



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

International Aviation Academy of
New Zealand Limited



Date of report: 7 February 2025

About International Aviation Academy of New Zealand Limited

International Aviation Academy of New Zealand (IAANZ) is the professional flight training division of New Zealand's largest aero club, Canterbury Aero Club (1928). The organisation is based at Christchurch International Airport, enabling 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.

Type of organisation:	Private training establishment
Location:	Harewood Aviation Park, 25 Aviation Drive, Christchurch International Airport
Eligible to enrol international students:	Yes
Number of students (1 October 2024):	Domestic: 53 – 45 funded by the Tertiary Education Commission (TEC), eight self-funded International: 30
Number of staff:	42 full-time staff, two part-time staff, plus 12 casual staff (in various roles such as flight instructor, examiner or aviation engineer)
TEO profile:	International Aviation Academy of New Zealand Limited
Last EER outcome:	At the previous external evaluation and review (EER) of IAANZ in 2020, NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	• Focus area: New Zealand Diplomas in Aviation (Aeroplane) – (General Aviation) (Level 5) ID.114048; (Flight Instruction) (Level 6) ID.114049; (Airline Preparation) (Level 6) ID.114050 • Focus area: Training Scheme Delivery. The training scheme enrolments are primarily for international students who do not wish to complete the New Zealand diploma qualifications. • Focus area: International Student Support and Wellbeing. This is a mandatory focus area.

Within these programmes, students undertake an array of Civil Aviation Authority (CAA) tests, both theory and practice.

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.

All theory and practical (flight test) assessments are conducted independently by Aviation Services Ltd (ASL), which operates under licence to CAA as Aspeq. All pilot licences are issued by CAA.

MoE number:	8589
NZQA reference:	C58166
Dates of EER on-line visit:	2-5 October 2024

Summary of results

Strategy, staffing, physical resources and other expected elements of a well-established aviation trainer are in place. Student achievement is positive, with most being retained and achieving CAA certification. As IAANZ emerges from the effects of the Covid pandemic, there have been some impacts on the student experience.

Confident in educational performance

- IAANZ is matching the most important needs of its domestic and international students and other important stakeholders.
- Achievement rates (student success in CAA theory and flight tests) are mostly strong. Self-assessment tends more towards monitoring than evaluating. Better use of data is warranted.

Confident in capability in self-assessment

- IAANZ records show that graduates gain employment in aviation. Post-pandemic there is strong recruitment by airlines. Evidence continues to be more comprehensive for domestic than international graduates.
- IAANZ uses comprehensive training resources (including online) and operates in line with aviation-related professional standards. The instructors are professional and supportive. However, turnover of key staff has had some impact on operations. Support by instructors to students during their flight training is mostly effective.
- The PTE has robust processes for student enrolment and induction. These have been further strengthened post-pandemic. From enrolment to graduation, the students are well supported.
- Governance and management lead effective needs identification, quality assurance and review of most areas. Records of key decisions, strategy shifts, and ongoing monitoring are well maintained. Self-assessment processes are mostly systematic and well-focused; there are

some limitations, mostly relating to self-review of the Code of Practice.¹

- Compliance management is exemplary, and no issues or concerns about compliance or safety were raised or identified at this evaluation.

¹ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	First-attempt pass rates for all students taking Aspeq-controlled theory exams exceed 90 per cent year-on-year.³ These first-time pass rates consistently exceed Aspeq’s calculated national averages in most subjects. These averages combine all candidates, and full-time and private students at CAA-registered aviation training providers. First-time pass rates for CAA flight tests are: 2021, 79 per cent; 2022, 78 per cent; 2023, 72 per cent; 2024, 67 per cent (the 2024 results are still in progress, so are expected to increase). IAANZ sets a challenging but attainable target: ‘80 per cent pass at first attempt’. For domestic students, TEC data records strong course and qualification completions. There has been some variability in Māori – and particularly, Pasifika – pass rates for the small number of enrolments from those groups. Domestic student pass rates are most often slightly higher than international, and technical English language fluency may play a role here. The international students interviewed by the evaluators were articulate, clear about their vocational goals, and well-motivated to succeed, in line with their considerable investment in the programme. Student surveys sampled also support this view. Nearly all international students are retained and gain aviation licences. There are few withdrawals.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

³ 2021, 90 per cent; 2022, 92 per cent; 2023, 90 per cent; 2024, 91 per cent (in progress results). In 2024, the majority of flight tests were Private Pilot Licence, an initial phase of training. As students gain experience, improvements are generally seen in first-time pass rates with higher classes of licenses. Source: IAANZ self-assessment summary.

