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External Evaluation and Review Report

New Zealand International
Commercial Pilot Academy Limited

Date of report: 1 May 2020

About New Zealand International Commercial Pilot Academy Limited

New Zealand International Commercial Pilot Academy Limited (NZICPA) focuses on producing graduate pilots for the domestic and international commercial aviation industry who are competent, professional and work-ready.

Type of organisation:	Private training establishment (PTE)
Location:	25 Airport Rd, Whanganui Airport
Code of Practice signatory:	Yes
Number of students:	Domestic: 17; international: 43
Number of staff:	20 full-time equivalents
TEO profile:	See: NZQA - NZ International Commercial Pilot Academy NZICPA is wholly owned by Whanganui District Council Holdings Limited (WDCHL). At the last EER, NZICPA was a small aviation school based in Feilding. WDCHL had just purchased it. The PTE was moved to Whanganui airport into purpose-built accommodation. The PTE has since experienced significant growth in both domestic and international student numbers.
Last EER outcome:	NZICPA's previous EER outcome in 2016 was Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Flight Training^{1,2}• International Student Support and Wellbeing

¹ This includes the New Zealand Diploma in Aviation (Levels 5 and 6) and NZQA training schemes leading to licences and ratings.

² 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 (CAA). All theory and practical (flight test) assessments are conducted independently by ASPEQ, which operates under licence to CAA. All pilot licences are issued by CAA.

MoE number: 8074
NZQA reference: C37855
Dates of EER visit: 11 and 12 February 2020

Summary of Results

NZICPA is a high quality, specialty provider which produces graduates who are valued by employers and who contribute positively to the aviation industry.

Highly Confident in educational performance

- There is clear and comprehensive evidence that NZICPA is providing quality education and training leading to positive outcomes for its students.
- Programme completion and examination pass rates are high and well above national averages at almost every level.
- Excellent value is evident in graduates achieving licences and ratings and gaining relevant employment and/or engaging successfully in further study.
- NZICPA is making a significant, and increasing, economic, employment and social contribution to the Whanganui region.
- Education is delivered in appropriate contexts for the aviation industry and student needs. Stakeholders confirm that NZICPA graduates are well prepared for employment

Highly Confident in capability in self-assessment

- The organisation is well managed and has a clear philosophy and purpose that is reflected throughout the organisation. The activities are well resourced and NZICPA uses its resources effectively. Important compliance accountabilities are being well managed.
- Self-assessment at NZICPA is ongoing, authentic and transparent; findings are being used insightfully to bring about worthwhile improvements.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZICPA students have achieved excellent results in the completion of courses, ratings and licences.⁴ The authenticity of student assessment and results is confirmed by the fact that all assessments are externally examined. NZICPA, and many other aviation providers, see an important measure of the success of their training in the number or percentage of first attempt passes. They are then able to benchmark against the national averages of first-time pass rates of all New Zealand aviation providers. NZCIPA's first time pass rate for commercial pilot licence tests is consistently above the national average.</p> <p>The high achievement levels are supported by thorough analysis, and have been consistently tracking upwards over the past three years. The use of Flight Logger, a proprietary student and flight management system, has enabled students and staff to have live access to their progress records, including every debrief, staff and student comments, flight information and assessment results. Over time, this system will enable NZICPA to analyse metadata from the system to inform further improvements.</p> <p>Students are acquiring new and useful skills and knowledge as a result of their training with NZICPA. The company's philosophy of 'the pilot as a person' permeates the organisation with an underpinning ethos that 'we are not simply teaching people to fly – we are training them to be pilots'. The PTE emphasises soft skills and characteristics such as professionalism, integrity, collaboration, communication, etc.</p>
Conclusion:	Achievement is high and consistently outperforms the sector median. Regular monitoring and analysis of student progress results in the continuous improvement of student achievement.

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 Refer Appendix 1 for details.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>In addition to the New Zealand Diploma in Aviation, the immediate outputs from the training are licences and ratings as awarded by CAA. All students are undertaking this training in preparation for a career in commercial aviation. NZICPA ensures that the study period is as efficient as possible to enable students to complete in the minimum time while still ensuring that they meet all requirements. Students from other jurisdictions, for instance India, are able to convert their New Zealand licences and ratings to their home country once they return home.</p> <p>Aviation employment outcomes for 2015-2018 show 74 per cent of domestic graduates and 64 per cent of internationals⁵ were employed in the aviation industry.</p> <p>A recently signed contract with IndiGo⁶ is an indication of the value of NZICPA training. The company has also been approached by other airlines wanting similar arrangements, which NZICPA has put on hold as they wish to manage growth sustainably.</p> <p>NZICPA's contribution to the regional and national economy is estimated by the WDCHL to be upwards of \$50 million per year by 2021. Being effectively owned by the city, regional benefits are core to the organisation's strategy. NZICPA has partnered with Whanganui iwi organisations in the establishment of the new central campus and associated student accommodation.</p>
Conclusion:	Self-assessment material reviewed by the evaluators, and comments by students, NZICPA's governance, management and staff, and a selection of key stakeholders, helped confirm the success, extent and benefits of the educational performance of NZICPA.

