



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Eagle Flight Training Limited

Date of final report: 3 July 2025

# About Eagle Flight Training Limited

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*Eagle Flight Training Limited, trading as the Aviation School of New Zealand, provides training for international students to achieve private and commercial pilot licences. The training includes theory and practical flying.*

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Type of organisation:	Private training establishment (PTE)
Location:	Oamaru Airport, Robertson Road, Waitaki Bridge, Oamaru
Eligible to enrol international students:	Yes
Number of students:	Domestic: nil International: five male Vietnamese students
Number of staff:	Four full-time equivalents
TEO profile:	<p>See NZQA: <a href="#">Eagle Flight Training</a></p> <p>The sale of shares for Eagle Flight Training trading as Aviation School of New Zealand, based in Gisborne, was approved by NZQA in January 2024. The new owners closed the Gisborne site and moved nine students to Oamaru, the site of New Zealand Airline Academy Limited (NZAAL).</p> <p>NZAAL has operated in Oamaru since 2018 under subcontract to National Trade Academy (a provider of land-based training). NZAAL has 150 students on site at Oamaru. They come from India, Sri Lanka, Bhutan, Papua New Guinea, Indonesia, Singapore and Malaysia. Eagle Flight and NZAAL have the same directors. Both directors trained as commercial pilots in New Zealand and have three decades of industry experience between them.</p> <p>Eagle Flight Training is approved as a flight training provider by the Civil Aviation Authority of Vietnam, and is an approved supplier for Vietnam Airlines and Vietjet Airlines.</p>

Last EER outcome:	At the previous external evaluation and review in 2020, Eagle Flight Training was found to be Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"> <li>• Commercial Pilot Licence Training Scheme ID: 111941</li> <li>• International Students: Support and Wellbeing</li> </ul>
MoE number:	7806
NZQA reference:	C57912
Dates of EER visit:	5-7 March 2025

# Summary of results

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*Eagle Flight Training graduates gain a New Zealand Commercial Pilot Licence which enables them to be employed as commercial pilots in their home country of Vietnam. Students benefit from the shared resources of a larger flight training school at the Oamaru airfield, NZAAL. This includes access to flight instructors, state-of-the-art planes and training on simulators.*

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## **Confident in educational performance**

- Eagle Flight Training graduates gain relevant employment with Vietnam Airlines on their return to Vietnam (see Appendix 1). Eagle Flight training adds value for the graduates and the airlines that employ the graduates.

## **Confident in capability in self-assessment**

- Student and stakeholder needs are well met. Delivery of the CAA<sup>1</sup>-aligned programme is engaging, makes good use of digital platforms, and includes close monitoring of individual student progress. The PTE collects data and uses it to respond to student feedback and make improvements to the student experience.
- Pastoral and academic support, including the provision of suitable accommodation, enables the students to focus on their study. Staff are approachable and student-centred. Resourcing is generous and staff are valued.
- There have been several changes of ownership since the previous EER in 2020. Data and analysis of student achievement prior to 2024, when the current owners took over, is limited. The PTE has mostly effective compliance management processes.

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<sup>1</sup> Civil Aviation Authority

## Key evaluation question findings<sup>2</sup>

1.1 How well do students achieve?

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students acquire useful skills and knowledge and gain a flight qualification relevant to the requirements of their future workplace. When Eagle Flight Training came under new management, students had the option of transferring to another flight school, completing their qualification in Gisborne (prior to Eagle Flight relocating to Oamaru), or transferring to the Oamaru site to complete.</p> <p>Twenty students completed their Commercial Pilot Licence prior to the closure of the Eagle Flight Training site in Gisborne, and nine students transferred to Oamaru. Of these nine students, four completed their Commercial Pilot Licence in 2024 and have returned to Vietnam, where they are employed as pilots. Five remain in Oamaru and are completing their Commercial Pilot Licence.</p> <p>The programme is exam-based. Exams are delivered by ASPEQ operating under contract to the CAA. There are no other assessments. Students sit the ASPEQ examination when Eagle Flight Training is assured that they are likely to pass (see Appendix 1, Tables 2 and 3, ASPEQ pass rates for PPL and CPL 2020-25).</p> <p>There have been several changes of ownership since the previous EER in 2020. The PTE states that this is the reason why information about student achievement prior to the current ownership is limited. The new owners have continued to meet their contractual obligations to Vietnam Airlines and Vietjet well. Graduates are</p>

