

A v i a t i o n I n d u s t r y T r a i n i n g

Q U A L I F I C A T I O N ' S P E R F O R M A N C E Q P M G

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Document Approval

This document is a deliverable for the Implementation Phase and collates information held in other project documents.

Formal approval of this deliverable is requested from the representatives of the Steering Group.

Approved by:

Signature:

Date:

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1. INTRODUCTION

1.1 Purpose of this Document

The purpose of this document is to formally describe the operation of the QPMG and to outline the overall working scope for the group.

This document describes the role and functions, its relationships with other participating groups, and its structure and operation.

1.2 Purpose of Qualifications Performance QPMG

The QPMG is a body of members drawn from the wider aviation training community that provides a forum for the exchange of high level information with Government agencies and associated government funding targeted to aviation training. The QPMG reflects the range of interests and provision associated with the aviation training community and facilitates and monitors decisions made in the development of aviation training and any government funding assistance for the purposes of 'value for money' and 'fit for purpose' provision.

1.3 Role of QPMG

The QPMG has a monitoring and advisory role throughout the aviation training sector where Government funding assistance is provided. The QPMG monitors the relevancy of New Zealand Certificates, Diplomas and Degree qualifications relevant to the aviation sector.

The QPMG provides a high level forum for the exchange of aviation training community views relating to the workforce development, qualification's development and delivery standards of tertiary education institutions eligible for Government funding, the ATTTO and TEC enabling the Group to obtain timely input into the Government funding assistance for aviation training.

1.4 Background to the Establishment of QPMG

1.4.1 Strategy and Map of Provisions Project - ATTTO

- 1 The initial brief for the ATTTO sponsored project was to develop a workforce development strategy to raise skill levels in the aviation sector, and in parallel, influence Government and industry investment and the shape, relevance and quality of tertiary provision.
- 2 The plan was to apply to the following categories of career and professional development:
 - Pilot training
 - Aviation engineering training
 - Flight attendant training
 - Ground handler training

- Air traffic controller training
 - Passenger services training
 - Administrative, management and supervisory training
- 3 The project would provide analysis of the Tertiary Education Commission (TEC) funding strategy and tools, with the aim of managing better the peaks and troughs of demand and supply.
- 4 The overall aims were to:
- Establish an industry wide position on workforce requirements of the industry
 - Establish a comprehensive view of the current training provision
 - Ensure standards and quality of provision is enhanced, with increased national consistency where required
 - Establish industry wide position on any changes required to current training provision
 - Influence Government decision making on investment in aviation training so that it best meets industry's long term national and international goals
 - Identify an ongoing process and infrastructure for maintaining and enhancing the above.
- 5 The project began in June 2010 but was focused immediately on pilot training. A simultaneous independent review was announced by the TEC into the funding, administrative arrangements and outcomes of pilot training. This carried with it the threat of a possible withdrawal from current levels of Government tuition subsidies, and a reduction in the number of funded training places (a lowered cap) to limit exposure to student loans. Attention therefore shifted rapidly to pilot training.
- 6 The Government's concerns with pilot training related to:
- The high cost of student loans and the poor record of repayments has this issue been addressed
 - The fragmented delivery of the training through a range of providers, many of which have their roots in regional Aero Clubs, which makes efficiencies in delivery difficult to achieve
 - Perceived variability in the curriculum content of qualifications
 - Poor qualifications completions rate caused by trainees exiting training programmes upon achieving their CPL
 - Variable selection standards despite the existence of a Code of Practice. The Code is neither mandatory or externally audited and is not used by some providers
 - Variable approaches to the selection of students; in some cases no pre-selection occurs
 - Poor management of pathways for graduates into meaningful employment in the industry, with a gap between graduating and first employment, often solved by a self-

feeding route with graduates finding first employment as C-CAT trainers of new trainees has this been solved

- Doubts about the value added by Institutes of Technology and Polytechnics in sub-contracting flight training schools.

7 These concerns were not new. They were raised in the 2004 Roseveare report commissioned by the TEC. Roseveare identified two broad approaches to training:

- Generating a suitable 'pool' of trained and qualified people from which pilots can be offered a job. Actual employment outcomes for any particular student are not guaranteed. This approach remains reasonably close to the status quo.
- Converting selected trainees into future employees by 'end to end management'. Training and selection processes focus on the widest possible range of factors that will – in practice – affect the ability of students to gain employment. This approximates the desired (but yet to be implemented) best practice identified by numerous other industry reports.

