</p>
Highly Confident in capability in self-assessment	<p>Planning and resourcing, decision-making and communications are positive features of IAANZ. Student learning resources and their alignment with students' needs has been an area of improvement, as has the move to online learning and use of related technology (before, during and after Covid-19).</p> <p>Students are well supported regardless of their age, cultural background or gender. This supportive environment conforms with the expectations of the respective codes of pastoral care.</p> <p>Overall use of data to monitor and review all aspects of performance is strong. It is particularly strong relating to safety and risk management and resource utilisation, and good in other areas such as gathering student feedback. The new student management system may enable even more comprehensive monitoring and data representation of key academic indicators across the organisation.</p> <p>Compliance management processes are sound, as evidenced by the findings of external audits and monitoring by various agencies.</p>

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students achieve well. Their test results compared favourably against national benchmarks in 2019. Domestic students' retention and completion is high (e.g. course completions exceed 85 per cent) and additional funding was granted to IAANZ in recognition of this. Most students, both international and domestic, complete their programme of study (see Appendix 1).</p> <p>There is some variability when compared with national averages, with lower pass rates in two theory tests, but much higher pass rates in the other 21 tests. There is also some variability when international students' results are compared with domestic students. This is attributable to differences in English language fluency, and so specialist ESOL² tuition is available to students to mitigate this as far as possible.</p> <p>Female, Māori and Pasifika students are a small proportion of the overall cohort³, and so it is difficult to make generalisations regarding their pass rates beyond that stated above. At the next EER, IAANZ should be able to have used the more powerful data reporting capabilities of the new student management system to show achievement patterns for these priority group learners. That said, overall data does not indicate that there are performance gaps.</p>
Conclusion:	Students progress well through the phases of their training, pass external tests and flight exams, and achieve a range of flight certifications. There are some acceptable variabilities,

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

² English for Speakers of Other Languages

³ In 2019, 7 per cent of students (n. 4) identified as Māori and/or 8.5 per cent (n. 5) identified as Pasifika on enrolment. Along with a small number of female students (11 in 2019), these small proportions are steady across 2017-2020.

	identified by the PTE's monitoring of achievement. Actions towards improvement are tailored to support individual students and also improve the training and success of all students.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The IAANZ offer is that students with no flying experience can progress to being 'airline-ready' pilots in around 18 months. They also claim advantages of training at an international aerodrome, which allows trainees to develop their skills in a commercial environment. These claims are accurate. Soft skills development and personal growth are also notable outcomes.</p> <p>There have been shortages of pilots internationally, and IAANZ has contributed to meeting that need, particularly in New Zealand and Asia. IAANZ states that 'many graduates initially move overseas to build their flying hours to a level that makes them suitable to return to New Zealand for employment with local airlines'. Airlines benefit from a pool of potential employees who have already been screened for health conditions, have passed the CAA fit and proper person requirement, have English language capability, and also hold a variety of aviation-related certifications. In addition, graduates will have had an opportunity to fly a variety of training aircraft over a range of terrains.</p> <p>The nature and culture of the industry is such that most graduates will start in junior, part-time or aviation service positions and work up to becoming full-time pilots. It is not uncommon for domestic graduates who achieve an instructor rating to move to initial employment at IAANZ. Progression to airline employment from this role has been strong year on year.</p> <p>Graduate destination data is compiled by drawing on a range of sources of intelligence including surveys. Data is more complete for the easier-to-contact domestic graduates and the sole international airline with whom IAANZ has a formal agreement.</p>
Conclusion:	There is positive recognition of IAANZ and its graduates in the labour market, nationally and internationally. Outcomes into aviation-related careers are historically strong, but more analysis

	and better representation of the data being collated is warranted. As in the last two EERs, graduate destination data and evidence of benefits to graduates is acceptable but not comprehensive.
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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>IAANZ has a well-honed approach to programme delivery, informed by the professional oversight of highly experienced staff. Numerous aspects of the training culture reflect the expectations of the commercial airlines that are direct and formal stakeholders of IAANZ through written agreement or participation in an advisory group.⁴ These interactions helped to inform the development of the new programmes approved by NZQA in 2019. Programme documentation, course plans and delivery resources have been tweaked and improved. The Covid-19 pandemic lockdown time was used to further progress this work and increase online resources for students at home.</p> <p>Programmes are competency based. Students are required to achieve CAA flying competency at each phase of progress. Most students are studying on an individual study plan which sees them complete at different times. IAANZ has the required agility to respond to students' needs in the different training phases.</p> <p>IAANZ states that '16% of international students lack operational English, even when having the entry IELTS requirement'. Student feedback following a pilot programme in 2019 resulted in IAANZ directly employing English tutors and developing an English tutorial programme with a focus on aviation. Although the effectiveness of this is yet to be demonstrated, it reflects the intention to match the needs of international students.</p> <p>Exit surveys are used. All graduates leaving IAANZ are interviewed and complete a survey. Students agreed or strongly agreed that IAANZ 'is a great place to study'; 'that the staff ...</p>