	IAANZ uses systematic academic monitoring processes to track each student. Self-assessment and subsequent investment in IT, as well as staff and student collaboration with these systems, underpins the PTE's understanding of student progress and achievement. Better analysis and presentation of the various elements of achievement may be beneficial.
Conclusion:	Considering all available data, IAANZ students achieve well overall. There has been some decline in first-time pass rates for flight tests over the pandemic era, but IAANZ continues to perform well against overall aviation training measures. Multiple lenses and ongoing scrutiny are applied to data to understand and improve student progress. More work is required to bring the various elements of student achievement data together to present a clearer picture of achievement (see also Appendix 1).

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	IAANZ uses self-assessment to determine the value of the training for the graduates in achieving real-world outcomes. The PTE also measures the success of priority groups such as Māori and Pasifika, with the goal of improving their achievement. In 2024, two Māori flight instructors who were graduates of IAANZ were recruited by Air New Zealand for their turbo fleet. A 2018 graduate progressed through the instructor ranks and is now the chief flying instructor at IAANZ; while a 2023 graduate is instructing at South Canterbury Aero Club. Four Pasifika graduates gained employment in unspecified roles. IAANZ also provided specific data on aviation industry employment for 35 of the PTE's instructors since 2016. These instructors⁴ were recruited by eight different companies, predominantly Air New Zealand. This demand

⁴ Previously they were TEC-funded domestic students.

	indicates confidence in the competency of IAANZ instructors and the training. More evidence of international student outcomes would offer more comprehensive outcomes data. IAANZ collects data for analysis using end-of-course surveys, exit interviews and a graduate destination survey. Survey response rates are modest, but useful feedback is gathered. An alumni newsletter was used for a period. The PTE also maintains active and ongoing communication with many graduates and the airlines that employ them.
Conclusion:	IAANZ graduates gain employment in the aviation industry. Post-pandemic there is strong recruitment by airlines. Evidence continues to be more comprehensive for domestic graduates (particularly those who worked as instructors at IAANZ) than for international graduates. As per 1.1, more work is required to present a more comprehensive picture of graduate outcomes. This was also recommended in the previous EER report.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	The programmes and training schemes are appropriately designed and current. Training materials are also current and fit for purpose. IAANZ has developed its own online resource, including formative tests, for the flexible delivery of content. This is made available to students before they officially commence training, providing suitable pre-learning material, and is used throughout the training. The chief flying instructor is well qualified and experienced. Flight instructors are either well qualified and experienced or appropriately qualified but still undergoing training to move to higher-order roles. There were no issues or concerns regarding aircraft suitability, maintenance or safety identified in this evaluation. Matching student needs has been variable at a few points post-pandemic. Specifically, student feedback identified the timeliness of aircraft availability had been a concern at

	some points in their training. IAANZ explained that a safety and compliance-related aircraft grounding occurred in 2024, which impacted availability for a short time. Additional aircraft have been added to the IAANZ fleet, and more are being secured. Interviewed students said there had been recent improvements. The PTE needs to better record and present data to verify how well the availability of aircraft and instructors matches student needs. Students say the quality of instruction at IAANZ has been somewhat inconsistent; the inexperience of some instructors has been apparent to the students. Some students described a loss of continuity and rapport as instructors came and went, most often because the instructors are externally recruited and gain employment in aviation.⁵ That said, students also indicate high satisfaction with the many instances of their ongoing interaction with instructional staff, whom they described as ‘professional’ and ready and able to respond to students’ questions. NZQA understands that the current, strong airline recruitment of instructors is a key factor in this picture. Christchurch International Airport and control tower is a notable ‘controlled airspace’ learning environment. According to IAANZ and an external stakeholder, this is a successful collaboration which is monitored by both the airport and the PTE. The variety of flight terrain and the IAANZ airfield options are highly regarded by staff and students. IAANZ continues to encourage a ‘just culture’ environment, where anything out of the norm is surfaced by students and staff, with a focus on learning and improvement.
Conclusion:	Programme design and delivery is sound. The needs of students and other relevant stakeholders are mostly being well matched. Students were mostly satisfied with the resources, communication and quality of training. Some gaps were not within the PTE’s control. However, there is opportunity for improvement.

