

# Report of External Evaluation and Review

School of Business Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 16 January 2014

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# 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:	School of Business Limited (SBL)
Type:	Private training establishment (PTE)
Location:	Awataha Marae, 58 Akoranga Avenue, Northcote, Auckland
Delivery sites:	As above
First registered:	5 May 2003
Courses currently delivered:	<ul style="list-style-type: none"><li>• National Certificate in Fitness (Foundation Skills) (Level 2)</li><li>• National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3)</li><li>• National Certificate in Business (First Line Management) (Levels 3 and 4)</li></ul>
Code of Practice signatory:	Not applicable
Number of students:	Domestic: 500 <sup>1</sup>
Number of staff:	12 full-time equivalents
Scope of active accreditation:	Occupational Health and Safety, Fitness Foundation Skills, Core Generic Foundation, Business Management and the Gateway programme.
Distinctive characteristics:	SBL is a Māori PTE that is currently split between two sites, one at Newmarket which provides

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<sup>1</sup> These numbers include figures from Industry Training Auckland at the Newmarket site.

predominantly vocational training under the Industry Training Auckland brand, and the other site located on Auckland's North Shore which focuses on academic, health and fitness courses through Youth Guarantee and Student Achievement Component funding. The two distinct sites each have specific targets and separate focuses and brand identities that relate to their own niche markets.

Recent significant changes: At the time of the external evaluation and review (EER), SBL was in the process of negotiating a formal separation from Industry Training Auckland into a separate PTE as the direction and purpose of SBL was aligned more to an academic pathway for learners.

Previous quality assurance history: SBL was last quality assured by NZQA by audit in 2009. The audit report indicated that SBL met all the requirements of the quality standard.

Other: SBL has formed strategic relationships with a number of high-profile, nationally and internationally recognised sports personalities who are involved in educational delivery and the pastoral care of learners.

## 2. Scope of external evaluation and review

The scope of the EER included the mandatory focus area of governance, management and strategy, and a Youth Guarantee combined focus area that included all Foundation Skills programmes up to level 4. The vocational programmes delivered at the Newmarket site were not included in the EER as plans were being made to separate the PTE into two distinct organisations, one focused on employment-related outcomes and the other on academic-related outcomes.

The statement of confidence judgements for educational performance and self-assessment capability cover only the North Shore site and not the Newmarket site. The decision was made not to cover the Newmarket site as the nature of its teaching focus is different to the teaching focus at the North Shore site, and because of the impending separation of the two sites into two independent entities.

### 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 over two days by two lead evaluators who visited SBL at Awataha Marae on Auckland's North Shore. The evaluation involved engagement with:

- SBL chief executive officer/owner
- SBL general manager
- Academic manager
- Human resources/operations manager
- Chief financial officer
- Two tutors
- 20 current students
- Five individual stakeholders comprising representatives from Awataha Marae, a sports gymnasium, youth workers and a graduate.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **School of Business Limited**.

SBL learners are consistently achieving good educational outcomes. Since 2010, course and qualification completions have steadily increased, with most of SBL learners gaining qualifications in two national certificates. Achievement of unit standards and national certificates contributes to a good proportion of SBL learners finding employment opportunities. In addition, as most of the programmes delivered by SBL are at a foundational level, learners are acquiring a range of soft skills that are intended to provide them with a sound base for finding employment. These include improved time management, experience in fitness instruction and learning the importance of a good work ethic as the learners prepare for employment, some to pursue a career in sports management. These are significant achievements for SBL as many of the learners are second-chance learners who come to SBL with few or no qualifications.

SBL consistently met its Student Achievement Component and Youth Guarantee funding targets until 2011, and its performance on Tertiary Education Commission comparisons in 2012 are very good, with 93 per cent course and qualification completions. The rate for student progression to higher study is lower at 17 per cent, but the retention of students is good at 68 per cent.

