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# External Evaluation and Review Report

Air New Zealand Limited

Date of report: 7 July 2021

# About Air New Zealand Limited

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*Air New Zealand Limited is a private training establishment delivering pre-employment training in aeronautical engineering from its Christchurch and Auckland sites. It is part of the Air New Zealand Maintenance Training Organisation which provides training to the aviation industry in New Zealand and internationally.*

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Type of organisation:	Private training establishment (PTE)
Location:	7-13 Rennie Drive, Oaks Industrial Park, Mangere, Auckland  125 Orchard Road, Harewood, Christchurch
Code of Practice signatory:	Yes
Number of students:	Domestic: 28 (33 equivalent full-time students)  Three Māori, four Pasifika  International: five at the date of EER scoping in March 2021. By the time of the EER, two had completed and three were at the end of the programme, but with resits to complete.
Number of staff:	19 full-time and three part-time
TEO profile:	<a href="#">Air New Zealand Limited</a> (NZQA website)  In 2021, Air New Zealand Limited ceased its delivery of the European Aviation Safety Agency (EASA) Part 147 Approved Basic Training Course (B1/B2) (Level 5) – leading to the New Zealand Diploma in Aeronautical Engineering with strands in Mechanical and Avionics (Level 5). That programme was delivered almost exclusively to international students. Teaching of the programme was completed prior to the EER in April 2021 (with three students completing resits at the time of the EER).  The aviation industry, of which the PTE is a part, has been significantly impacted by Covid-19. The PTE has also experienced much upheaval as a

	result of wider organisational restructuring activity and change.
Last EER outcome:	Highly Confident in both educational performance and capability in self-assessment
Scope of evaluation:	The sole EER focus area was the New Zealand Certificate in Aeronautical Engineering (Pre-employment) (Level 3), being the only programme now delivered.
MoE number:	8588
NZQA reference:	C45355
Dates of EER visit:	13 and 14 May 2021

# Summary of Results

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*Consistently high qualification completions and positive learner outcomes are supported by robust, well-structured and established learner-centred processes. Self-assessment processes facilitate comprehensive real-time understanding of performance, with areas for review clearly and swiftly identified and responded to.*

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## **Highly confident in educational performance**

Highly effective, learner-centric processes contribute to valued outcomes. Such processes include well-established student selection, support and engagement procedures, and close attention to the progress of each learner. Barriers to learning are minimised. High achievement was sustained by such processes amidst the challenges of Covid-19 and during organisational restructuring and change.

## **Highly confident in capability in self-assessment**

Teaching and learning activities and resources are relevant and engaging. Theoretical and practical learning is well balanced and occurs within real-world contexts. Programme design and teaching processes are effective and standardised across delivery sites. The most important needs of learners and other key stakeholders are well met. Strong student satisfaction is consistently reported.

In the main, the PTE has well-established processes and procedures to ensure effective management of compliance accountabilities. Two compliance-related issues were identified during the EER, but they reflect temporary lapses and are not current or ongoing issues (see Key Findings 1.6).

Self-assessment is comprehensive. Ongoing, real-time review of learner progress, and teaching and assessment processes, sees immediate responses to areas identified for review. This prevents the need for major changes or improvements and contributes to sustained high performance.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Achievement is consistently high. Nearly all students successfully complete the level 3 programme each year, with average qualification completions for the last four years of 96 per cent (Appendix 1). Each of the PTE's small number of Māori learners successfully achieves the qualification.<sup>2</sup> Achievement is consistent across delivery sites (supported by standardised teaching and learning procedures).</p> <p>Important graduate character attributes required by industry are well understood by the PTE – for example, attention to detail, honesty, punctuality, ability to ask for help. Such attributes inform learner selection decisions and expectations, and are attributes intentionally fostered. Progress reporting also focuses on these attributes.</p> <p>Instructors and support staff work closely with learners to understand their progress. Student performance reviews are undertaken three times a year. The student management system records student progress and behaviours and feeds into these performance reviews and ongoing monitoring. Support and remediation are promptly put in place if learning is not where it needs to be before the next course commences.</p> <p>At a systematic level, unit standard and exam marks are monitored to identify challenging areas of learning and to inform their review by the PTE.<sup>3</sup> Management has an in-depth understanding of achievement data and trends.</p>
Conclusion:	Consistent high achievement is facilitated through strong selection and standardised teaching and learning processes, alongside close real-time monitoring of learner achievement.

<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.

<sup>2</sup> Pasifika students are predominantly international.

