



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
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# Report of External Evaluation and Review

Air New Zealand Limited  
trading as Air New Zealand Aviation  
Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 26 July 2017

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*Final Report*

# 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)
First registered:	1 August 1991
Location:	7-13 Rennie Drive, Oaks Industrial Park, Mangere, Auckland
Delivery sites:	Auckland – 7-13 Rennie Drive, Oaks Industrial Park, Mangere, Auckland  Christchurch – 125 Orchard Rd, Harewood, Christchurch
Courses currently delivered:	National Certificate in Aeronautical Engineering (Related Technology) (Level 3) (23 enrolled)  New Zealand Certificate in Aeronautical Engineering (Pre-Employment Skills) (Level 3) (28 enrolled, plus 15 from 27 February 2017)  New Zealand Diploma in Aeronautical Engineering (European Regulations) (Level 5) with strands in Mechanical, and Avionics (six currently enrolled from 6 March 2017. More will be enrolled from 3 July 2017)
Code of Practice signatory:	Yes

Number of students:	<p>SAC (Student Achievement Component) total funded EFTS (equivalent full-time students) – 139</p> <p>Total non-funded EFTS – 49</p> <p>Domestic students – 25</p> <p>International students – 26</p> <p>Ages 17-42; gender, six female, 45 male</p> <p>Māori 3.9 per cent; Pasifika 17.6 per cent</p> <p>International – 33.3 per cent</p> <p>Visa status – mostly New Zealand citizen, New Zealand resident or student visa.</p>
Number of staff:	19 full-time, 13 part-time
Scope of active accreditation:	<a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=858866001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=858866001&amp;delSiteInd=0</a>
Distinctive characteristics:	<p>ANZAI has purpose-built facilities for the delivery of its programmes in Auckland and Christchurch, and recently moved to new premises in Christchurch.</p> <p>Full-time, face-to-face aviation maintenance training. Based close to two international airports.</p>
Recent significant changes:	<p>New programme – New Zealand Diploma in Aeronautical Engineering (European Regulations) with strands in Mechanical, and Avionics (Level 5)</p> <p>New programme – New Zealand Certificate in Aeronautical Engineering (Pre-Employment Skills) (Level 3)</p> <p>Restructure – October 2015. Close of school of Service. Downsizing of School of Engineering in Auckland. In April 2016, NZQA was advised of these and other changes to the organisation.</p>
Previous quality assurance history:	<p>NZQA last externally evaluated ANZAI in April 2013. NZQA was Confident in ANZAI’s educational performance and capability in self-assessment, with the following recommendations noted.</p> <ul style="list-style-type: none"> <li>• Continue to keep all staff up to date and included in the self-assessment process to assist with their</li> </ul>

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.

A Tertiary Education Commission (TEC) audit was completed on 15 and 16 September 2015. The final report was released on 21 September 2015 with the following recommendations:

- Enrolment forms are signed by both the student and the PTE
- Review the Records Retention and Destruction policy with funding condition SAC3+/017: TEO to keep enrolment records and SAC3+/019: TEO to confirm that each student is a valid domestic enrolment
- Review and update the first aid training subcontracting agreement.

All three recommendations have since been addressed.

NZQA moderation has been consistently good since 2014. In 2016, ANZAI met external moderation for NZQA-managed standards.

No NZQA risk interventions have been noted.

An audit by the European Aviation Safety Agency (EASA) was completed in March 2017, with three corrective actions noted that have since been completed and all other requirements confirmed as being met.

A Civil Aviation Authority audit was completed in May 2016, with the result that no safety issues/concerns were noted and ANZAI was found to be compliant.

Other:

There has been further change to the structure and focus of ANZAI. The School of Service was deemed not to be in line with the core business and was disestablished. The PTE was rearranged to better serve this new focus and now delivers only aeronautical engineering programmes.

## 2. Scope of external evaluation and review

The scope of this external evaluation and review (EER) included the following focus areas:

- New Zealand Certificate in Aeronautical Engineering (Pre Employment Skills) (Level 3)

This replaces the National Certificate in Aeronautical Engineering (Related Technology) programme and incorporates much of the proven skill, standards and methodology of that certificate, with updates and additions to better meet the needs of industry.