The complementary skills of the tutoring staff, including those of some of its key stakeholders, are also a contributing factor to SBL learners achieving well. With staff that are academically qualified as teachers and high-profile sportspeople who are part of the tutoring team, learners can expect quality teaching in academic as well as health and fitness subjects. The significance for SBL is that it is able to create opportunities for learners to experience and get involved in a variety of learning environments that appeal to the target group of primarily Māori and Pasifika youth.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **School of Business Limited**.

The quality and reliability of the self-assessment activities carried out by SBL are generally good and indicate how the organisation uses information well to make worthwhile assessments of its overall operations, educational programmes and the impacts on learners. SBL ensures that all statistical data for each of its programmes is accurately recorded so that the management team is able to analyse the data, ensure course objectives are being met and ensure that any issues raised are addressed appropriately. Regular staff meetings, fortnightly

internal moderation meetings carried out by the managing director. The one-to-one tutor and learner review meetings and ongoing stakeholder relationship meetings clearly demonstrate the positive manner in which SBL is monitoring and reviewing its activities. In addition, all staff members have an annual appraisal at which self-assessment activities are used to form the basis of the appraisal. As SBL has decided to refocus its direction from vocational programmes more towards foundational academic-type courses, and is still in a transitional stage, the EER team considers that it is too early at this stage of SBL's development to conclude that the information collected from self-assessment activities is highly effective and used insightfully.

# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

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 **Excellent**.

There is strong and consistent evidence provided to indicate that SBL learners are achieving well. Tertiary Education Commission PTE sector educational performance data provided for the EER shows that course and qualification completions for SBL have steadily increased since 2010. Course and qualification completion results for 2012 were 93 per cent for both measures. In addition, under Tertiary Education Commission requirements, learners must achieve more than 40 credits of unit standards per programme of study. SBL performs very well in this regard, with most learners achieving over 100 credits as they are able to complete two qualifications in one year – the National Certificate in Fitness (Foundation Skills) and the National Certificate in Occupational Health and Safety (Workplace Safety). This is highly significant for SBL learners, as many of them are young (under 20 years of age), second-chance learners who come to SBL with few or no qualifications.

At an individual level, learners are gaining foundational skills in the areas of fitness training, public presentations and interacting successfully with members of the public. Learners commented that their levels of confidence and self-esteem have increased considerably, to the extent that this has resulted in increased class attendance and improved academic results. Tutors remarked that some learners were inquiring how many credits they were likely to achieve from some of the topics they were studying and, if possible, how they could achieve more. This indicated to the tutors the confidence learners were gaining on arrival at SBL. Previously, they typically presented as shy and lacking in confidence, and transform into learners who take an active interest in their progress. Evidence was also provided of some learners being groomed as fitness instructors, which aligns with activities taught on the fitness programme and also enhances the prospect of future employment opportunities in the fitness industry.

SBL's continuous close monitoring of learner achievement results and development of professional behaviour shows that the organisation takes seriously the way in which learners are taught and how data can be used to improve results. As part of the orientation and induction process at SBL, all learners develop an individual learning plan which is regularly discussed and monitored by tutors together with the learner. In addition, SBL also undertakes a number of other monitoring and review

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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.



activities to assess learner progress and achievement. These include discussion of individual student progress at weekly staff meetings; checks on individual and group unit standard progress; and progress against the educational performance indicators agreed with the Tertiary Education Commission. Such ongoing and comprehensive self-assessment activities lead to improvement in the learning environment which contributes to learner achievement

## 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 **Good**.

The programmes offered by SBL provide learners and other key stakeholders with a variety of outcomes that are of significant value to them. Learners are able to graduate with two recognised national certificates which provide them with potential opportunities for further higher-level studies. Given the close proximity of SBL to Auckland University of Technology (AUT), SBL management has set up educational pathways with AUT for its graduates to consider as part of their planning for the future. The significance of these opportunities for learners is that they have a clear educational pathway following study at SBL. In addition, and at an individual level, learners are acquiring skills and knowledge for the health and fitness industry, and employment opportunities at local gymnasiums. Evidence was provided of graduates from SBL being offered roles in local gymnasiums as fitness instructors. For many SBL learners who come from disadvantaged backgrounds and lifestyles, these opportunities to mix with mainstream society will be significant to their development.