⁴ Air New Zealand, Mount Cook Airlines, Vietnam Airlines, Emirates.

	are helpful and supportive’, and that ‘the staff are good teachers’. ⁵ The 16 students ⁶ interviewed supported this.
Conclusion:	The needs of students and other relevant stakeholders are met.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at IAANZ are well supported. Where a student struggles with their learning, or external circumstances are adverse, there are processes (such as individual support plans) and people available to help. Students interviewed spoke positively about the staff and the quality of instruction and the support received through multiple challenges. They also commented positively on the diverse, multinational campus and the dynamic between students. Exit survey responses support this feedback.</p> <p>IAANZ has a range of mechanisms to hear the student voice: surveys, student representation and private meetings with staff. Actions are taken in response to any concerns raised. Student feedback indicated that some staff were not as ‘culturally aware’ as they needed to be, and were occasionally offending students. This led to cultural awareness training during ‘teach-the-teacher’ sessions. The impact of these classes, and greater awareness of cross-cultural communication within the instructor team, has improved student feedback relating to culture. Exit surveys identified a lack of clarity on ‘who to approach for help’. Routinely scheduled, informal meetings with the training managers ensure questions are now answered more promptly.</p> <p>IAANZ suffered the tragic loss of two international students in two separate, unforeseeable incidents in 2019.⁷ Examples of</p>

⁵ 100 per cent positive ratings based on a sample of 31 anonymous survey responses in 2019.

⁶ Nine domestic and seven internationals, in two separate groups, including four female students.

⁷ One student was killed in the terror attack in Christchurch in March 2019. One student died when the aircraft they were flying crashed near Christchurch in November 2019. (The CAA report on the investigation into this accident has yet to be released.)

	careful and thorough follow-up to support the wellbeing of all students was provided. IAANZ has fully cooperated with all relevant agencies, has prioritised student and staff care and safety throughout the challenges of the past 18 months, and has showed tremendous resilience, as well as support to those effected.
Conclusion:	Students are well supported in a demanding area of study. Ongoing efforts to further engage them in their training are shaped by feedback obtained from students in various ways.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>IAANZ understands and meets the needs of its aviation sector stakeholders, students, the funder and regulatory agencies. This is based on ongoing sector consultation, being embedded in the local and international aviation industry, and current expertise on the staff and board. There is close attention to continuous improvement in both technical/safety areas and teaching/student support areas. Board and senior management operate cohesively, and information on students' achievements, wellbeing and programme quality is considered in detail, on an ongoing basis. This is all well documented within scheduled processes.</p> <p>Recruitment, induction and oversight of staff, and in particular flight instructors, is well managed. The structure and effectiveness of the training function is subject to ongoing monitoring and review. Examples were noted of observation of trainers, intervention where performance was marginal, as well as promotion to higher responsibilities within the PTE. Building and embedding sound teaching practices across all instructors is now occurring using in-house expertise. This has been an area of needed improvement, as identified by effective self-assessment.</p> <p>Documentation sampled was accurate, readily available, and supported interviews carried out at the evaluation. These revealed a depth of activity within IAANZ to both structure and sustain the operations of the PTE, and also monitor and review progress towards identified, important goals – be they strategic</p>

	<p>or individual staff or student-related.</p> <p>IAANZ has responded to a previous EER recommendation to increase the use and effectiveness of self-assessment processes for identifying improvements made to educational performance. The full implementation of the relatively new student management system is now providing more timely and accurate data for a range of monitoring purposes.</p>
Conclusion:	Governance and management use sound planning and monitoring processes to support students and their achievement while ensuring the sustainability of the business.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The evaluators sighted a diverse range of documentation which indicated that compliance accountabilities are suitably managed at IAANZ. These included: two NZQA consistency review reports (2017); a document from CAA of Vietnam certifying the 'operations specifications at IAANZ' (2019); CAA acceptance of the Canterbury Aero Club system of safety management (2020); Christchurch Airport Environmental Audit, recording a fully compliant result (2020); a Tertiary Education Commission Audit which stated 'systems, practices and processes are effective and meet legislative and investment plan requirements' (2018).</p> <p>Given the context of the PTE, there are multiple, intersecting compliance accountabilities which need timely and accurate management. IAANZ has a systematic web of compliance monitoring which occurs within an ongoing, formal risk identification framework and a certified safety management system. Identification of the primary role and knowledge holders for CAA, NZQA, the Tertiary Education Commission and aerodrome compliance was clear to all staff, and is reflected in policy, job descriptions and activities.</p> <p>Recent process implementations in 2019-2020 which reflect effective compliance management include: all international students now being covered by suitable flying insurance; external certification of the safety management system; new NZQA-approved programmes of study being delivered from</p>