8 Roseveare concluded that "the best and most practical approach may be a mixture of the two approaches" which:

- Links all aspects of the selection and training of aviation students as closely and effectively as possible to achievable and sustainable employment outcomes.
- Introduces more visible and reliable 'pathways' that aviation students can follow as they move from training to employment; and
- Obtains, analyses, and communicates more (and more systematic) information at a number of levels.

9 A number of initiatives subsequently identified by AIA supported this approach to decrease the uncertainty and risk for students and enhance their ability to repay debts:

- Enhanced mentoring and support of students
- A Selection Review Board that would assess and provide feedback on the employment prospects of students
- The establishment of formal, industry level, job matching and job placement services for students
- An intensive 2/3 month ATTTO accredited programme for a limited number of newly graduated students
- Arrangements to offer opportunities in civil aviation to suitable candidates who have failed military flight training
- Mandating an industry Code of Practice for all providers receiving EFTS¹, which includes requirements for selection.

¹ EFTS: Equivalent fulltime student

- 10 The outcome was a Code of Practice, written on the condition that funding would be provided only to signatories. The ATTTTO also mapped the career pathways for the aviation industry through a web based tool.
- 11 However, further progress on rationalising the pilot training industry, improving the quality of delivery, and achieving better outcomes for students and the Government (as the funder and underwriter of loans) was not achieved, a failure highlighted by the introduction in 2010 of education performance indicators which measure qualification and course completions.

1.5 Recent Developments

- 12 In 2010, the Government returned to the concerns outlined above and commissioned LECG to conduct a review to inform its own view of pilot training². The TEC as sponsor agreed with the ATTTTO project to share data, with each project working independently. A summary of LECG's findings is set out on pages 18-22.
- 13 The ATTTTO 'map of provision' project has provided clear feedback on its progress, including the steps being taken by the pilot training industry to address the Government's concerns.
- 14 To support the development work and provide training stability while the project work was underway, the TEC agreed to maintain the current levels and allocations of EFTS funding to providers through the ITPs and Massey University for 2011
- 15 The condition for this interregnum was that industry provide clear evidence of tangible measures to address the concerns. Evidence must be presented to the TEC by the end of 2010 and strengthened with implementation results in the first quarter of 2011. This will be used to inform decisions on the level and allocation of funding for 2012.
- 16 The TEC's expectations are:
- a timeframe agreed by industry to replace existing sub-degree aviation pilot training qualifications
 - information about how the proposed qualification is informed by the needs of aviation employers
 - information about the process that has been followed to obtain flight training organisations' endorsement of the proposed qualification

^{2 2} LECG Report, *Review of Pilot Training Funding*, August 2010

- information about how the proposed qualification would complement the degree level provision provided by universities
- information about whether there would be a need for grand-parenting provisions for students in qualifications that start in 2011 and continue into 2012
- information about industry's commitment to clarifying training and employment pathways for trainees that will be provided in conjunction with the new qualification, and how these will be an improvement on existing arrangements
- information about the form and function of the proposed training strands (for general aviation, commercial aviation fixed wing and helicopter flying) in the training and employment pathways for aviation pilots
- information about how the members of the Steering Group, and the wider aviation training industry, will foster an increase in the efficiency and currency of aviation pilot training provision
- information about how the pre-selection of students will be improved and standardised
- information about how the processes for auditing the quality of training will be improved and standardised; and
- information about how aviation employers, and the wider aviation industry, can make a greater contribution towards the costs of delivering aviation pilot training.

17 These developments explain the present focus of this report which has shifted from the project's initial intention of reporting projections for future demand and supply conditions. The focus is now on an action oriented project of change management to demonstrate tangible progress on pilot training, on the assumption that progress and recommendations in aviation generally will not be made without firm solutions for pilot training.

1.6 Document Control

This document is controlled by the QPMG and may be amended from time to time by agreement within the QPMG representatives. This document is published ...”.....”

2. QPMG FUNCTIONS

2.2 Functions of QPMG

The functions of the QPMG are to

1. Agree key aviation workforce trends and issues on an annual basis

- Taking a strategic oversight and agreeing priorities for qualifications and funding purposes – is this a training function or industry wide function?