- New Zealand Diploma in Aeronautical Engineering (European Regulations) with strands in Mechanical and Avionics (Level 5)

This is a new programme since the last EER. The qualification is primarily designed to meet the global training and educational needs of both international and domestic trainees. At present the programme has mainly international students and is run at the Christchurch site only. In order to gain an EASA aviation maintenance licence, graduates will be required to complete two years practical maintenance experience on operating aircraft as defined in EASA Rule Part 66.

These programmes were selected as focus areas in consultation with ANZAI. The focus areas cover the full range of ANZAI provision. The majority of students are international, with only two domestic students enrolled in 2016.

- International students: support and wellbeing

This is a standard focus area for TEOs that enrol international students.

### 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-eeer/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 a lead evaluator and a team evaluator. The EER was held over two days. The first day was in Auckland and focused on the New Zealand Certificate in Aeronautical Engineering (Pre Employment Skills) (level 3) (offered in both Auckland and Christchurch). The second day was in Christchurch and focused on the New Zealand Diploma in Aeronautical Engineering (European Regulations) with strands in Mechanical and Avionics (offered only in Christchurch).

Interviews were held with members of the senior management team involved in ANZAI provision, the quality assurance manager and the programme coordinator. A number of Auckland and Christchurch instructors were interviewed and the evaluators spoke to the full class of level 3 students at Auckland and the full class of level 5 students at the Christchurch site. A number of recent graduates and four external stakeholders were also interviewed.

A wide range of quality documents and other programme documentation together with practical resources were sighted including two workshop tours. Evaluators also viewed the most recent TEC audit, Civil Aviation Authority audit, European Aviation Safety Agency (EASA) regulations, and the evidence of accreditations and certification with international aviation organisations.

# Summary of Results

## Statement of confidence on educational performance

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

The main reasons for this judgement are:

- Over 90 per cent of students on the National Certificate in Aeronautical Engineering (Related Technology) gain the qualification. This enables these students to get started on a career in aeronautical engineering and reflects the strict selection criteria of applicants and the educational commitment of the organisation. Air New Zealand has yet to complete the first delivery of the New Zealand Certificate in Aeronautical Engineering (Pre Employment Skills) and therefore have no achievement data at this time. Early indications are that the New Zealand Certificate achievement will be on par with the National Certificate.
- Over 70 per cent of students enrolled on the New Zealand Diploma in Aeronautical Engineering (European Regulations) in 2016 gained the qualification. This figure can be considered a very good effort as most of the students were from an overseas airline under a special arrangement with Air New Zealand, and many of these students struggled at first. However, they still have the opportunity to complete the qualification and most of them will. As a result the achievement rate for the diploma will be higher than 70 per cent.
- The validity of these results is supported by the good results of audits by the external standard-setting body, by international and government regulatory audits, and the external moderation of unit standards.
- Delivery, achievement and graduate outcomes are all strong and indicate student and stakeholder needs are being met effectively. Graduates from these programmes are extremely well equipped with the skills, knowledge and attributes required by industry and are in high demand by employers.
- All tutors have many years experience in the industry. They go through a rigorous induction and have to maintain their Instructor Approval by doing a number of hours of professional development each year and going back to the shop floor periodically. This results in tutors always being current with the latest developments in an industry that changes quite rapidly.
- As part of the larger Air New Zealand organisation and its culture, ANZAI has a clear purpose and direction, is strategic in its care with oversubscription, and meets all regulatory and government compliance requirements.

The evidence for all these points is well presented to convince the evaluation team of the authenticity and robustness of the PTE's programmes.

## Statement of confidence on capability in self-assessment

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

The main reason for this judgement are:

- Self-assessment is well developed across achievement, value and resourcing at ANZAI, and comprehensively addresses all compliance obligations.
- There are regular internal audits to ensure that ANZAI is compliant with the rules and regulations of the various national and international regulatory bodies and government agencies that it deals with. Any issues identified through these audits are dealt with immediately.
- Tutors are given responsibility to oversee individual subject areas and keep resources and assessments for those areas up to date and relevant. This also ensures consistency across the sites and between different tutors delivering the same subject.
- As part of a large, very successful organisation, ANZAI has policies and processes designed for the delivery of a high-quality service.

Overall, there was sufficient evidence of ongoing, effective self-assessment that is robust and informs change. This gives ANZAI a good understanding of its stakeholders' needs and how well it is meeting those needs, and where it can and does improve.

