



# Report of External Evaluation and Review

Auckland Rugby Football Union

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 26 January 2011

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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

Location:	Mt Eden, Auckland
Type:	Private training establishment
First registered:	2005
Number of students:	Domestic: approx. 16 students per year International: N/a
Number of staff:	One full-time equivalent
Scope of active accreditation:	Domain accreditations: <ul style="list-style-type: none"><li>• First Aid (to level 2)</li></ul> Unit Standard accreditations: <ul style="list-style-type: none"><li>• 327 Document business transactions (level 2)</li><li>• 6400 Manage first aid in emergency situations (level 3)</li><li>• 6401 Provide first aid (level 2)</li><li>• 6402 Provide resuscitation level 2 (level 1)</li><li>• 6634 Demonstrate knowledge of basic human nutrition (level 1)</li><li>• 1299 Be assertive in a range of specified situations (level 2)</li><li>• 1277 Communicate information in a specified workplace (level 2)</li><li>• 1304 Communicate with people from other cultures (level 3)</li><li>• 3501 Demonstrate knowledge of and apply listening techniques (level 1)</li><li>• 10791 Participate in an informal meeting (level 1)</li></ul>

2)

- 12546 Apply knowledge of injury management in physical activity (level 2)
- 12349 Demonstrate knowledge of time management (level 2)
- 20674 Apply fundamental sport rules and regulations at a junior or beginner level (level 2)
- 4879 Apply sport rules and regulations in a competitive sport situation (level 3)
- 26223 Apply sport rules and regulations while officiating in a competitive sports event (level 3)
- 20673 Demonstrate knowledge of injury prevention and risk and injury management in sport or recreation (level 3)
- 22768 Conduct and review a beginner level coaching session (level 3)
- 22771 Plan a beginner level coaching session for sport participants (level 3)
- 3492 Write a short report (level 2).

Sites:

One

Distinctive characteristics:

The Auckland Rugby Football Union provides a one-year, full-time course (48 weeks) for learners who, on leaving school, have sports (mostly rugby) ambitions and aptitudes, and who will benefit from a foundation skills course in order to advance academically or seek employment. Students are enrolled following their nominations by Auckland secondary schools.

The aim of the programme is to equip the trainees with the necessary skills to either advance into employment, pursue a career within the sports industry, or to further their academic qualifications through further tertiary educational studies while also developing their rugby.

The TEO delivers a programme that leads to the National Certificate in Sport (Level 2). The students work under tutor supervision within Auckland primary and intermediate schools, particularly in the facilitation of the introduction of junior rugby (“ripper rugby”). The programme focuses on events management, coaching skills, and refereeing. Running through the programme is a strong emphasis on literacy and

numeracy and other foundation learning.

There were 16 learners enrolled in 2010; of these, nine will be progressing academically to further study, with several already accepted into courses at polytechnics. Three will move on to employment, as did two who left earlier in the year. One other learner left early to take up a professional rugby contract, and another left for personal reasons. Of the 12 who completed the year, most will achieve the National Certificate in Sport.

Recent significant changes:	None
Previous quality assurance history:	The Auckland Rugby Football Union was previously quality assured by NZQA by audit in September 2009. At that audit, the organisation met all requirements of Quality Assurance Standard One, the standard then in force.

## 2. Scope of external evaluation and review

The agreed scope of the external evaluation and review of the Auckland Rugby Football Union (ARFU) included the following mandatory focus area:

- Governance, management, and strategy.

The following focus area was selected because it is the only course offered by the TEO:

- PRO Sport Career Programme.

This is the only programme offered by ARFU.

### 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 external evaluation and review team spent one and a half days conducting the EER at the organisation's head office at Eden Park, Auckland. During the visit, the evaluation team met with the training manager and key stakeholders, including the students and the ARFU operations and events managers, and spoke with primary school deputy principals, a representative of the Referees Association, and the chairperson of the Auckland Primary/Intermediate Schools Principals' Association.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Auckland Rugby Football Union**.

The Auckland Rugby Football Union (ARFU) sets its achievement goals beyond those of its contracted TEC outcomes. In doing so, it has greatly exceeded these outcomes. In 2009, nine of 12 students achieved the National Certificate in Sport (Level 2). The other three gained an average of 33 credits each. These results greatly exceed the contracted TEC outcome of 20 credits. In addition, ARFU achieved an 83 per cent positive outcome in terms of students moving on to further education or to employment. Again, these results exceed this particular TEC contracted outcome of 60 per cent. By late November 2010, when the EER occurred, it was known that nine students were moving on to further study, with two scholarships granted by Unitec Institute of Technology (Unitec). All but one of the remainder of the cohort had either secured, or were soon to secure, employment.

The tutor works closely with stakeholders, including Auckland primary and intermediate schools, senior management of ARFU, and major sponsors of school and junior rugby, to achieve very positive outcomes for the learners. Learners expressed their own personal satisfaction for the gains they have achieved in literacy and numeracy and in personal qualities such as self-confidence, self-discipline, and communication skills. The stakeholders who were interviewed spoke very highly of the value of the course to the students and to the schools with which the students have had contact during the year.