2. Monitor the relevance and quality assurance of the New Zealand Certificates, Diploma's and Degree Qualifications – this is a function of the existing training council

- A strategic view of industry trends including where deemed necessary by the sector, incorporating new and emerging technology
- Meeting and maintaining NZQA requirements for qualifications quality and accreditation

3. Monitor Aviation Qualifications and Funding Requirements

- Through annual audit of participants
- Development and Monitoring of educational standards for government funded providers if required
- Development and Monitoring of selection process and screening processes to ensure rigour in the selection of candidates
- Through oversight of government funding provided to the aviation sector through performance metrics

This is qualifications specific

3. Provide feedback on key documentation and processes what is this about

4. Nominate participants

- suitable persons from the aviation community to participate in the QPMG
- identify suitable people to work on approved qualification's review and development projects such that the QPMG can have confidence in the ongoing qualification's relevance and currency

The above functions are undertaken by QPMG in joint meetings and regular communication with the ATTTO and other Government agencies.

2.3 Inputs & Outputs of QPMG

2.3.1 Inputs to QPMG

2.3.2 Outputs of QPMG

3. QPMG RELATIONSHIPS

3.1 Participating Groups

4. QPMG MEMBERSHIP & COMPOSITION

4.1 General

The QPMG must be as representative of the aviation training community as possible to ensure that the Government agencies receive the best possible advice, providing them with confidence, in all matters relating to aviation training and tertiary education. It must also be at a decision-making level of seniority such that the decisions of the group enable agreed work to be undertaken on behalf of the sector or subsector. Why is it training??

4.2 QPMG Membership Requirements

The following requirements relate to membership and participation in QPMG;

- membership should reflect, , a broad representation of the New Zealand aviation training community.
- stable membership - membership with continuity assured by a slow and orderly turnover of members.
- members will be expected to participate in a way that is consistent with the Terms of Reference and the advisory and monitoring role of QPMG.
- members will be expected to facilitate the development and sharing of aviation training community views with Government agencies in Government funded assistance areas for aviation training, rather than represent the particular interests of their organisation or sector.
- members will be expected to have an understanding of, Government funding assistance to the aviation training and the aligned education process.
- appropriate experience –members will be expected to have knowledge and experience of the aviation training and education function in relation to qualifications development and quality assurance in New Zealand.
- active membership –members will be expected to make reasonable endeavours to attend all meetings and to actively participate in the business of the group.

4.3 Effective Participation

The QPMG members are responsible for reporting back to the aviation community issues and business items discussed by QPMG. As a strategic advisory and monitoring body, the QPMG facilitates the development of aviation training community views on issues. This role requires that QPMG members and Government agencies conduct their business at all times in a professional and respectful way.

These guiding principles are intended to summarise the framework whereby all parties may be able to participate effectively.

4.4 Composition of the QPMG

The QPMG comprises eleven (11) members, one from each of the following sectors or agencies;

- Chair QPMG – ITO (ATTTO) appointment by ITO Board in discussion with QPMG
- ITO (ATTTO)
- Airways Corporation of New Zealand
- Aviation Industry Association
- Aviation Industry Association
- Airline representative
- New Zealand Airports Association
- Aviation Supply and Services
- CAANZ
- New Zealand Defence Force
- ASPEQ
- Representative from tertiary education providers (NMIT or Massey University)

4.5 Chairperson of QPMG

The Chairperson of the group will be the _____ representative.

5. QPMG OPERATION

5.1 Joint Meetings

The QPMG will normally meet two (2) times per year.

5.2 Other Communication

7.3 Meeting Records & Reports

The ATTTO will provide the documentation, including agendas and supporting papers, required for the meetings that the QPMG undertakes, no later than five (5) working days in advance of the date of that meeting.

The ATTTO will provide a summary record of each meeting. A draft copy will be provided to the QPMG members no later than ten (10) working days after the meeting.

The QPMG will provide their feedback to the ATTTO on the draft record, via the QPMG Chairperson, with the objective that within ten (10) working days of being sent the draft copy, the response to the record of the joint QPMG and ATTTO meeting will be agreed before being posted on the ATTTO web site. It is intended that the record will be posted to the website no later than one calendar month after each meeting is held.

6. BIBLIOGRAPHY

8.1 Reference Documents

The following reference documents should be read in conjunction with this document.

- Aviation Project Final Report November 2010

These reference documents are published on the aviation project web site (www.aviationproject.co.nz) under resources.