Another outcome that adds value for learners is the positive physical body changes experienced while on the programme. As part of the health and fitness studies, learners are introduced to lessons on nutrition to complement the positive physical changes. Learners and tutors were noticing dramatic weight losses in some of the learners when knowledge of proper diet was combined with physical training. Learners expressed pride and confidence as they could see tangible results of the learning.

Key stakeholders who were interviewed commented that the location of SBL on a marae and the use of positive sporting role models gave them confidence that referrals made to SBL were being taught in a culturally appropriate, secure and safe environment. One youth worker commented that a parent of one of the learners was 'amazed' at the change in the learner's attitudes and behaviour since attending SBL. The learner had become motivated to attend study, and had become less angry and more helpful around the home. These sorts of results were having a positive impact on all whānau members.

The marae management commented that the presence of SBL and its learners helped fulfil one of the primary goals of the founders of Awataha Marae – to provide a safe environment for Māori to live and grow as Māori. Comments were also made that not only was SBL providing an income stream for the marae, it was also providing opportunities for some elders to mix and mingle with young people so that they could at times share their knowledge of Māori culture and customs. (At the beginning of the EER, the evaluation team was greeted with a formal powhiri which included all SBL staff, learners and members of Awataha Marae.)

In relation to self-assessment capability, SBL is constantly assessing the extent to which its learning outcomes meet not only the needs of learners and stakeholders, but also aligns to culturally appropriate Māori principles such as whanaungatanga, rangatiratanga and manaakitanga, as well as making good business sense. The managing director and new general manager both have experience in the corporate sector, which gives rise to SBL being very effective in ensuring that positive strategic relationships are established and maintained. This includes gathering information from regular meetings with all key stakeholders, conducting annual feedback surveys with learners and other stakeholders, and utilising extensive networks to gauge the business, community and educational views relevant to the sector. Through learner and stakeholder surveys and evaluations, SBL is able to gauge the level of satisfaction of these groups with the learning outcomes achieved.

### 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 **Good**.

The intention of SBL, as stated in interviews with its managing director, is to ensure SBL programmes appeal to its key target group – young, second-chance Māori and Pasifika learners. SBL has a good understanding of how to match its programmes and activities to the needs of learners and other stakeholders. A key piece of evidence for this is the strategic decision to focus programmes at an academic foundational level and incorporating into the programmes aspects of fitness and health. SBL programmes have been designed with the expressed intention of staircasing learners through the health and fitness sector towards higher study.

When prospective learners arrive at SBL, initial interviews are conducted that help identify and articulate their individual learning needs and long-term goals and aspirations. These interviews lead to the development of an individual learning plan for the learner, which is regularly monitored by the tutors together with each learner. The initial interviews also include assessing literacy and numeracy levels through the use of the Tertiary Education Commission progression tools. SBL is aware that many of the learners that enrol with the school present with a number of

literacy and numeracy issues. Any identified issues are communicated to the tutors, who are able to monitor the learner and in some cases provide specific one-to-one sessions should they be required. SBL has embedded a number of literacy and numeracy activities in both the programmes it delivers. Each learner is also given a student handbook containing information about studying at SBL. The importance of the handbook, and working through its contents with the learner, is that it not only formalises the positive working relationship between the learner and the tutor, but also provides support contact details and the rules and regulations for learners while studying with SBL.

In relation to other stakeholders, SBL has tailored programme content so that it easily aligns with the goals and aspirations of the gymnasium that is linked to SBL. These goals are to ensure that Māori and Pasifika people in particular are physically active, live healthy lifestyles and have easy access to high-quality sports and recreational facilities.

