

Report of External Evaluation and Review

Eagle Flight Training Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 7 August 2015

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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:	Eagle Flight Training Limited
Type:	Private training establishment (PTE)
First registered:	23 June 2006
Location:	500 Corsair Lane (Ardmore Airport), Papakura, Auckland
Delivery sites:	An additional training site in Palmerston North is used periodically to provide training under contract to Airways Corporation of New Zealand.
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Diploma in Aviation (Flight Instruction) (Level 6)• New Zealand Diploma in Aviation (Airline Preparation) (Level 6) <p>Included in the above are the training schemes listed below.</p>
Code of Practice signatory:	Yes
Number of students:	Domestic: nil International: 25 (Vietnam, five; Malaysia, two; Papua New Guinea, four; India, two; Oman, one; Philippines, one; Germany, one; Indonesia, one; China, one; Hong Kong, seven)
Number of staff:	14 (11 full-time, three part-time)
Scope of active accreditation:	Domains and unit standards in Aviation up to, and including, level 7. Eagle Flight Training also has the

following training schemes approved:

- Certificate in Advanced Instrument Flight Rules Navigation (Level 4)
- Certificate in Advanced Visual Flight Rules Navigation (Level 4)
- Certificate in Basic Pilot Training (Level 3)
- Certificate in Commercial Pilot Licence/Instrument Rating (Level 5)
- Certificate in Commercial Pilot Training (Level 5)
- Certificate in Pilot Training (C-Category Instructor) (Level 5)
- Multi Engine Flight Training Course (Level 5)

For further details, refer:

<http://www.nzqa.govt.nz/providers/details.do?providerId=780675001>

Distinctive characteristics:	Eagle Flight Training is a provider of aviation training, almost exclusively targeted at international students. Eagle Flight Training holds certification from the aviation authorities of Vietnam and Papua New Guinea, which provides formal recognition by these countries for the graduates.
Recent significant changes:	Eagle Flight Training has been approved to offer the New Zealand Diploma in Aviation.
Previous quality assurance history:	This is Eagle Flight Training's third scheduled external evaluation and review (EER). The last EER was conducted in March 2011, at which time NZQA was Highly Confident in Eagle Flight Training's educational performance and Highly Confident in its capability in self-assessment. NZQA has not noted any risk issues since the last EER.
Other:	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 (CAA). All theory and practical (flight test) assessments are conducted independently by Aviation Services Ltd, which operates under licence to CAA. All pilot licences are

issued by CAA.

Eagle Flight Training was audited against Part 141 (Flight Training Operations) by CAA in April 2014. There were no findings. CAA audited again in April 2015 shortly prior to this EER. Although the formal report was not available at the time of the EER, Eagle Flight Training reported that, again, there were no findings.

2. Scope of external evaluation and review

The scope of the EER consisted of the mandatory focus areas:

- Governance, management and strategy
- International students

In addition, the following focus area was selected:

- New Zealand Diploma in Aviation (Level 6) including both strands delivered by Eagle Flight Training

The above focus area encapsulates all of the teaching and programme delivery activities of Eagle Flight Training. The New Zealand Diploma in Aviation provides flight training up to a Commercial Pilot Licence with an Instrument Rating. Eagle Flight Training is accredited to offer two strands:

- Airline preparation stream – including the Airline Transport Pilot Licence (ATPL) theory examinations and a component in the Multi Crew environment
- Instructor stream – including the qualification required to become a C-Category Flight Instructor.

As Eagle Flight Training has only been offering the diploma since 2014 and has only had one graduate from this programme, it was considered appropriate to include all the PTE's activities in the scope.

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-eer/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 EER was conducted in late April 2015. Prior to this EER, the lead evaluator visited the site and met with the chief executive and business development manager (both of whom hold pilot qualifications) to discuss the visit and agree the scope of the EER.

A one and a half-day visit was made to the Eagle Flight Training site at Ardmore airport, where the evaluation team, consisting of two evaluators, reviewed a range of documentation and met with the chief executive, business development manager, chief flying instructor, quality manager, ground training manager, student support coordinator, two groups of instructors, 12 students, and Aviation Services Limited (by phone).

Because the majority of Eagle Flight Training's stakeholders are off-shore, they were not contacted by the EER team. However, a discussion with Eagle Flight Training management focused on stakeholder engagement, and the EER team was able to get a full and authentic picture of stakeholder engagement through this discussion and associated documentation such as emails, letters and audit reports.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Eagle Flight Training Limited**.