⁵ IAANZ states that ‘the 28 flight instructors/teaching staff generally deliver training across all qualifications and training schemes. However, some instructors are restricted in courses that they can specialise in due to their experience level and qualification... 23 IAANZ instructors have [been recruited by airline name redacted] in the last 24 months’. Self-assessment summary August 2024, pp 6, 15.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	The students interviewed were positive about the support provided to them by both instructors and student services staff. Students spoke of instructor patience and empathy. As IAANZ has a good number of instructors, there is an opportunity for students to seek a change if the chemistry is not right. Female students can have a female instructor, and there are female support staff. The approximately 18 per cent female enrolment at IAANZ exceeds global industry demographics and is notable. Student safety is a high priority at IAANZ. The mandated safety management system is used, and designated staffing ensures it functions as intended. Staff and students were very clear about how this operated, and how it linked to both training content and professional practice. IAANZ identifies the capability and confidence of its student pilots and implements very direct guidance or direction where necessary. IAANZ bases its standard operating procedures on Air New Zealand flight operations and so connects well to the 'real world'. IAANZ uses systematic 'course tracker' software to monitor the students' progress in academic theory and flight tests. The PTE intervenes as needed to support student progression through the phases of training. Due to the nature of aviation and requirements around holding a Class 1 Medical, no current student has declared a disability. IAANZ support staff are working with a neurodiversity specialist developing workshops for instructors, as this is seen as potentially beneficial to all. IAANZ has also organised professional development for staff in cultural capability; te ao Māori-related training comes through a developing relationship with local hapu. There are a range of useful processes or opportunities for students to voice any concerns or make suggestions. There are day-to-day informal welfare check-ins; whole-of-school meetings and regular surveys; and student representatives also provide a structured way to make student opinions known. IAANZ has implemented a robust

	mid-course student satisfaction survey in 2024 that identified some areas needing attention. Interviewed students indicated that some areas had been addressed. The concerns and complaints procedures and the 24/7 contact procedure are clearly described in the student handbook, which is provided and introduced at induction. However international students were unclear about the emergency contact person when interviewed. In 2024 a system was implemented to capture the type and volume of student advice and support being provided, and this data may improve Code self-review on trends and effectiveness, which is currently limited.
Conclusion:	Students are safe, shown consideration and respect by staff, and there is ongoing monitoring of their wellbeing and satisfaction. The PTE has shown limited capability for reviewing the Code of Practice. Instructors in particular have limited awareness of the Code. See also focus area 2.3 below.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Governance and management continue to guide the organisation well and maintain a strategic and data-informed focus on supporting effective flight training. With the commitment of staff, governance and management have successfully navigated the PTE through the pandemic, resetting the business after the border closures and teaching out of international students, then recruiting and moving back to a smoother pipeline of international students. The PTE has also managed significant financial pressures from that time. This included a need to restructure the organisation. Throughout this period, IAANZ continued to successfully recruit, train and qualify domestic students. IAANZ has an effective board system, retention of leadership and knowledge, and experience in key roles. This is particularly important, both in relation to day-to-day flight training and conforming with CAA regulations and

	safety requirements. There is clearly strong collaboration and teamwork among the staff members interviewed, aligned to clear role descriptions and shared knowledge of policies and procedures. Although staffing is sufficient and experienced, there have been some gaps and impacts relating to changes in the key role of academic manager, and by implication the oversight and support provided to that role. This has impacted self-assessment particularly. The current academic manager has made some improvements, such as improving review of the Code; implementing a mid-course survey which captured comprehensive feedback from the students; and revising the key operating guide for the work of her team. The addition of another staff member to support the academic manager is also positive, bringing useful contributions. Students were positive about the support and guidance provided to them, and the focus on progress and achievement. Since the last EER, there have been investments in new or improved IT systems to coordinate training. Notably, eAviator (IAANZ's e-learning system) has been expanded and further embedded post-pandemic. In terms of self-assessment overall, IAANZ has focused more on maintaining effective operational systems than on using data to identify improvements or to provide evidence of value. There is an opportunity for academic management to better collect and analyse the range of information on, for example, achievement, attendance and student support, to better understand trends and provide evidence of improvements arising from self-assessment. The self-assessment summary was largely descriptive, and the evaluators spent considerable time identifying patterns in the multiple elements of achievement data.
Conclusion:	IAANZ has a clear purpose and is suitably resourced to achieve its goals as a PTE and to support student achievement. Strategy, leadership, communications, record-keeping and quality management are mostly robust. The PTE has demonstrated considerable skill and tenacity to train through the pandemic, returning to a more steady-state throughput as international student in-flows stabilise. The strong airline recruitment of instructors reflects well on IAANZ's reputation and training quality, but it also led to