SBL's capability in reviewing how it works and whether its programmes are meeting the needs of its learners and other stakeholders is very effective. Regular staff meetings, fortnightly internal moderation meetings, one-to-one tutor and learner review meetings and ongoing stakeholder relationship meetings – both formal and informal – provide SBL with good quality information to ascertain the quality of its programmes, and how best the PTE can continue to engage with its wide range of stakeholders and track the performance of learners.

#### 1.4 How effective is the teaching?

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**.

Feedback from learners and key stakeholders, particularly those that have referred youth to SBL, are similar in their views that the teaching at SBL is having a positive impact on learners and is highly effective. The effectiveness of the teaching can be attributed to the complementary styles of the tutors and the use of high-profile role models as support tutors, all of which attract many of the young learners to SBL.

The three tutors with SBL each have their own particular strengths and, when combined, they are able to offer learners a variety of learning experiences as well as provide support for each other through peer observations, programme development and class management. One tutor is a qualified primary school teacher who is able to ensure that the academic needs of learners are sufficiently being met. Another tutor is a former elite professional sportsman<sup>3</sup>, who is able to

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<sup>3</sup> This tutor is a former Māori All Black and former Super Rugby player having played for the Auckland Blues.

provide examples of the work ethic required of learners, not only if they want to pursue a career in the health and fitness industry, but also in their personal lives. The third tutor is a qualified youth worker who provides SBL with the tools and techniques for dealing with young learners. SBL has been proactive in ensuring staff are given opportunities for professional development. All the tutors have completed the National Certificate in Adult Education and Training and completed literacy and numeracy workshops through the Tertiary Education Commission. The use of high-profile sportspeople provides motivation for many of the young Māori and Pasifika learners to learn from and aspires to emulate – particularly the young males, many of whom do not have positive male role models in their lives.

In relation to programme content, tutors are able to incorporate learning techniques into their programmes that provide simple yet effective results. These include mixing numeracy exercises with sports-related exercises, such as counting press-ups and working out exercise time differences and weight measurements, each of which provides opportunities to teach literacy and numeracy. In addition, holding academic/theory-related sessions at Awataha Marae and the sports and fitness sessions at the gymnasium provide learners with a mixed learning environment that caters to the mental and physical aspects of learning. Learners commented that they were able cope with much of the academic work in class knowing that the physical aspects of the gym sessions would provide a welcome respite.

In relation to self-assessment activities on teaching effectiveness, SBL has very sound processes in place that ensure its teaching remains highly effective. As part of the philosophy of continuous improvement promoted by management, SBL constantly reviews its teaching activities and resources to maintain learner engagement and ensure SBL stays abreast of new and innovative ideas. These activities include peer observation, annual appraisals and internal moderation – the latter is carried out fortnightly by the managing director. With regard to moderation and further highlighting the effectiveness of the teaching, SBL met national external moderation requirements in 2012 and has shown positive results in the previous two years.

## 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**.

The focus on developing learners from within a whānau/family-centric context establishes the way in which learners at SBL are well guided and supported. Evidence presented to the EER team showed that this foundation supported all the ethnic groupings of the learner group, which includes Māori, Pasifika and European. An example of this and one that appeals to the young group of learners is free access for all SBL learners to the boxing gymnasium owned by the managing director. Access to the gymnasium enables learners to gain an understanding of the fitness industry, which is an integral part of their studies. In addition to learners having access to the gymnasium, SBL also offers 50 free subscriptions to whānau of its learners. The rationale for this is to provide opportunities for whānau to participate and support learners during their studies and also to promote healthy lifestyles with Māori and Pasifika whānau.