	<p>2020, replacing expiring qualifications; and an improved process for reporting achievement credits to NZQA, as required of all aviation PTEs. Extensive tertiary education sector experience informs the operations and governance of the PTE.</p> <p>A student file audit check of eight international students found excellent record-keeping and no non-conformities.</p>
<p>Conclusion:</p>	<p>Compliance management is well staffed, physically resourced and implemented properly at IAANZ.</p>

Focus areas

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

2.1 Focus area: New Zealand Diploma in Aviation (Level 5)

Performance:	Excellent
Self-assessment:	Excellent
Additional Comment:	IAANZ has introduced a scholarship to try and attract more female students and those from Tertiary Education Strategy priority groups. ⁸ Te Reo Māori is now given due prominence in the student handbook. The main domestic stakeholder, Air New Zealand, supports this programme, which also achieved an affirmative result in the 2017 NZQA consistency review process.

2.2 Focus area: Commercial Pilot integrated with Multi Engine Instrument Rating

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	Students at IAANZ are well supported and resourced regardless of their cultural background, age or gender. This supportive environment conforms with the expectations of the Education (Pastoral Care of International Students) Code of Practice. Review and embedding of this Code within PTE systems is thorough and suitably documented. The evaluators observed that while the instructors were aware of the existence of the Code and the various interventions at IAANZ to support students, they lacked a systematic awareness of the features of

⁸ [Priority 3: Boosting achievement of Māori and Pasifika](#)

	<p>the Code. There is no suggestion that this had led to any lapse, but 'good practice' would be to ensure that all staff have participated in targeted training about the Code as part of their induction.</p>
<p>Conclusion:</p>	<p>Support provided to international students is appropriate and ongoing. Some staff may benefit from targeted training about the key features and expected outcomes of the Code of Practice.</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 International Aviation Academy of New Zealand Limited:

1. Build a more complete and in-depth (i.e. well analysed) picture of graduate destination data and evidence of benefits to graduates and industry for all cohorts, including by programme of study, ethnicity, source nation, etc.
2. Ensure all staff participate in targeted training about the key features and expected outcomes of the Education (Pastoral Care of International Students) Code of Practice. Training around the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019 may also be warranted if not yet planned for.
3. Continue with developing teacher capabilities in instructors, embedding expected teaching practices into the curriculum, and implementing structured teacher observations with follow-up actions for monitoring as required.

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 1

Table 1. Pilot certification test results 2018-2020 (tests passed/tests conducted) and national average (where known)

Table x First time pass Flight Test Results 2018-2020 (tests passed/tests conducted) and National Average (if known)						
	2018		2019		2020 (Year to date)	
	IAANZ	National Average	IAANZ	National Average	IAANZ	National Average
Private Pilot License (tests passed/tests conducted)	68% 32/47	Unknown	61% 30/49	Unknown	71% 22/31	Unknown
Commercial Pilot License (tests passed/tests conducted)	81% 39/48	77%	72% 50/69	70%	59% 20/34	65%
Instrument Rating Flight Test (tests passed/tests conducted)	89% 31/35	80%	95% 41/43	79%	91% 20/22	90%
Instructor Flight Tests (tests passed/tests conducted)	95% 18/19	80%	86% 12/14	80%	71% 5/7	67%

Source: IAANZ and CAA Data

Table 2. Test results 2018-2020 after resits

	2018		2019		2020 year to date	
	IAANZ	National average	IAANZ	National average	IAANZ	National average
Private Pilot Licence (Tests not conducted by Aspeq)	94%	Unknown	98%	Unknown	100%	Unknown
Commercial Pilot Licence (Candidates passed/candidates sat)	92% (24/26)	94%	98% (50/51)	93%	91% (20/22)	91%
Commercial Pilot Licence with Instrument Rating (Candidates passed/candidates sat)	100% (15/15)	96%	100% (41/41)	94%	100% (14/14)	99%
Instructor C Cat (Candidates passed/candidates sat)	100% (13/13)	90%	100% (12/12)	89%	50%* (1/2)	81%

*Group still undergoing testing

Source: IAANZ

Table 3. Focus area programme completion rates (2018-2020) (year to date)

	Students enrolled	Withdrawn	Students completed	Students still in progress towards the qualification
NZ Diploma in Aviation L5	77	6	22	49

Note: the training scheme focus area includes components not all international students pursue, and so its utility in drawing conclusions is very limited.

Source: IAANZ

Appendix 2

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/>.

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