# Findings<sup>1</sup>

## 1.1 How well do students achieve?

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**.

Since 2014, learner achievement has been consistently high across the level 3 National certificate programme, with an average of over 93.4 per cent for 2014 and 2015 for the level 3 programme (2016 figures are yet to be finalised), and with an achievement rate above 70 per cent for the level 5 New Zealand diploma.

The level 5 programme meets the requirements of European aeronautical regulations. This programme is targeted mainly at international students and those domestic students planning to work in Europe. The first group of students comprises almost entirely overseas airline staff. These students study in New Zealand under special agreements between their companies and Air New Zealand. Some of these students have been in the industry for three to four years and are bonded to the company for eight years from graduation. As such, they are highly motivated and complete the programme within the specified time. Students from another airline, on the other hand, have variable backgrounds, and as part of the agreement with Air New Zealand are guaranteed two years of on-job experience after completion. Many of these students will gain the qualification while completing the on-job training and as a result the qualification rate for the level 5 diploma will be higher than the current 70 per cent.

Māori and Pasifika students achieve at the same rates as others in the programme. Those students who withdraw do so for valid personal reasons rather than failing the assessments.

Many of the level 3 students are school leavers who are work-ready at the end of the programme. The majority of students on the New Zealand diploma are international and over 18 years of age, with only two domestic students enrolled in 2016. As the diploma is only delivered in Christchurch, all international students are currently at that campus.

Employment and further study outcomes from both programmes are high, with over 80 per cent of those who gain the qualifications working in aerospace engineering, related fields, or undertaking further aeronautical or other engineering study.

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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.

Strict entry conditions and selection criteria, punctuality and attendance are maintained rigorously, and these are noted as one of the main contributors to the high pass rates. Students who are accepted onto the programme are motivated to complete.

Barriers to achieving are usually identified early and include family issues and a lack of preparation for assessment. Those falling behind are given comprehensive learning or personal support to complete the programme.

Students learn useful skills which ensure they are employable, and develop a soft skill-set including becoming more confident and outgoing and more sure around decision-making, which all have implications across their lives.

Students receive excellent regular feedback on their progress, and all trainers ensure regular course updates in a common database keep everyone abreast of progress. Analysis of the daily data ensures a good understanding of any particular weaknesses, and problems are identified and dealt with quickly.

The tutor and student body are aware of the need to comply with the regulatory bodies involved in aviation. The nature of the business is exacting and the requirement and need for exactness is paramount. These characteristics are enforced throughout the organisation, and students are imbued with them.

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

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 level 5 diploma has been designed to meet European air regulations. This enables students to work in European countries. However, graduates who gain this qualification still need to gain two years of work experience before they can gain an EASA license. Currently, most of the graduates have come from another airline under an agreement between their company and Air New Zealand. Under this agreement, these candidates were guaranteed work experience with Air New Zealand, although this is dependent on aircraft being available for maintenance. Upcoming graduates may find it difficult to gain this work experience. As of now, the value of the level 5 qualification is limited, though it has great potential.

The level 3 qualification, on the other hand, is designed to prepare graduates for immediate employment in aircraft maintenance in New Zealand, albeit under supervision. A number of graduates are taken on as apprentices by Air New Zealand, while the rest find similar employment with other companies, including the Royal New Zealand Air Force, Air New Zealand Regional Maintenance, Air New Zealand Gas Turbines, Christchurch Engine Centre, Airwork Group, Flightline

Aviation, CWF Hamilton (Hamilton Jet), Super Air, Heliflite, and Oceania Helicopters.

These graduates easily transition into work and employers get work-ready employees at a traineeship level who are well presented and are able to confidently use the skills learnt, for example using troubleshooting procedures for finding solutions to problems. They are specifically trained in being exact, precise and punctual in what they do as the consequences for not being so can be disastrous. Students were very complimentary about the programme and compared it favourably with other level 3 programmes.

Stakeholder engagement is good. ANZAI has close links with future employers, especially the parent company, Air New Zealand. Employers have not been formally asked what ANZAI could do better, although ANZAI does track graduates and the destination pathways of students. Arrangements with five other providers give ANZAI good insight into how well they perform within the industry. The recent Targeted Review of Qualifications gave the industry a forum in which to express its needs.