Another example of support provided for learners is the provision of transport to and from Awataha Marae. This is significant given that a number of learners are located in South Auckland, which is almost an hour's journey to the North Shore depending on peak traffic times. Learners are given a specific pick-up point and are required to be there at a pre-arranged time in order to meet the vehicle transporting them. This places learners into a routine and begins to structure their days. In addition, SBL also provides a lunch meal twice a week as it is recognised that many learners come from homes where money and food is scarce. As an added incentive to learning, learners are provided with a uniform which they are required to wear while in class and when they are away representing SBL. The effect on learners of having a uniform is that they give more attention to their appearance and take pride in presenting a positive image, not only for SBL but also for themselves.

Most of the learners interviewed by the evaluation team commented on the close and intensive support provided by SBL tutors from the time their individual plans are constructed at the beginning of the programme through to the completion of their programme. Tutors often make themselves available for one-to-one sessions for learners who struggle with their studies. The easy rapport tutors have with learners provides a safe and comfortable environment for learners to seek assistance without feeling inadequate. This aspect is really important as many of the learners are second-chance learners who have not been supported well by the mainstream education system.

Self-assessment of the organisation's guidance and support is an ongoing and continuous process and is monitored through a range of activities. These include evaluation feedback from learners and past graduates, regular meetings with staff and close engagement and interaction with all major stakeholder groups. Evidence confirming the excellent guidance and support provided to learners at SBL is based

on sighted letters of support, stakeholder feedback and key informant interviews. The learner and stakeholder feedback especially indicates for SBL that its support for learners is working and having a positive impact.

## 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 **Excellent**.

The governance and management structure at SBL is very effective in supporting educational performance, implementing quality management processes, understanding the value of relationships that support educational achievement, and incorporating tikanga Māori practices and principles as part of the curriculum to support learners. The managing director<sup>4</sup> of SBL has instigated a clear and simple strategic direction and purpose that is well communicated throughout the organisation. In 2012, SBL began transitioning from year-long courses to short, 13-week courses. These changes were brought about through funding reviews and a reduction in funding for SBL. The managing director decided that SBL would focus on 'changing people's lives', describing the process as being, 'lean, mean and meeting the market'. An example of this is the decision to split SBL into two distinct entities, each with its own focus and brand. One entity will focus on vocational training and eventually form its own PTE, while the other entity will focus on academic foundational programmes catering for Māori and Pasifika youth. This change would align the organisation to its core business of fostering change through education and training.

Other areas of change include an intention to have a complete review of the SBL governance group structure. This would allow the managing director to establish a new governing board, with himself moving into the role of board chair and promoting a senior manager into the role of general manager. The importance of these actions is that they demonstrate that the organisation is learner-centric and future-focused and has the foresight to begin developing a management succession plan. The succession plan will allow the managing director to focus more on strategic issues and developing and maintaining good stakeholder relationships.

The strength of SBL is drawn from its small but highly committed staff who bring to SBL a range of skills that complement one another and are able to meet learner needs. These skills include teaching, elite sport and fitness, youth work, financial management, human resources and business and corporate management. Learners and staff are able to study and teach in an environment that is highly

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<sup>4</sup> The managing director is also the owner of SBL.

supportive, focused on achievement and conducive to the cultural needs of SBL's largely Māori and Pasifika staff and student body.

SBL has brokered and established a number of strategic relationships that enhance the programmes being delivered, none more so than the relationship between SBL and Awataha Marae. Locating the school on a marae provides learners with a culturally responsive dimension to their learning. For many of the Māori learners with SBL, being on the marae is their only contact with Māori culture. Another, equally important, strategic relationship that SBL has is with a well-known boxer. The managing director has a working relationship with this person through their boxing networks, which enables SBL to incorporate boxing and fitness into its programmes. The presence of a high-profile, well-recognised sports person provides learners with a positive role model to emulate.

## 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 **Excellent**.

### 2.2 Focus area: Combined focus area of all Youth Guarantee-funded Foundational Skills programmes

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.



# Recommendations

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

# 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](http://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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