ARFU is actively involved in positive community initiatives, such as organising holiday sports programmes and providing coaching to rugby clubs. This demonstrates the organisation's commitment to positive community involvement and to developing rugby skills and playing opportunities for young schoolchildren.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Auckland Rugby Football Union**.

Auckland Rugby Football Union has plans for improvements, which have been identified through a process of self-assessment. However, given that there has been only one tutor, a formal and methodological system for self-assessment has not been practicable. Based on the self-assessment that has occurred, ARFU management has committed itself to funding for a literacy/numeracy specialist teacher for 2011.

ARFU has good systems in place to review its activities through formal and informal channels. These include the formal collection of feedback from schools visited by students, student evaluations, and regular moderation and programme review. The learning needs of students are identified at entry and followed up, although this aspect is one that the employment of an additional teacher should strengthen.

Stakeholders all spoke positively about the open lines of communication they have with ARFU and the tutor in particular, and the responsiveness of the TEO to any suggestions for improvement.

There is confidence that the organisation has the capability to review and respond to identified needs of stakeholders to improve any aspects of the training if required.

## TEO response

Auckland Rugby Football Union has confirmed the accuracy of this report.

# Findings<sup>1</sup>

## 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 **Good**.

ARFU has attained its own expected outcomes and greatly exceeded its contracted TEC outcomes. It achieved a high qualification completion rate (75 per cent in 2009) for the National Certificate in Sport. The remaining trainees gained an average of 33 credits each. These results are excellent as all trainees greatly exceeded the contracted TEC outcome of 20 credits. In addition, ARFU achieved an 83 per cent positive outcome in terms of students moving on to further education or to employment. Again, these results exceed the particular TEC contracted outcome of 60 per cent. The combined outcomes of moving to either further education or to employment are expected to increase to 87.5 per cent in 2010, and if a professional contract at an overseas rugby club is counted as employment, this will rise to 94 per cent. By late November 2010, when the EER occurred, it was known that nine students were moving on to further study, with two scholarships granted by Unitec. All but one of the remainder of the cohort had secured, or were soon to secure, employment.

Improvement plans indicate that there will be increased focus in 2011 on students' achievement of their individual numeracy and literacy goals, as identified through their individual learning plans. Students are already very satisfied about this aspect of their training.

The organisation's analysis of feedback and its ability to make changes in response to stakeholders' and learners' needs has contributed to the achievement of its goals as outlined in the strategic plan, and demonstrates an ability to maintain its success.

## 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**.

A wide range of stakeholders has been identified by ARFU. The stakeholder representatives who were interviewed value the ARFU programme. Trainees value the programme because they gain skills in rugby coaching, refereeing, and events management. They are able to apply these skills at the schools they visit, introducing and teaching rugby skills and coaching junior rugby teams. The primary schools chosen are those identified where rugby skills need to be introduced, developed, or strengthened. Teachers at these

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

schools value the ARFU programme and appreciate and acknowledge the expertise the trainees provide. This was endorsed by the requests for repeat visits. This expertise is also valued by the local rugby clubs with which the trainees are involved. Positive feedback from both staff and children indicates the high value given to these school visits.

The parent body of ARFU, with sponsorship assistance, funds uniforms for students, who are encouraged to always dress tidily and in the appropriate gear for the occasion. Students spoke positively about the value of this uniform, particularly when they are visiting schools, involved in community sports activities, and participating in events management as ARFU representatives.

Similarly, the Auckland Rugby Football Union managers who were interviewed spoke highly of the trainees' application of learnt skills through involvement in major rugby events at Eden Park. Events management is a component of the programme. Students also achieve a level 3 refereeing unit standard (26223) and are able to practise their knowledge and skills in schools rugby and through local rugby clubs. This aspect of the achievement and practice of students was commented on favourably by ARFU management representatives.

There is an effort made to identify the learning needs of each student at entry and to follow an individual learning plan for each student. An improvement over the past few years with respect to student achievement of personal qualities, such as communications skills, self-discipline, and confidence, was noted by several stakeholders who were interviewed. At the end-of-year "achievement ceremony", each student is acknowledged for what he or she has achieved during the year. This event is also used as an opportunity to seek feedback from families. Families are proud of the students' achievements and value their personal and academic growth. Student evaluations at end-of-year are analysed in order to inform improvements, and data is compared from year to year.

### 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 **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

There are good systems in place for the ARFU training arm to identify the needs of its parent body in regard to the involvement of students in events management and developing rugby in schools. Evaluation of events, through debriefing meetings, is prompt and any necessary changes are made to course delivery. Students work with primary and intermediate schools to ascertain their needs and to ensure that school visits are carried out to agreed standards. Feedback from schools is also sought and received, with some very positive unsolicited feedback also having been received from children in one school. The success of this work meets the needs of the rugby union and schools.

