

Report of External Evaluation and Review

Auckland Rugby Football Union

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 16 January 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review	5
Summary of Results	6
Findings	9
Recommendations	19
Appendix	20

MoE Number: 7703
NZQA Reference: C16058
Date of EER visit: 16 and 17 September 2014

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:	Auckland Rugby Football Union (ARU)
Type:	Private training establishment (PTE)
Location:	Eden Park, Walters Road, Mt Eden, Auckland
Delivery sites:	As above
First registered:	29 August 2005
Courses currently delivered:	ARFU offers training in support of the National Certificate in Recreation and Sport (Core Skills) (Level 2) which is embedded in their own Pro Sport Career Programme.
Code of Practice signatory?	No
Number of students:	Domestic: 23 in 2014 (20 Pasifika and three Māori)
Number of staff:	Two permanent full-time staff
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=770329001
Distinctive characteristics:	ARFU provides a one-year, full-time programme (48 weeks) for school leavers who have sport or coaching ambitions and aptitudes. The programme provides foundation skills to enable trainees to advance academically and/or gain employment. The curriculum focuses on events management, coaching skills and refereeing. Running through the programme is a strong emphasis on literacy and numeracy and core foundation learning. The programme is managed and delivered by two

qualified New Zealand-registered teachers.

The Pro Sport Career Programme is a distinctive programme of its type, not run by any of the New Zealand rugby provincial unions.

Recent significant changes: The Tertiary Education Commission (TEC) disestablished the Foundation-Focused Training Opportunities (FFTO) programme funding at the end of 2013. However, ARU has chosen to independently fund its Pro Sport Career Programme to ensure students who would otherwise financially be unable to attend any tertiary study are still able to access this valuable opportunity free of personal cost.

The New Zealand Rugby Union is exploring establishing a similar programme for the North Harbour Rugby Union.

Previous quality assurance history: NZQA's previous external evaluation and review (EER) was conducted in 2010. NZQA was Highly Confident in ARFU's educational performance and Confident in its capability in self-assessment.

The NZQA validation visit in 2013 confirmed that ARFU was compliant with NZQA's requirements for ongoing registration, reviewed at that time.

The 2013 national external moderation by NZQA confirmed that ARFU assessments are at the national standard, as has the industry training organisation, Skills Active.

Other: ARFU is seeking approval from NZQA to align the Pro Sport Career Programme with the newly listed New Zealand Certificate in Recreation and Sport (Core Skills) (Level 2).

Since the disestablishment of FFTO funding in December 2013, the New Zealand Rugby Union has financially supported the programme. As a requisite of this funding, the ARFU Pro Sport trainees also support the growth of rugby in the North Harbour Rugby Union through assistance with primary and intermediate school rugby tournaments and school coaching visits, as it does in the ARFU region.

2. Scope of external evaluation and review

The EER examined the following focus areas:

- Governance, management and strategy (mandatory)
- ARFU Pro Sport Career Programme

This programme encompasses the National Certificate in Recreation and Sport (Core Skills) (Level 2). Pro Sport is the only programme offered.

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 team spent two days on site at the organisation's head office at Eden Park, Auckland. The ARFU education manager supplied the evaluation team with self-assessment information and various documents pertinent to the training division of ARFU.

During the visit, the evaluation team met with the ARFU Pro Sport Career Programme trainees and graduates, and the Pro Sport education manager and teacher who are also the key tutors on the programme. The team also met with ARFU representatives including: the chief executive, the event team manager, the community rugby manager, rugby development manager and the international high performance manager. Interviews were conducted by phone with various external stakeholders: a sponsorship manager, Counties Manukau Sport primary sports team leader, and representatives of two primary schools supported by the Pro Sport Career Programme.

While on site, the evaluation team viewed strategy documents, weekly reports, individual learning plans, course evaluations and trainee feedback surveys and achievement and outcomes data. The quality assurance documents viewed included a variety of academic, planning and review documents and NZQA and industry training organisation external moderation of assessment reports.

Summary of Results

Statement of confidence on educational performance

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

The reasons for this judgement are as follows:

- ARFU has achieved excellent results for the trainees. A high percentage of graduates either move on to further higher-level study or gain employment. The ARFU Pro Sport Career Programme has excellent course and qualification completion outcomes, well above TEC FFTO¹ funding contracted outcomes, and are on a similar path for 2014.
- ARFU effectively carries out training and assessment that meets the needs of the trainees, the Auckland Rugby Football Union, a large number of primary and intermediate schools within Auckland, the Pasifika, Māori and other communities, the pertinent industry training organisation and the New Zealand Qualifications Framework (NZQF).
- There is comprehensive evidence that the programme is effectively addressing the needs of trainees and the many other stakeholders involved in or receiving benefit from the programme.
- The Pro Sport Career Programme and trainees provide valued community initiatives including officiating at rugby tournaments and coaching to schools and holiday sports programmes. This demonstrates the organisation's commitment to engaging the trainees in positive community involvement and to developing rugby skills and playing opportunities for young school children.
- The training, delivered by capable, well-qualified and passionate staff, is fit for purpose. It is based at Eden Park in state-of-the-art sport premises, and also off site when working with various key stakeholders.
- The training equips the trainees to work effectively and safely with the knowledge to work at local sporting fixtures as coaches or referees at and around primary schools and events across the local community. The trainees also develop strong foundation skills, knowledge and values that provide them with a sound basis for their future learning or employment.
- The delivery includes considerable amounts of real-life, work-based learning which makes the training engaging and reflects the authenticity of the sport sector. Evidence was heard that the Pro Sport Career Programme has

¹ Up to the end of 2013 as funding ended in December 2013.

succeeded in improving the playing and delivery of rugby in the Auckland area, particularly in primary and intermediate schools through the trainees' successful management, coaching and refereeing of tournaments.