⁵ In real terms, these percentages are probably much higher as international students returning to India experience delays of up to two years to get their licences converted.

⁶ NZICPA has recently contracted to provide commercial pilot training for 300 cadets of IndiGo Airlines (India) over the next three years.

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>NZICPA's processes are effective in ensuring that aviation industry and student needs are understood and met, and high standards are maintained. There is a high level of student satisfaction with the teaching, resources and facilities.</p> <p>Instructors identify the aspirations, interests and learning styles of their students and, where possible – within a highly structured and regulated environment – structure their delivery to align with those needs.</p> <p>Staff regularly engage in meaningful discussion about teaching practice and student progress. Staff spoke about how they share ideas, experiences and knowledge through their daily interactions and daily staff meetings.</p> <p>The majority of instructors are permanent salaried employees, which is unusual in an industry characterised by casualisation of the instructor workforce. Instructors at NZICPA expressed long-term commitment to the organisation and their profession as aviation educators. All instructors have completed or are studying towards adult teaching qualifications, additional to the instructional techniques training they completed as part of their instructor rating. Instructors were able to identify and discuss ways in which the training had improved their teaching.</p> <p>Students regularly complete feedback surveys to provide feedback on the learning methods, course delivery and learning environment. The results of this feedback are collated, analysed and used effectively to inform improvements to course delivery.</p> <p>Input from its industry advisory board is valued by the organisation. Membership includes several very experienced pilots and aviation industry leaders. The board meets twice yearly but members are regularly consulted for their individual areas of expertise.</p>
Conclusion:	NZICPA programmes effectively align the needs of the aviation industry with the needs and aspirations of individual students.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Incoming students to NZICPA receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Intending students are well guided into courses that are appropriate to their aspirations and capabilities. Staff and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at NZICPA.</p> <p>Students are highly engaged in their learning. They have opportunities to apply their knowledge and skills in a range of contexts relevant to their needs and future study aspirations. Timely, comprehensive and ongoing feedback on their progress is available to each student through Flight Logger and regular feedback from their designated instructor. Small group sizes enable staff to provide individual attention and support.</p> <p>Attendance and progress expectations are effectively communicated to the students and are monitored closely, with timely and appropriate follow-up as required.</p> <p>The organisation has effective processes to review how well it meets the intended outcomes of the Code of Practice.⁷ This, and other evidence sighted, provides assurance that students are well supported.</p>
Conclusion:	Students at NZICPA are appropriately and expertly supported, both socially and academically, while studying and after graduation. This leads to academic success.

⁷ Education (Pastoral Care of International Students) Code of Practice

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 clear set of goals and values which are well operationalised. The organisation has developed and embedded effective systems for monitoring student achievement and supporting staff to improve educational outcomes. Planning, led by the governance board and management, is thorough and focussed on managed and sustainable growth. The organisation has well-established administration and management systems and procedures in place, with ethical practices.</p> <p>Effective systems are in place to monitor resourcing to ensure there are always sufficient resources, mainly aircraft and instructors, to meet the needs of the students. NZICPA has made significant investment to this end in the purchase of a fleet of new aircraft to be delivered over the next two years.</p> <p>Staff obviously enjoy the work environment and are valued by the organisation. Management was open in appreciation of the efforts, loyalty and dedication of staff. Effective staff development, fully funded by the company, and succession planning were clearly evident. Collectively, the board and leadership team have strong educational, financial, legal, aviation and local government expertise.</p> <p>Monitoring of performance at all levels of the organisation is regular, transparent and open. While sometimes challenging, this monitoring is always supportive and focused on providing the best possible outcomes for the students and the aviation industry. Self-assessment is being well led by management and is comprehensively understood and adopted throughout the organisation. The organisation enthusiastically encourages opportunities for reflection on its role and how to better meet stakeholder needs. This has led to a highly reflective environment and culture throughout the organisation.</p>
Conclusion:	NZICPA has a clear vision and understanding of its enterprise, and strong leadership committed to providing effective support for educational achievement. Monitoring of performance within NZICPA is regular, transparent and effective.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZICPA has a clear understanding of its compliance accountabilities and manages effectively to ensure obligations are met. The organisation uses Flight Logger's detailed compliance calendar to assist with the bring-up of deadlines and management of required actions.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent 'risk' history with NZQA. An identified lapse in terms of credit reporting to NZQA, by several aviation providers prior to 2018, was addressed proactively by NZICPA. • The courses at NZICPA are being delivered consistent with their NZQA-approved training schemes. • NZICPA has consistently met CAA requirements. The last CAA audit was conducted in July 2017 with no areas of concern raised. • A Tertiary Education Commission audit conducted in 2018 was fully compliant, with no recommendations. • Responsibilities as a Code of Practice signatory are executed, i.e. insurance and visa monitoring, pastoral care of students, availability of 24/7 emergency contact person. Annual code self-review is comprehensive, and the student support coordinator works closely with Immigration New Zealand to ensure proper visas for international trainees. • NZICPA is owned by a local government organisation; financial auditing is strict and up to date to comply with the Local Government Act.
Conclusion:	NZICPA has effective systems in place to ensure that compliance accountabilities are managed well.