The reasons for this include:

- Students at Eagle Flight Training are achieving excellent results (refer Findings 1.1 for detailed results). In the three years between April 2012 and March 2015, 77 per cent of students successfully completed the qualification in which they were enrolled. For the most part, these qualifications consisted of licences and ratings covered by the training schemes.
- The organisation has a strong employment focus, and is driven by the belief that students must receive good value from their experience and their qualification. Sixty-three per cent of graduates from the last three years of Eagle Flight Training programmes are now working in the aviation industry (refer Findings 1.2). The regular contact that Eagle Flight Training staff have with their graduates indicates that the courses are preparing students well for employment in the aviation industry.
- Eagle Flight Training's staff engage well with the aviation industry and profession at all levels and are valued for the positive contribution they make. The PTE's certification by both the Civil Aviation Administration of Vietnam and the Civil Aviation Safety Authority of Papua New Guinea is testimony to this.
- The EER team found consistent evidence of good teaching throughout the organisation (refer Findings 1.4). Feedback from students indicates that they value the way in which Eagle Flight Training structures and delivers the programmes.
- Eagle Flight Training has excellent student support structures that are appropriate to the needs of the students and contribute to the high and sustained level of achievement (refer Findings 1.5).

In summary, NZQA is highly confident in the educational performance of Eagle Flight Training as it has found clear and comprehensive evidence that the PTE is providing quality education and training that leads to positive outcomes for the majority of the learners. The organisation is well managed and has a clear philosophy and purpose that is put into practice well. The training is well resourced and Eagle Flight Training uses its resources effectively. The Eagle Flight Training management team are a professional and cohesive team that displays a clear understanding of their role and their respective responsibilities to both the international aviation industry and to the students.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Eagle Flight Training Limited**.

The reasons for this include:

- Eagle Flight Training has established a very reflective organisation and a culture that encourages students, staff and external stakeholders to discuss their performance and put forward ideas for improvement. This information is then systematically used to make organisational improvements as well as to inform course structure, content and delivery. These improvements ultimately result in improved outcomes for students. Staff and management are closely attuned to the present and future needs of the students and the aviation profession.
- Records indicate that self-assessment is well embedded and has been practised consistently since the last EER. The organisation has followed through on opportunities for improvement identified in the last EER.
- Eagle Flight Training has comprehensive systems to gather and collate feedback from learners and industry organisations. The quality and validity of the information collected is sound and is then used to inform improvements to course design and delivery.
- Eagle Flight Training has effectively capitalised on quality assurance audits and reviews by external professional bodies such as CAA and the civil aviation authorities of Vietnam and Papua New Guinea to review the effectiveness of Eagle Flight Training activity. There is evidence that the organisation has then acted on recommendations from the reviews. The linkages with Vietnam Airlines have been used effectively as an opportunity to build organisational capability.

In summary, self-assessment at Eagle Flight Training is ongoing, authentic, transparent, and leading to worthwhile improvements.

Findings¹

1.1 How well do learners 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**.

The students who have studied at Eagle Flight Training have achieved excellent results in the completion of courses and examinations. Since 2012, 41 of the 53 students who have enrolled at Eagle Flight Training have successfully completed the courses, qualifications and licences they enrolled in. Twenty-six of the 41 graduates since 2012 are now in aviation-related employment, predominantly overseas. Eagle Flight Training has only had one student attempt and complete the New Zealand Diploma in Aviation to date as the diploma has only been on offer since 2014.

Achievements during training are measured by theory exam results and flight test reports. During the training, Eagle Flight Training instructors supervise learners on a daily basis. Learners complete evaluation reviews at various stages, including self-reviews. They also provide feedback on lecture delivery. There are monthly progress reviews to compare the learners' progress, and regular meetings with the student advisor and occasional meetings with the training department heads. Upon completion of a course of study, every learner completes an exit interview through which they assess the performance of the organisation and provide feedback on the learning methods, instructional delivery and learning environment. At this point, future career and/or study paths are also discussed.

Reviews are recorded in the form of theory lecture records and flight debriefs. The instructor and learner together use these to assess the learner's progress at the end of every month.

Internally, Eagle Flight Training has set benchmarks – which it has consistently met – in the theoretical and practical components of the training delivery. This includes minimum scores in mock exams, minimum flying hours to be achieved per month, along with meeting minimum flying standards and safety requirements as per CAA requirements.

This information is used to improve the training delivery to help learners achieve better. The data is analysed at the staff level and recommendations are given to management through presentations at the academic board meeting held every month. Eagle Flight Training has internally set a benchmark that each learner

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

should achieve a minimum of 15 flying hours per month. This figure is higher when the student is in the cross-country flying phase. Eagle Flight Training has found that ensuring that learners keep up their flying hours leads to better achievement. At the end of each month, every learner reviews how many flying hours have been completed in that month. Depending on whether they over-achieved or under-achieved, the instructor designs a plan for the next month to meet the required target. This information is collated and presented to the chief flying instructor and student advisor for assessment and comments. The chief flying instructor provides this information at the academic board meeting to management, at which time improvements may be suggested to the training delivery and monitoring methods.