	some disruption, according to the students, based on evaluator interviews and IAANZ survey findings.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	IAANZ continues to effectively manage multiple, intersecting compliance accountabilities. IAANZ's compliance monitoring 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, Immigration New Zealand, the Tertiary Education Commission and aerodrome compliance is clear. This reflects IAANZ's systematic approach to its quality management system, staff responsibilities and self-assessment actions. All CAA compliance requirements are currently being met. IAANZ was last audited by the TEC in 2021. The report found 'full compliance, [with] no key finding or recommendations'. These are significant and positive findings from two core regulatory agencies. Oversight of agents/contractors in India is effective and enabled by the regular presence of senior managers in the countries supplying international students. A limited scope audit of international student files during this EER raised no concerns. All files sought were readily accessible and the samples met or exceeded minimum requirements, except for one student who did not follow clear guidance to purchase insurance before leaving India. Appropriate insurance was arranged by the PTE within the induction period. Although some student results were reported to NZQA outside the three-month timeframe, the PTE had contacted NZQA regarding this matter and had followed the written guidance provided to them. Reporting times have improved since 2022. The IAANZ academic manager's guide is a key legacy tool which has been subject to some recent review. The review process could be more systematic given the

	significance of the document to both compliance and academic quality. This is an opportunity for improvement.
Conclusion:	Compliance management at IAANZ continues to be effective.

Focus areas

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

2.1 Diplomas in Aviation (General Aviation); (Flight Instruction); (Airline Preparation)

Performance:	Good
Self-assessment:	Good

2.2 Training Scheme Delivery

Performance:	Good
Self-assessment:	Good

2.3 International Student Support and Wellbeing

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	Students at IAANZ are well supported regardless of their nationality, cultural background, age or gender. The students have a representative who conveys their suggestions and requests to management. All students have opportunity to provide feedback through a survey system, and there is evidence that IAANZ responds to this. IAANZ completed a Code review in 2022. This identified the policies and processes already in place, but did not determine their effectiveness using performance data. Some improvement actions were identified. The 2023 review was a copy and paste of the previous review, with no follow-up on the previous review's actions. The 2024 review was in progress at the time of the EER visit. The PTE has strengthened its approach to review, and some improvements have already been made as a result. Management oversight of the Code review, and the related necessary professional development of new staff, is insufficient. Although there has been some limited internal development of staff, the PTE may benefit from it due to turnover of staff in the key academic leadership role.

Recommendations

Recommendations are not mandatory, 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:

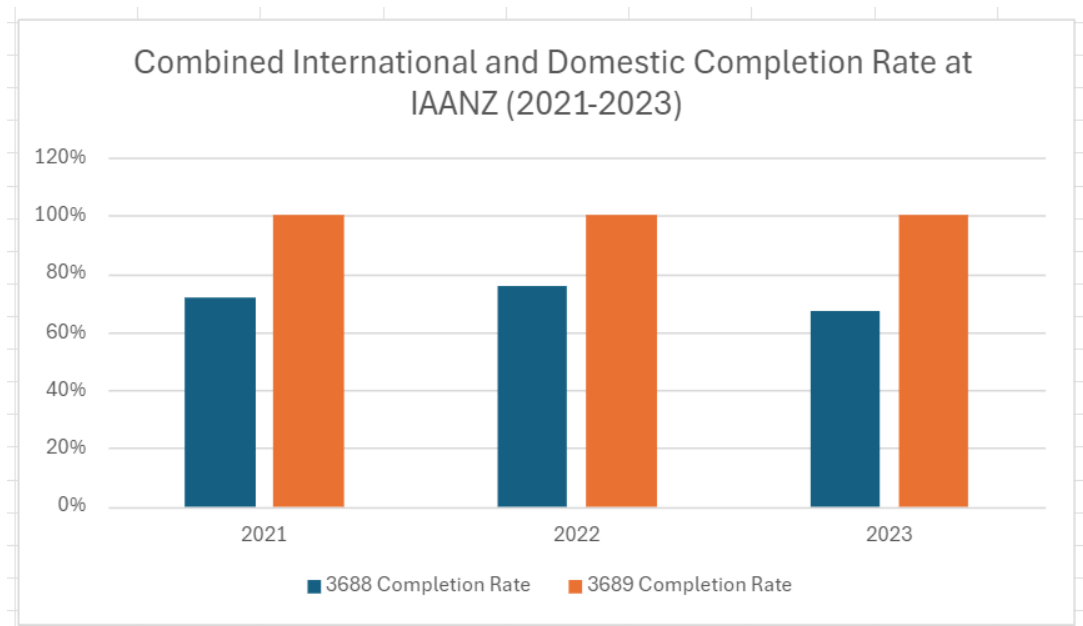
- Leverage the PTE's network of agents/contractors in offshore markets to collect the graduate destination data of international students.
- Establish and share with students a means of verifying how well aligned aircraft and instructor availability is to matching student training needs in a timely way.
- Consolidate current Code of Practice (2021) understanding; prioritise upskilling of all staff – particularly support staff, but also instructors – about the Code.