Focus Areas

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

2.1 Focus area: Flight Training

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The goals of the international students are well understood, and the students are well supported by management, instructors and international student support staff to achieve their goals. Staff clearly understand their responsibility for the progress and welfare of the international students.</p> <p>Students interviewed described the range of pastoral care services and interventions, confirming how they have been supported. Accommodation provided for international (and domestic) students is of a high standard – single, well-appointed rooms with individual bathroom facilities or shared between two.</p> <p>NZICPA leadership is effective in managing areas of compliance, including Code of Practice obligations and immigration requirements. NZICPA has completed a detailed self-review of its compliance with the Code of Practice using the NZQA template.</p>
Conclusion:	International students are well supported to achieve their goals, both academic and personal, and for studying and living in New Zealand.

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.

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

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

Student completions

Table 1. Domestic student successful completion

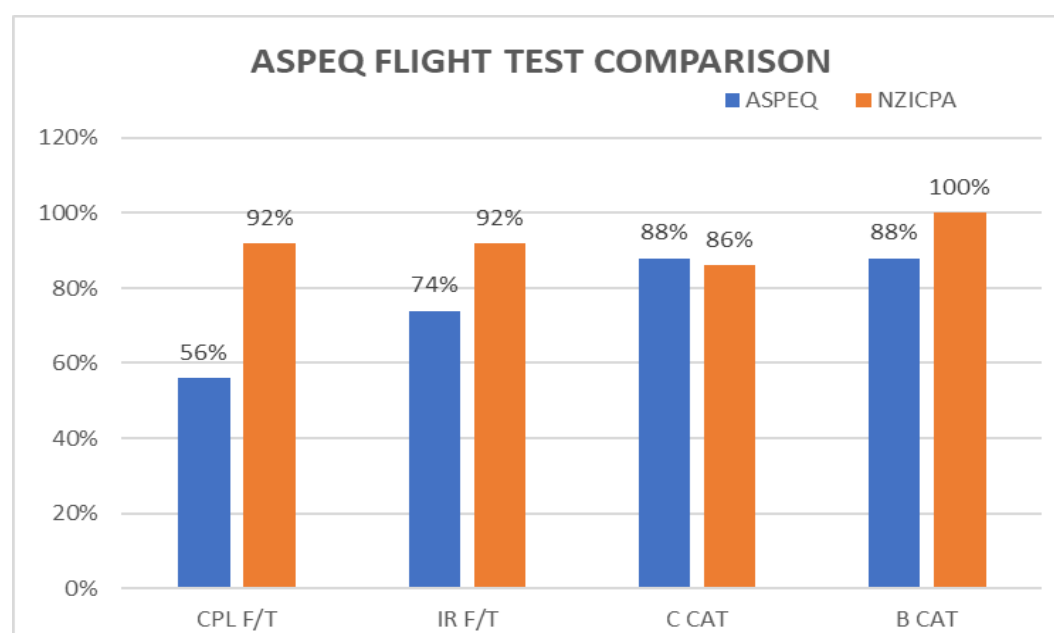
2015	82%
2016	75%
2017	78%
2018	86%

Table 2. International student successful completion

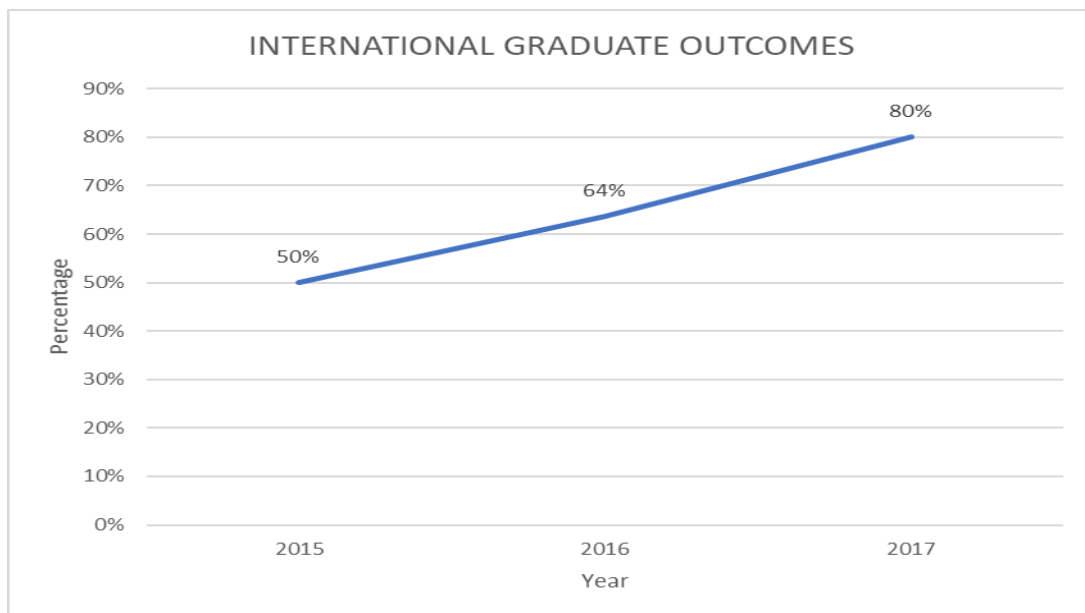
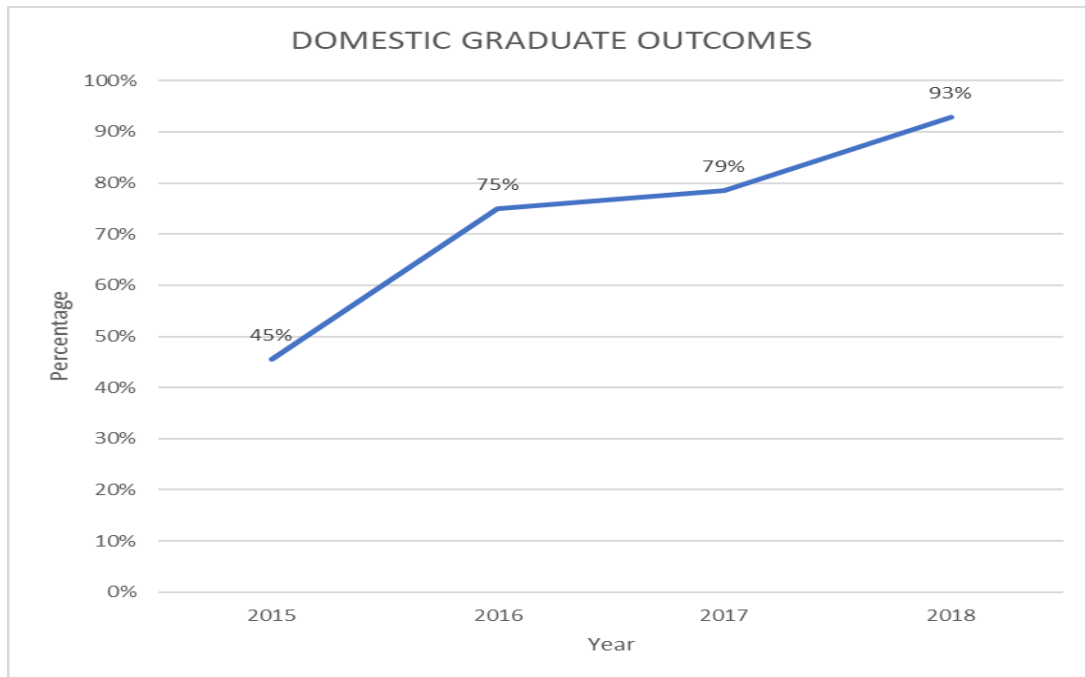
2015	61%
2016	64%
2017	73%
2018	90%

Flight test benchmarking

The graph below compares flight test pass rates for NZICPA students in 2019 with New Zealand national ASPEQ test results.



NZICPA graduate outcomes



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 fraud⁸*
- *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.*

⁸ 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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