There are entry and exit interviews with students, with thorough analysis of the students' final course evaluations. Further work is being done on entry surveys to enable a full analysis of learner needs at that stage. Improvement planning has identified the possibility

of working with staff at Unitec to design a suitable entry assessment tool to determine learning needs. Students' literacy and numeracy needs will be better understood when this work has been completed. Parents are involved in initial student interviews. Most students are Pasifika, and most are from South Auckland secondary schools which recommend this programme to high-achieving rugby players who need foundation skills in order to progress academically or into employment.

Students reported to the evaluators that they had benefitted from the course, particularly with respect to self-discipline, confidence, and communications skills. They said they valued being able to better read and write than at the beginning of the course. One student said he had thought that all he could do was play rugby, and that he could now see that he could continue to learn and would be able to apply for non-rugby employment. Another had set his sights on becoming a primary school teacher, after leaving school with no career ambitions and poor self-esteem.

The improvement plan that has been informally put together has identified improvements to be made to the meeting of student learning needs. Although physical resources at Eden Park are excellent, further teaching resources would better enable learning needs to be met. More specialist literacy and numeracy teaching has been identified as a need, as has a more formal student management system. Records are kept and are thorough, but better records management would streamline course-related administration tasks, including reporting to TEC and other stakeholders. The evaluators were informed that an additional teacher with specialist literacy/numeracy capability will be employed in 2011.

#### 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 **Excellent**.

The teaching staff at Auckland Rugby Football Union consist of one full-time tutor, with occasional (mostly voluntary) assistance by a second trained teacher. In addition, specialist refereeing and events management instruction is provided by staff of the parent ARFU body. The feedback given to the evaluators by all stakeholder representatives who were interviewed was very positive about the quality of the teaching and instruction provided to the learners.

The Pro Sport programme has three major components: events management, coaching, and refereeing. With respect to both refereeing and events management, the students become involved, in a trainee capacity, with parent body ARFU events or junior rugby tournaments or games. Although most do not consider refereeing as being preferable to playing rugby at this stage of their lives, the feedback from both students and school stakeholders was that they are being well prepared for a possible later move to refereeing.

Students are involved in real-time events such as with the ARFU organisation of Rugby Super 14 or All Blacks matches at Eden Park. There are very high discipline and performance requirements for these events, and debriefing on performance is prompt. The

ARFU events manager spoke positively about the quality of teaching that enables her to have confidence in the performance of these students at such events.

The primary school principal and deputy principals who were interviewed all spoke very positively about the quality of the teaching, and the fact that it is making a difference to the lives and aspirations of the students involved. Written feedback from schools consistently values the effective teaching given within the programme.

The formal programme involving delivery of the National Certificate in Sport requires NZQA moderation of unit standards. This happens at regular intervals, with the subsequent implementation of any modifications required by moderation. In addition, there are regular unit standard critiques undertaken so that courses can be up to date with assessment requirements.

Finally, the achievement rate of students is excellent, with (in 2010) at least 75 per cent of students achieving all requirements in order to achieve the National Certificate in Sport.

## 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**.

Pastoral care for the students is carried out by the sole tutor, in response to any expressed needs. Support may extend into the evenings or weekends. Referral to other services is provided as needed. Students spoke positively of the guidance and support they receive from the tutor, and said they feel well supported in their learning. For example, students are mentored and supported when planning their first contact and subsequent communications with school principals and sports teachers.

Students are encouraged to work as a team, supporting one another, for example in car-pooling to get from their homes to Eden Park. Early in the year, a van is used to pick up students from their homes as needed, but independence is encouraged and is soon more evident.

Most importantly, students are guided to the understanding that “rugby is not everything”, in one trainee’s words. By the end of the year, they have developed alternative plans to follow, should top rugby-playing options not be available to them. At the time of this EER visit, students who had already been accepted into polytechnic courses for 2011 were proud of this achievement.

## 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**.

The PRO Sport Career Programme is well resourced, with excellent classroom, common room, gym, and training facilities. There was ample evidence of the support provided by ARFU senior management, such as in provision of a van and uniforms to the students. Funding for an additional teacher in 2011 has also been agreed by ARFU senior management. Trainees work under the supervision of the tutor and ARFU events manager at Eden Park events, including Super 14 and All Blacks games. This involvement of students in major events is a planned component of the programme and is described in the strategic plan and in information provided to students.

For its part, the parent body of ARFU is committed to the PRO Sport programme, seeing it as an essential part of the ARFU programme of delivery to schools and the community. While the refereeing of junior rugby games is important and practical experience for students, their involvement is also valuable to ARFU.

An association between Auckland Rugby Football Union and Nestlé, a major sponsor of junior rugby, is a strong and highly valued one, and there is thus a visible link between this sponsor and the PRO Sport Career Programme when students are wearing gear and carrying bags with the sponsor's logo on them. This sponsor also donates awards for the end-of-year achievement ceremony for the course.

Areas for improvement have been identified by the tutor and ARFU management through self-assessment, including the tutor's annual performance review. While the improvement plan is not at this stage a formal one, it is nonetheless a serious attempt to list and prioritise additions and changes to improve the quality of programme delivery. There is governance and management involvement in the development and implementation of the improvement plan.

## 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: PRO Sport Career Programme

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.

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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