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

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**.

Eagle Flight Training has a strong focus on providing value for stakeholders, and feedback to date indicates that they are achieving this. The immediate outputs from this training – in addition to the New Zealand Diploma in Aviation – are licences and ratings as awarded by CAA. All students are undertaking this training in preparation for a career in commercial aviation. Eagle Flight Training ensures that the study period is as efficient as possible to enable students to complete in the minimum time while still ensuring that they meet all requirements.

Eagle Flight Training staff know the immediate employment or further study destinations of all graduates and communicate with them regularly through a variety of media, both formal and informal, including a far-reaching social media following. The information that Eagle Flight Training gains from this engagement is gathered and discussed and, when applicable, leads to improvements in practice. The exit interview process is comprehensive and includes feedback from students who have left the programme before completion.

As noted, Eagle Flight Training graduates are realising excellent outcomes. Twenty-six of the 41 graduates since 2012 are now in aviation-related employment, predominantly overseas. Of the remaining 15 graduates, six are pursuing further training in the aviation field in their home countries, three are working in other industries, and the destinations of six are currently unknown. Eagle Flight Training has put significant effort into, and got good results from, the tracking of graduates, a task that is notoriously difficult for international education providers.

The accreditations that Eagle Flight Training has with the civil aviation authorities of Vietnam and Papua New Guinea ensure that the training students from those countries receive at Eagle Flight Training is recognised in their home countries.

Likewise, the arrangements with Vietnam Airlines has enhanced job opportunities for graduates.

1.3 How well do programmes and activities match the needs of learners and other 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**.

Eagle Flight Training's connection with, and understanding of, the needs of the international aviation industry is a strong feature of the organisation. The directors have engaged extensively with overseas aviation-related agencies and regularly participate in international aviation events – for example the Singapore Airshow. This benefits the students through the widened opportunities that it identifies, and the industry in New Zealand by way of the reciprocal information that is shared.

To better meet learner needs, and broaden its range of specialist programmes, Eagle Flight Training developed the Multi Engine training programme and the Advanced Instrument Flight Rules navigation training which takes learners through to Instrument Rating. Eagle Flight Training is also in the process of applying to NZQA for Multi Crew Coordination as a separate training programme.

The overall delivery structure of programmes at Eagle Flight Training is designed to enable students, once they have completed the Private Pilot Licence theory, to complete the remaining theory component of the qualification simultaneously with their practical flying. After trying several combinations of theory and practice, Eagle Flight Training adopted this structure as it engages the students well and enables them to immediately apply the learned theory. Students interviewed commented that they liked the mix of theory and practice, and that it motivated them and enabled them to better understand the theory as it is practised.

Eagle Flight Training has a number of instructors available and generally seeks to ensure that instructors are matched to the learning styles of individual students. The systematic approach by the teaching staff to meet the individual, personal and academic goals of every student is a strong feature of the organisation.

Student evaluations are conducted to a regular schedule and gather students' feedback on their experiences of different aspects of their programmes, including programme content and delivery, facilities and staff effectiveness. The information is then used to bring about useful improvements to teaching and programme design.

1.4 How effective is the teaching?

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**.

There was clear evidence of good teaching practice taking place at Eagle Flight Training. All the staff interviewed are enthusiastic and passionate about the curriculum and their teaching and they are well supported by management. Eagle Flight Training has a strong support structure for teaching staff. Every staff member has a role in student learning and they take a collegial, whole-of-organisation approach to ensuring that all students achieve.

Instructors and students relate well to each other. The strong rapport between students and staff was evident from discussions and evaluation survey outcomes. Every learner has an opportunity to evaluate teaching effectiveness at Eagle Flight Training through theory and flight instruction reviews. Learners also provide feedback during meetings with the student advisor and during exit interviews. Students have good access to staff outside of formal classes and can make suggestions about improvements. Students noted that the staff were responsive to any concerns or issues raised.

Staff are well qualified, with A Category (A-CAT), B-CAT and C-CAT instructors on permanent staff. Although they have extensive industry and professional experience, and an obvious natural passion and ability to engage the students, none of the current instruction staff holds an adult teaching qualification apart from the 'instructional techniques' component of the C-CAT course. All instructors have a professional development plan, but in the main this relates to furthering their aviation qualifications and experience. The evaluation team believes that stronger policy and practice in the area of professional development as tertiary teachers – for instance, sending instructors to various courses on adult teaching² – would better demonstrate excellent practice.