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.

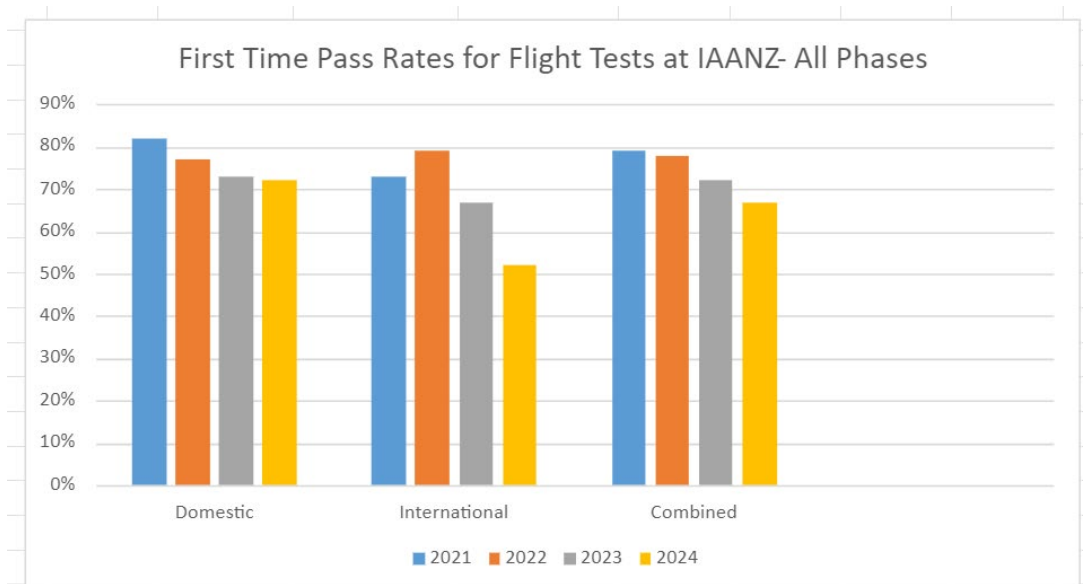
Appendix 1 ⁶



3688 = NZ Diploma in Aviation (Aeroplane) (General Aviation) (Level 5) – note that few international students pursue the full 241-credit qualification but only portions of it.

3689 = NZ Diploma in Aviation (Aeroplane) (Flight Instruction) (Level 6)

Source: IAANZ data



Source: IAANZ data

⁶ This data is provided here as reflecting a range of the evidence sources relied on by the evaluators.

Domestic students (TEC funded) – number of course enrolment/EFTS delivered, and qualification and course completion rates 2021-23

Ethnicity Group	Intended qualification Cohort Group	2021	2022	2023
Māori	Level 4 to 7 (non-degree)	4.0	7.4	8.1
Non-Māori and non-Pacific people	Level 4 to 7 (non-degree)	36.0	40.9	58.0
Pacific people	Level 4 to 7 (non-degree)	2.1	0.9	1.1
All learners	Level 4 to 7 (non-degree)	42.0	49.2	67.2

▲ **Qualification completion rate (%)**

Ethnicity Group	Intended qualification Cohort Group	2021	2022	2023
Māori	Level 4 to 7 (non-degree)	100.0%	50.0%	50.0%
Non-Māori and non-Pacific people	Level 4 to 7 (non-degree)	77.3%	86.2%	76.7%
Pacific people	Level 4 to 7 (non-degree)	100.0%	100.0%	N/A
All learners	Level 4 to 7 (non-degree)	82.1%	84.4%	75.0%

▲ **Course completion rate (%)**

Ethnicity Group	Intended qualification Cohort Group	2021	2022	2023
Māori	Level 4 to 7 (non-degree)	100.0%	95.4%	96.9%
Non-Māori and non-Pacific people	Level 4 to 7 (non-degree)	98.2%	95.7%	96.1%
Pacific people	Level 4 to 7 (non-degree)	81.3%	46.2%	92.3%
All learners	Level 4 to 7 (non-degree)	97.5%	94.8%	96.2%

Source: TEC confirmed data (TEC highlighting, not NZQA)

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 fraud⁷*
- *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.*

⁷ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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