

**Qualification Title:** New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4) with strands in General Aviation, Aeronautical Composites, Aeronautical Electroplating, Aeronautical Machining, Aeronautical Non Destructive Testing, Aircraft Furnishings and Equipment, Aircraft Mechanical, Aircraft Painting, Aircraft Powerplant, Aircraft Structures, Armament, Avionics, and Rotorcraft

**Qualification number:** 2900

**Date of review:** 3 November 2022

This report refers to all graduates awarded this qualification prior to: **31 December 2021**

**Final decision on consistency of the qualification: National consistency is confirmed**

#### **Threshold:**

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who can undertake a range of aeronautical engineering specialist support tasks of a limited scope, in accordance with the requirements of the New Zealand Defence Force Airworthiness Policy, or Part 43 and/or Part 145 of the Civil Aviation Rules 1990. Graduates who have achieved competency of the strands within the qualification can undertake the specialised knowledge and skills and practices to meet New Zealand Civil Aviation Authority standards.

#### **Education Organisations with sufficient evidence**

The following education organisations have been found to have sufficient evidence.

<b>MOE Number</b>	<b>Education Organisation</b>	<b>Final rating</b>
6011	Te Pūkenga - New Zealand Institute of Skills and Technology trading as NMIT	Sufficient
9068	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Service IQ	Sufficient

#### **Introduction**

This 120-credit qualification is designed to provide the aeronautical engineering industry with graduates who have the ability to undertake a range of aeronautical engineering specialist support tasks of a limited scope, in accordance with the requirements of the New Zealand Defence Force Airworthiness Policy, or Part 43 and/or Part 145 of the Civil Aviation Rules 1990.

This qualification is intended for aeronautical engineers who want to concentrate on specialist support work.

This qualification replaced the National Certificate in Aeronautical Engineering (Specialist Support) with optional strands in Aeronautical Composites; Aeronautical Electroplating;

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Aeronautical Machining; Aeronautical Non Destructive Testing; Aircraft Furnishings and Equipment; Aircraft Mechanical; Aircraft Painting; Aircraft Powerplant; Aircraft Structures; Armament; Avionics; and Rotorcraft [Ref: 0191]. This qualification can provide a pathway to other training opportunities in Aeronautical Engineering, including specific aircraft type or group ratings.

The qualification was initially designed and approved on the New Zealand Qualification Framework in 2015. The Ringa Hora Services Workforce Development Council is the current qualification developer, and a representative attended the online review meeting.

Two Education organisations that had graduates during the reporting period participated in this consistency review. A total of 134 graduates were reported.

### Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were

- the nature, quality and integrity of the evidence presented by the education organisation
- how well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence provided included:

- programme matrixes show the programme, learning outcomes, and assessments are mapped to the GPOs
- moderation processes and samples of moderation reports
- graduate destinations data
- feedback from graduates, employers, and next level tutors

### **How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?**

Education organisations submitted a range of evidence that could be triangulated to support confidence that their graduates met the graduate outcomes. This included programme information, including assessment and moderation evidence, programme matrices where applicable, graduate, next-level tutor and employer feedback, and destination data.

Programme or work-based delivery information was generally of good quality. There were clear explanations of how modes of delivery ensured that graduates were capable of achieving the GPOs at the required threshold. Programme review included input from stakeholder advisory groups.

Education organisations provided good evidence that moderation formed an effective part of the quality assurance process. Self-assessment described the moderation process,

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programme review and evaluation of resources, including the professional development of staff to ensure effective implementation. The moderation feedback was generally robust, with clear and thorough evaluative comments about good practice, and about areas to improve. Providing an example of how this information is tracked and followed up would strengthen this evidence.

Graduate information, including feedback from graduates, employers, and next level tutors, was mixed. There were some improvements in the quality of this evidence, with more defined data and reporting on cohorts. Gathering representative data still provided challenges for organisations. The various modes of delivery that organisations use to present the qualification have respective advantages and opportunities for gathering quality information on graduate outcomes. Utilising these areas more effectively offers organisations the chance to improve the quality and strength of the feedback evidence.

Education organisations provided strong evidence of positive destination outcomes for graduates, with most graduates either transitioning to or being retained in related employment in the industry. This reflects the high demand in the sector for graduates who met the graduate profile statement.

Overall, the self-assessment and supporting evidence supplied, by those organisations, found sufficient, demonstrate that their graduates meet the graduate outcomes at the determined threshold.

### **Special Focus**

None

### **Issues and concerns**

None

### **Recommendations to Qualification Developer**

None