Eagle Flight Training has good processes for the performance review of the flight instructors. All flight instructors have at least three reviews per year: an annual instructor renewal with an independent qualified examiner; an interview with the chief flying instructor or a person appointed by the chief flying instructor; and a flight check with the chief flying instructor. Eagle Flight Training has implemented this regime to ensure that staff members are monitored continually during the year and in that way improve the instruction for students. This process does not preclude regular and ongoing feedback on a formative basis, which according to those interviewed occurs on a regular basis.

² For instance, courses and workshops offered in Auckland by Ako Aotearoa or adult teaching courses offered in the region.

Given that all summative assessment is through external examination, Eagle Flight Training does not require a moderation system. The chief executive officer does, however, closely monitor examination results and matches these results with the various instructors to identify trends, positive or negative, which indicates good practice or areas for improvement.

1.5 How well are learners guided and supported?

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**.

Eagle Flight Training has robust and client-friendly systems for the pastoral care of its students. The organisation is providing a safe and supportive learning environment for its students and is in close contact outside of the normal hours of tuition. The small numbers of students means that they are given individual support.

There is a designated support staff member with 24-hour phone contact should the students require assistance when away from the site. Accommodation for international students is managed in-house by the international student coordinator. The coordinator visits all accommodation sites on a regular cycle to inspect and evaluate suitability. Students were accommodated in a hostel-type environment run by Eagle Flight Training, but found that there were many distractions to their study. As a result, Eagle Flight Training has moved back to homestay and apartment-type accommodation, which students have found supports their study.

The international student coordinator has overall responsibility for ensuring that Code of Practice requirements are met, and she has in the past regularly attended professional development when offered by the Ministry of Education's Code Office. The organisation periodically (at least once a year) has thoroughly self-reviewed its compliance with the code, using the self-review tool provided on the NZQA website. The coordinator is also pilot-trained and therefore has an understanding of student pressures.

The pre-enrolment information is comprehensive and designed to ensure that students make an informed decision before committing to a significant personal and financial investment. All students receive a comprehensive orientation/induction programme in their first week of study. The recent introduction of the ADAPT aptitude test for intending students will enable Eagle Flight Training to identify any areas where the students will require additional or specialist support.

Students regularly provide written feedback on the support provided. During exit interviews, learners give their feedback on the assistance received during their stay from the instructors, other staff and fellow students. Eagle Flight Training uses the feedback to further improve learner experience at Eagle Flight Training and the overall stay in New Zealand for international students. For instance, from feedback

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and exit interviews, Eagle Flight Training assessed that some learners would be assisted greatly if they were provided with a few hours of individual study time with tutors. As a result, extra individual tuition is provided to these students at no extra cost, and a resulting positive trend in exam results has been observed.

Eagle Flight Training has robust procedures for resolving complaints. Feedback from students was that any complaint or feedback was addressed promptly and appropriately.

1.6 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 **Good**.

Eagle Flight Training is a privately owned and operated aviation training provider with a clear set of goals and objectives. The organisation has developed and embedded effective systems for monitoring student achievement and supporting staff to improve educational achievement. The DataHawk student management system is being used effectively to aid this objective.

Eagle Flight Training's management recognises that the key to success of the business lies in the success of the students and the value they gain from their training. Eagle Flight Training actively supports strategies to increase student achievement and to support students to meet their employment goals.

Eagle Flight Training has employed very highly qualified and experienced staff whom it manages effectively and actively develops. The organisation is well equipped with physical and learning resources for the number of students that it currently has. There are systems in place to monitor resourcing to ensure that there are always sufficient resources, mainly aircraft and instructors, to meet the needs of the students. The recent addition of a Redbird simulator will provide additional learning opportunities for Eagle Flight Training students.

Monitoring of performance within the organisation is regular, transparent and robust, and the organisation encourages opportunities for reflection on its role and how to continue to make ongoing and continuous improvements to meet the needs of students and other stakeholders. Self-assessment is being well led by management but is yet to be universally understood and adopted throughout the organisation. The next challenge for Eagle Flight Training is to sustain and increase the current levels of educational outcomes by embedding systematic, whole-of-organisation analysis and ensuing action from self-assessment activities.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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: International students

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: New Zealand Diploma in Aviation (Aeroplane) Flight Instruction and Airline Preparation strands (Level 6)

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

NZQA recommends that Eagle Flight Training investigate and act on ongoing opportunities for instructors to further develop their adult teaching qualifications and practice.

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).

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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