<sup>3</sup> Any assessment question with a 50 per cent or less pass result is reviewed by the PTE.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The level 3 qualification provides an important foundation to prepare graduates for employment at an apprenticeship level and for further training and qualifications in aeronautical engineering. Prior to 2020, and the impact of Covid-19, most level 3 graduates progressed to further study or employment, mainly in the aviation industry but also in non-aeronautical engineering (Appendix 1). The PTE responsibly acts to support graduates' prospects of employment by tailoring enrolment numbers to anticipated industry demand.</p> <p>The PTE is of key value to the Air New Zealand Maintenance Organisation which employs graduates from the level 3 programme. The programme also prepares graduates for other pathways. Since Covid-19 there have been increased opportunities for graduates in areas such as military contracting and agricultural aviation, and with niche, smaller aviation companies. This presents a current opportunity for the PTE to reintroduce a structured engagement process with employers (and graduates) to understand programme value and relevance.<sup>4</sup> One stakeholder interviewed for this EER, for example, was keen for there to be such opportunities in place.</p> <p>Management has a good understanding of graduate outcomes and trends. The PTE's relationship with the Air New Zealand Maintenance Organisation continuously informs its understanding and meeting of this key stakeholder's needs.</p> <p>The PTE facilitates employment days to introduce students and potential employers. It maintains ongoing contact with graduates about employment opportunities through its alumni website.</p>
Conclusion:	Graduate outcomes have been typically strong, reflecting the value of the programme and meeting of needs. There are current opportunities for the PTE to extend its engagement with employers and graduates about the programme's value.

<sup>4</sup> The PTE indicates that a process was developed in 2020 but did not gain traction because of Covid-19.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The learning environment is well structured to learners' different backgrounds. Instructors are experienced and qualified and adapt the teaching and learning to individual needs. Additional instruction is provided for those who require it.</p> <p>A balanced mix of practical and theoretical learning is delivered. Relevant training aids are well utilised to effectively support theoretical learning. The hangar experience and facilities available to engage learners are invaluable. Field trips enhance learner motivation and engagement, as does work experience.</p> <p>The PTE is assured of programme relevance through the structured industry consultation that took place to develop the programme and unit standards. Direct interface with Air New Zealand as an employer of level 3 graduates adds to this assurance. As mentioned in Key Findings 1.2, there is now an opportunity for the PTE to establish structured engagement with other employers in the sector and with graduates, for ongoing direct input into programme relevance.</p> <p>The PTE has robust processes to review delivery in real time on an ongoing basis and to identify opportunities to improve. This results in immediate updates if needed within the boundaries of established procedures and programme requirements.</p> <p>Students clearly understand assessment requirements and timeframes, and the resit process. Assessment results and feedback on student progress are timely. Processes to ensure the validity of assessment include the pre-moderation of all courseware, examinations and assessments by the standard-setting body, regular positive external moderation outcomes, co-instructor practical assessment<sup>5</sup> (guided by marking schedules), and computer marking of all theoretical assessment, which is multi-choice and consistent with civil aviation practice.</p>

<sup>5</sup> One instructor assessing and the other in a checking and support role.

Conclusion:	Excellent real-world learning opportunities and relevant learning contexts support high achievement. Robust processes are in place to ensure the ongoing quality of delivery.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>A careful learner selection process that includes skills, aptitude and knowledge testing, minimises barriers to learning by ensuring students have the capacity to achieve. Students receive a comprehensive handbook and orientation and engage in a three-day induction course.</p> <p>Staff work closely with learners to understand and support their learning needs. They provide additional time and support to engage learners in remedial work if needed.</p> <p>Student performance conversations (reviews) held three times a year are a valued practice, providing students with feedback on their progress and competencies, and feedback to the PTE on students' learning experiences. The conversations occur in an open, honest and supportive way, to help students engage in feedback and critique – reflecting attributes being instilled in the learners.</p> <p>Students and graduates conveyed satisfaction with how their needs were being met by the PTE. The PTE shared examples of individualised responses it had provided to effectively support learners with specific needs (e.g. learners with dyslexia and a learner who was gender transitioning).</p> <p>The PTE has effective processes for dealing with students' concerns. Student evaluation feedback about their instructors is reviewed in real time, and feeds into company instructor reviews every two years.</p> <p>Excellent processes and management's commitment to maintaining a strong learning environment meant learners were not detrimentally impacted by the loss of the PTE's Christchurch-based student support person in 2020. Lessons from that experience led to an additional Auckland-based support role.</p>