As noted in the previous EER report, ANZAI provides graduates to a number of aviation organisations, as noted above, including its competitors, therefore actively assisting in the upskilling of the aviation industry as a whole in both New Zealand and overseas.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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 is meeting all the most important needs of learners with regard to achieving a qualification and gaining employment. ANZAI has worked through a review of their qualifications and has taken a leadership role with the Targeted Review of the Qualifications process. There has been a large amount of industry input and trade/product knowledge into this process. The aviation industry is very clear about its requirements, and as a result the level 3 New Zealand qualification is based on what industry requires to meet its needs. The New Zealand Diploma in Aeronautical Engineering was developed specifically to align with the EASA rules and regulations for the training of licensed aviation maintenance engineers.

International students are made aware very early in the application process what they can expect from study at ANZAI and New Zealand in general by the business

development team and New Zealand specialist agents before making any commitment (see further information around this in key evaluation question 1.4).

All EASA licensed aviation maintenance engineers must have passed the summative assessment examinations that lead to the qualification. The examinations test not only the knowledge components but also the candidate's ability to combine the separate elements of knowledge in a logical manner, as per the graduate outcome statement. All unit standards are mapped to the knowledge requirements for the EASA exams. To gain the licence, there is also a work experience requirement, although this may be gained separately from the qualification.

Feedback is collected from teaching staff and students with input from Air New Zealand Engineering and Maintenance and the industry training organisation (Service IQ). The feedback is comprehensive and includes both verbal feedback provided during one-to-one sessions and in surveys. There was clear evidence that the feedback was reviewed and used in a debrief with students and tutors and that this informed ongoing improvements.

ANZAI uses the title 'course custodian' to identify those who are designated to oversee each course and ensure its continuous development and evaluation to make sure learning and assessment matches the needs of the learners. To maintain an Instructor Approval, the instructors must have practical hours completed annually. To ensure consistency of teaching and content in the delivery, all new trainers have to be part of the class before they teach their own class to ensure consistency, along with regular peer review sessions.

Instructor meetings are held regularly to discuss student achievement and any issues that have been recorded daily/regularly in a database (noted in key evaluation question 1.1). These issues are discussed at length. Examples include changes needed to workbooks and assessments to ensure relevant and up-to-date information is delivered and assessed, and updated equipment to match industry standards. The database is also used to check that international students are learning and understanding at a similar rate to domestic students. Some extra work is offered to assist the international students with some of the language and special terms.

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

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**.

Rigorous placement test/selection processes involving an interview and entry tests covering English, mathematics, physics, engineering and drawing ensure that all students have the capacity to achieve. This 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. From week one, regular meetings are held to discuss successes and failures, and the support coordinator keeps a grid of achievement to assist with learning.

As a result of the stringent entry and selection noted above, and limited class sizes, students have reasonable success as they have been assessed as genuinely being committed to the industry. ANZAI is regularly adjusting the selection criteria as they gain more awareness of students' different learning abilities. One example given was where learners used to come in with basic engineering knowledge from their home or school, but they now have little or none and have to learn the basics first. Trainers ensure that this issue is acknowledged and teaching is carefully managed around it.

Students from countries requiring language testing are tested in line with New Zealand Immigration guidelines to IELTS 5.5 (International English Language Testing System). Students of nations not requiring IELTS for visa application still sit a standard English pre-entry exam.

Students feel well supported and provide good examples of the effectiveness of ANZAI support from first contact, enrolment, induction, orientation, having class student representatives and a student council. There is a strong sense of responsibility among all staff. Pastoral care is shared across all staff. In addition, a dedicated student support coordinator has pastoral care as part of her overall job description. All the students acknowledged the special skill-set and humanity that this person brings to the role. Examples include support for a single mother to re-sit exams, and support for a student whose father was dying.

International students were knowledgeable about support available, felt well informed about the programme before they enrolled, and had a high level of satisfaction with their time at ANZAI.

The Education (Code of Pastoral Care for International Students) Code of Practice is covered well, and an annual internal review is completed with comprehensive follow-up of any areas requiring action. Agents are managed and monitored by the business development team, in line with the Code of Practice, and comprehensive

'offer of place' documentation is provided. All staff are familiar with the code's basic requirements as a result of annual updates. The support coordinator is responsible for the full code requirements.