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	monitored via social media, including progress made in employment (see Appendix 1, Table 1, destination data).
Conclusion:	Students gain a New Zealand flight qualification that leads to employment with airlines in Vietnam. The training benefits the graduates and the airlines that employ them, and promotes the value and worth of flight training in New Zealand to other countries.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Most students interviewed had completed a Private Pilot Licence in Vietnam. Students must pass a medical in their home country before arriving in New Zealand, which is followed by another medical in New Zealand. Once an offer of place is made, students are interviewed to check their English language capability and IELTS<sup>3</sup> requirements.</p> <p>On enrolment, students receive an iPad uploaded with a range of comprehensive information, including the student handbook, programme details, briefing notes, CAA publications (including any legislative or aviation rule changes) and flight manuals. This enables the student to revise learning material independently, as and when needed.</p> <p>The chief flying instructor uses a roster system modelled on aviation industry processes, which includes not only daytime flying but also weekend and evening flights. This maximises flight time for the students and reinforces appropriate industry behaviour such as punctuality and appearance. All student flight progress is reviewed daily by the chief flying instructor and may include advice to instructors on the next steps to take with each student.</p> <p>Academic standards and integrity are maintained by CAA regulations governing flight schools, which cover all aspects of the scope of operation. Extensive use of digital</p>

<sup>3</sup> International English Language Testing System

	<p>platforms provides flexibility and enables content to be easily updated. Eagle Flight Training makes training informative by PowerPoints and interesting graphics. Students also have access to training on simulators. Theory and practical tests are set and controlled externally by ASPEQ and the CAA.</p> <p>Regular briefing and debriefing are integral parts of flight training. These sessions provide opportunities for student and instructor feedback, leading to improvements in students' flying skills. Students described the learning activities and resources, including the instructors, as engaging and responsive. Responding to student needs has included changing instructors to support student success.</p> <p>Eagle Flight Training shares the Oamaru base with NZAAL, which has considerable benefits for these students. Advantages include access to new planes with few maintenance issues, more flight time, and touch-glass screens which prepare students for employment in the sector they are targeting.</p> <p>The chief executive officer visits Vietnam and other countries to market and discuss airline company needs and training priorities.</p>
Conclusion:	<p>The CAA syllabus is delivered in an engaging manner using varied learning and teaching resources including digital platforms. Student progress is closely monitored and student feedback reviewed to make changes and improvements. Ongoing contracts with Vietnam Airlines indicate close matching to stakeholder needs.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students are accommodated in a house in Oamaru provided by Eagle Flight Training. Living together increases opportunities to share experiences and support each other both personally and with study, while being surrounded by students from a shared culture.</p> <p>The students who transferred from Gisborne to Oamaru have received extra support through additional theory lessons and, where necessary, English language tutoring. According to the director, improved weather conditions in North Otago and highly efficient scheduling of flight times by the chief flying instructor has also led to more flying hours for the students.</p> <p>However, several students have been at Eagle Flight Training for an extended time. While all students enrolled prior to the new ownership are on target to achieve their Commercial Pilot Licence by January 2026 at the latest, it is important to monitor the possible expiry of individual student exam certification.</p> <p>Both directors completed their flight training in New Zealand. They have used their historical experience as international students to inform the training environment. Key examples of this are the provision of student accommodation, access to high-tech planes and simulators, and efficient rostering to maximise flight hours for the students. The PTE is developing a log that will allow students to track their own progress.</p> <p>There is a strong focus on safety. The chief flying instructor reviews weather conditions regularly along with the safety manager. The Code of Practice self-review is student-centred and mostly comprehensive, although gaps in the student files were not always identified. Social media is used effectively to enable fast, secure and recorded communication with the students.</p>
Conclusion:	Pastoral and academic support includes provision of accommodation which enables students to focus on their