	The PTE self-identified appropriate performance against the outcomes of the interim domestic Code <sup>6</sup> – with a small number of areas identified for future review.
Conclusion:	Excellent, established processes to involve and support students in their learning are key to the consistently high outcomes learners achieve, including over a time of significant challenge.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The PTE has sustained, effective delivery of the level 3 programme with uncompromised achievement throughout the Covid-19 pandemic and challenging times. It has acted responsibly to limit enrolment numbers matched to anticipated industry demand, guided by a student-centred focus on ensuring good graduate employment prospects. There is continued industry demand for the training and graduates.</p> <p>Excellent educational achievement is supported by effective, well-established processes, standardised across delivery sites. The PTE ensures sufficient resources are available to support learning and teaching, including buffering and minimising a key gap left by the loss of its student support person, through temporarily allocating senior staff to this role at both delivery sites.</p> <p>Students and graduates commonly identified an inclusive learning environment, including for the minority of female students. One person expressed concern that sexist and racist comments by peers had been left unchecked. The PTE indicated it had performance-managed staff for such concerns.</p> <p>There are effective processes to review instructor performance. Instructors receive a minimum of 40 hours professional development and instructor training every two years.</p> <p>Academic leadership and quality are facilitated through clear expectations and procedures. Courses are closely reviewed in</p>

<sup>6</sup> The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

	<p>real time and performance is well understood. Data analysis is used effectively. Management has an in-depth understanding of achievement, outcomes and data trends.</p> <p>The PTE has used opportunities, such as reviewing its performance against the interim domestic Code, to self-reflect on areas for continuous improvement, but with an awareness of the need to balance responsiveness and continuity.</p> <p>Management discussed diversity as a desired strategic focus for the future, and once the challenges of current times abate.</p>
Conclusion:	Governance and management have responded well to challenging times. High performance is ensured by an uncompromised focus on learner wellbeing, experience and outcomes, supported by robust processes and self-review.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Evidence of the management of important compliance accountabilities demonstrates mostly effective processes.</p> <p>The PTE has established and regularly reviewed process/service procedures that include the management of required accountabilities. Standard-setting body requirements, including consent and moderation requirements, are met.</p> <p>The PTE clearly understands and reviews compliance with programme approval requirements. Programme hours are specifically mapped to delivery of each course and are in line with approval requirements.</p> <p>A Tertiary Education Commission audit in 2018 identified robust processes with just one finding relating to the verification of student identity, which the PTE confirms has been addressed.</p> <p>Self-review of the Code of Practice for international students is reflective and comprehensive, as is self-review to ensure that requirements of the interim domestic Code are met.</p>

	<p>The EER found two areas where there seemed to be temporary lapses in the PTE’s compliance management processes, but which are no longer current or of concern.</p> <p>In 2018, the PTE used its internal English language proficiency test for the entry of three international students after the change to NZQA Approval and Accreditation Rules in 2017 that removed this testing option. However, it does not appear that the PTE had NZQA’s approval to continue using the test to the end of 2018. That issue was isolated to 2018.</p> <p>The EER found that insurance had not been extended for two international students in line with the need to increase their enrolment period in 2021. This was a deviation from standard practice and an oversight by the PTE. On identification of the issue, it immediately reinstated insurance for one student. The other had since graduated. The PTE has not enrolled any new international students in 2021.</p> <p>Internal auditing and compliance procedures are conducted by the Air New Zealand Maintenance Training Organisation with specific focus area reviews and sampling to ensure processes are complied with. Required actions are identified and responsibility allocated to address any gaps.</p>
<p>Conclusion:</p>	<p>In the main, the PTE has well-established processes and procedures to ensure effective management of compliance accountabilities. Temporary lapses found in the meeting of two accountability requirements are no longer current concerns.</p>

# Focus Areas

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

## 2.1 Focus area: New Zealand Certificate in Aeronautical Engineering (Pre-employment Skills) (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# Recommendations

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

NZQA recommends that Air New Zealand Limited:

- Establish structured processes to engage with graduates and their employers (beyond Air New Zealand) to understand programme relevance and value.
- Review its compliance management procedures to assess whether there is any need for additional checks and considerations following the couple of temporary lapses identified during the EER (reported at Key Findings 1.6).

# 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. Level 3 qualification completion results**

Year completed (number enrolled)	Achieved qualification
2017 (44)	90.9%
2018 (56)	100%
2019 (61)	96.7%
2020 (48)	97.9%

Source: Air New Zealand Limited Self-Assessment Summary

**Table 2. Level 3 graduate outcomes, level 3 engineering, 2017-2020 overall**

Year	Employed in aviation industry	Employed in non-aeronautical engineering	Undertaking further study
2017	61.4% (69%)	9.1% (10%)	18.2% (8%)
2018	55.4% (83%)	1.8% (3%)	39.3% (8%)
2019	57.4% (79%)	6.6% (9%)	27.9% (0%)
2020*	25% (18%)	12.5% (11%)	10.4% (11%)

Figures in brackets represent domestic students.

\*The Covid-induced global downturn in aviation has had a marked effect on outcomes.

Source: Air New Zealand Limited Self-Assessment Summary

# 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 fraud<sup>7</sup>*
- *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.*

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<sup>7</sup> 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](http://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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*Final*