Excellent resources are available for the delivery of programmes and learning, although some adverse comments were noted from Auckland students about the resources at the Christchurch branch, and the Christchurch site has been totally revamped. The evaluators were told that all the equipment used was up to standard and the same as used in industry workshops.

The trainers are highly experienced, approachable, mostly ex-air force and all are highly trained, experienced instructors. Students said the trainers made learning stimulating, were up to date with industry equipment and regulatory requirements, and took an interest in their learning and any needs around personal or academic support for their learning. Team teaching occurs regularly which adds to the dynamics of the class, and team learning is used where similar students are put together on a project to ensure both learn together rather than one leading the other.

Trainers are encouraged to be reflective and talk about their teaching and their working environment, and to look for opportunities to improve. The trainers use student feedback effectively and use the student council to gain feedback, although any changes made need to be fed back to the whole group. Students noted that the trainers made teaching fun and were open to sharing both positive and negative stories to assist learning. Professional development opportunities are well organised and support the latest equipment use or teaching updates.

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

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 a clear purpose and direction and meets all regulatory and government compliance requirements. Strategies are designed to suit the purpose of the organisation and the needs of the parent company and the wider community. Market research around the needs of major stakeholders and employment is carefully monitored, and regular stakeholder engagement ensures that ANZAI is responsive to industry developments and in tune with industry practices. A long-term vision with short-term modifications is required and is managed well. An example of this is the limit on student intakes so there are never too many qualified graduates unable to gain employment.

As a subsidiary of a large, high-performing organisation, ANZAI has the culture, policies and processes of its parent company which makes it a very well-governed and well-managed organisation.

Governance and management provide the right equipment to meet the requirements for the delivery of the programmes. ANZAI has excellent resources available for delivery and learning with millions of dollars invested in buildings and equipment for the level 3 programme. This is a testament to their commitment in supporting the programme and in preparing graduates for the workplace.

Staff interviewed during this evaluation were clear about their role and their input into business decisions and where and how their school fits into the overall strategic plan and contributes to the success of the organisation. Management of the performance of custodians and instructors is effective. The organisation shows a very open, honest approach to ensuring quality and an effective self-assessment process that has already led to many changes.

As noted in the previous EER report, ANZAI is still committed to continuous improvement with well-resourced and supported ongoing professional development. This aims 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. The capability of the team is monitored via ongoing feedback from peers and learners, and there is genuine enthusiasm for the value of the reflective approach and ongoing self-improvement.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

As noted, being a small division of a larger organisation ensures that ANZAI is covered by all the compliance requirements of the parent organisation. It is the nature of the business to be compliant as the consequences of non-compliance in the commercial aviation world are extremely severe. ANZAI is also part of an industry that is highly regulated by a number of external bodies. Hence, it has developed very stringent internal processes and reviews to ensure it is always compliant.

The curriculum is heavily regulated by the standard-setting bodies and industry associations. All examinations are pre-moderated and undergo stringent post-moderation processes. The regulated environment is key to assuring graduates match the graduate profile. The level 5 programme is mapped to the international EASA regulations that govern the training of licensed aeronautical engineers. The

organisation's accreditation to deliver the training means they must meet strict standards and undergo regular audits, and examinations are pre- and post-moderated to ensure their robustness.

Registered bodies like the Civil Aviation Authority and EASA and Service IQ all audit, review and moderate the compliance of the organisation. Copies of the reports by these organisations were made available to the evaluators with an explanation around each one attesting to compliance with requirements. A regulatory framework sits around the EASA rules for the licensing of aeronautical maintenance engineers.

ANZAI is approved under EASA Part 147 accreditation as a maintenance training organisation. To maintain this accreditation, organisations must conduct regular internal audits to ensure necessary rules and regulations are complied with. They must also take part in six-monthly EASA audits conducted by international auditors. Any issues identified must be remedied in a timely manner. Accordingly, internal audits of rules and regulation compliance and health and safety are undertaken regularly – an internal audit undertaken of the Christchurch branch found ANZAI to be compliant.

## 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 Aeronautical Engineering (European Regulations) with strands in Mechanical, and Avionics (Level 5)

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

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

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

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: International students: support and wellbeing

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

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

# Recommendations

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

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013. 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)). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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