	flight training. Staff are approachable and student-centred. Students are motivated and involved in their learning.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Eagle Flight Training and NZAAL have the same ownership, directors and board. Resourcing is excellent. It includes planes, flight simulators, suitably qualified instructors and an engineering workshop team for aircraft maintenance. Each flight school has separate accommodation for their respective students.</p> <p>All planes are less than five years old, and seven new planes are on order to cater for growth in student numbers. The directors and board intend to build up Eagle Flight Training's student numbers and separate the two businesses so the contribution of each is more visible. Amalgamation of the two schools was considered but there is a business advantage to having two schools. The current airlines supplied by Eagle Flight Training graduates prefer to have their own distinct flight school in New Zealand, where their students are trained exclusively.</p> <p>The chief flying instructor has oversight of student progress. He is embedded in daily operations and highly committed to the students. Staff development is encouraged, and instructors are paid on salary as opposed to flight hours only. Support for new instructors is appropriate and includes peer-to-peer teaching and observation of new instructors for the first six months.</p> <p>Eagle Flight Training has built a good relationship with the Ringa Hora Workforce Development Council as part of the training scheme review of the Commercial Pilot Licence. The directors and an independent external adviser on NZQA compliance have been active in the design and development of the New Zealand Diploma in Aviation (International Flight Training) (Level 5).</p>
Conclusion:	Governance and management contribute to a successful flight training experience for international students by

	operating a sustainable business aligned to its training purpose.
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The new ownership of Eagle Flight Training has improved several areas of the business including compliance management. This has largely been the responsibility of the independent advisor on NZQA compliance, who has extensive leadership experience in the PTE sector.</p> <p>NZQA compliances met include:</p> <ul style="list-style-type: none"> <li>• Student fee protection attestations</li> <li>• Annual financial return</li> <li>• PTE annual declaration</li> <li>• Permanent site approval for Eagle Flight Training for the Oamaru base</li> <li>• Self-review attestation of the Code of Practice</li> <li>• Website updated, including the executive summary of the Code</li> <li>• Quality management system completed.</li> </ul> <p>Agents currently engaged are well known to the directors. Eagle Flight Training uses an agent checklist and reference document for engaging new agents.</p> <p>The international student file check showed discrepancies with insurance cover and visa gaps for several students at the time of the EER. Additional documentation provided subsequently satisfied most of these discrepancies.</p> <p>Aviation School of New Zealand (Eagle Flight Training) is approved by the Civil Aviation Authority of Vietnam. Eagle Flight Training is compliant with CAA regulations and keeps up to date with changes in the sector.</p>
Conclusion:	The PTE has mostly effective compliance management processes. The organisation has policy and procedures

	regarding managing requirements for enrolling international students. Eagle Flight Training needs to ensure that in all instances these are implemented.
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## Focus areas

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

### 2.1 Commercial Pilot Licence Training Scheme ID: 111941

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

### 2.2 International Students: Support and Wellbeing

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## Recommendations

*Recommendations are not compulsory 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.*

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

## Requirements

There are no requirements arising from this external evaluation and review.

# Appendix 1

**Table 1. Destination data for Eagle Flight Training graduates 2020-25**

No. of graduates	Vietnam Airlines	Vietjet	Bamboo Airway	Further study
19	11	3	4	1

Data provided by Eagle Flight Training

**Table 2. Private Pilot Licence (PPL) pass rates 2020-25**

PPL	Eagle			National		
	Sitting numbers	Pass numbers	Pass rate	Sitting numbers	Pass numbers	Pass rate
2020	73	40	55%	2760	2131	77%
2021	15	10	67%	1456	931	64%
2022	7	6	86%	2690	2029	75%
2023	11	5	45%	2474	1603	65%
2024	3	3	100%	3731	2627	70%
Total 2022-24	109	64	71%	13111	9321	71%
2025-to date	0	-	-	1731	1483	86%

**Table 3. Commercial Pilot Licence (CPL) pass rates 2020-25**

CPL	Eagle			National		
	Sitting numbers	Pass numbers	Pass rate	Sitting numbers	Pass numbers	Pass rate
2020	56	44	79%	2674	2094	78%
2021	12	9	75%	1223	974	80%
2022	43	26	60%	1900	1622	85%
2023	61	28	46%	1976	1447	73%
2024	15	5	33%*	2986	2230	75%
Total 2022-24	187	112	60%	10759	8367	78%
2025-to date	4	4	100%	1241	1171	94%

Data extracted from Tasman Reports on 22/05/2025

\*Explanation of data provided: On acquiring Eagle Flight Training, the new owners inherited a cohort of students who had been enrolled for over 12 months. Many of these students faced learning challenges and had experienced multiple ownership transitions, leading to diminished morale and academic performance. Their peers who had joined with them had long completed their courses and returned home.

# 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 fraud<sup>4</sup>*
- 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.*

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<sup>4</sup> 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](http://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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