- The organisation is guided by strong ARFU sport values and strategy. This is evidenced by a clear and transparent management and board who have purpose and clear direction reflected in an annual strategic plan as a result of an annual review of the programme.

Statement of confidence on capability in self-assessment

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

The reasons for this judgement are as follows:

- Self-assessment activities have been robust and ongoing, with a range of achievement and outcomes data being collected and analysed carefully by cohort and over time to assess current and future programme needs and to capture requirements of the trainees to ensure the ARFU programme is meeting its goals.
- ARFU gathers quantitative data to meet the requirements of the funders and gathers formal qualitative data through evaluations by trainees, tutors and stakeholders and uses the analysed data to make changes and improvements. This was evident from the constant changes to the weekly teaching decisions, external activities, diverse guest speakers and varying stakeholder involvement to suit learning.
- The two Pro Sport managers/tutors closely monitor individual trainee achievement using individual training plans where progress is regularly reviewed and goals set for the next period. Vulnerable trainees are identified and rigorous guidance and support strategies are employed to re-engage and motivate the trainees, with evidence of resulting positive outcomes.
- Although performance for 2013 showed a drop in trainees completing the programme, the analysis completed of the attritions data identified and comprehensively explained the specific and valid financial and domestic reasons for the attritions. ARFU, working alongside the Pro Sport team, saw no cause for concern about the lower completion rates in 2013 and noted no areas of concern within the programme delivery or support, and the evaluators concur with this decision. As a result, strategic funding and detailed enrolment procedures have been put in place for 2014 which have resulted in good retention rates for the year.
- The Pro Sport Career Programme team anticipates and responds to change with up-to-date techniques, equipment and innovative changes in teaching

or guest lecturers which support the pathways of students to further sport programmes.

- The ARFU chief executive officer is clear about the strategic direction and the required funding of the training arm of the organisation and ensures the provision of updated technologies and the upskilling of staff to ensure the trainees benefit from the latest techniques.
- Staff, including the ARFU executive and management interviewed at this evaluation, and documents reviewed, show a consistent focus on ongoing improvements and a cohesive approach to monitoring and reviewing the organisation as a whole and the Pro Sport training outcomes.
- To assist with future planning and learning outcomes, the organisation has an opportunity to improve processes for analysing achievement data and benchmarking against other level 2 foundation programmes.

Findings²

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**.

The ARFU Pro Sport Career Programme trainees achieve excellent educational and vocational outcomes. Positive achievement rates have been gained for the Pro Sport Career Programme over the last three years for those trainees who were retained in study. A high percentage of the trainees who completed gained both the Pro Sport Career Programme qualification (over 77 per cent) and the National Certificate in Recreation and Sport (Core Skills) (100 per cent) over the three years. The TEC targets were extensively exceeded in each case. The targets exceeded were: 20 credits gained per trainee, significant improvements in literacy and numeracy skills, 26 per cent of trainees moving to further training or employment.

The programme has met its own targeted outcomes and has succeeded in delivering training that is fit for purpose, equipping trainees with the necessary skills and abilities to either advance to long-term sustainable employment – both inside and outside the sporting industry – or to move to further tertiary educational studies while also further developing their rugby aspirations.

Graduate success is measured not only by the large number of trainees gaining the qualification noted above, but also by the ARFU Pro Sport Career Programme exceeding its contracted TEC outcomes for the years 2011-2013 for NZQF credits achieved and positive labour market outcomes (trainees moving to either further tertiary study or employment).

Table 1 shows that ARFU has achieved positive employment outcomes for the past three years, and also shows a 97 per cent average for graduates who complete, either moving to further higher-level study or gaining employment. Labour market outcomes were above 95 per cent each year, which exceeded the TEC contracted outcome of 60 per cent and is well in excess of the minimum TEC performance commitments for trainees under 20 on a level 2 programme. FFTO funding requirements noted that ‘a learner does not have to “complete” the course to have their employment/and or further education and training counted’.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

	Enrolments	Completions	Non-completions	Achieved ARFU Pro Sport Certificate of Achievement	% completed	Achieved National Cert Sport & Recreation	% completed	Employment	Further study	Labour market outcomes
2011	19	14	5	74%	100%	58%	77%	12 (85%)	1	97%
2012	18	16	2	89%	100%	89%	100%	10 (62%)	6	100%
2013	23	12	11	53%	100%	44%	83%	9 (75%)	2	95%

Trainees interviewed at this evaluation expressed their own personal satisfaction for the gains they have achieved in literacy and numeracy and in transferable skills such as self-confidence, teamwork and leadership skills, self-discipline and communication skills.

Individual achievement rates are monitored. Trainees who leave the programme early are counselled and monitored carefully, and ARFU is fully aware of the reasons for trainees' dismissal or departure. These reasons do not relate to the teaching and learning aspect but more to family commitments and the need for employment and personal commitment to the programme.

Self-assessment activities have been ongoing, with a range of data being collected (such as gender, ethnicity, age). The data is analysed to some extent and is used to review the programme. Attendance, retention, attrition, and unit standard and qualification completion rates are collected and analysed for each individual, by cohort and over time. This data is used to assess the current and future programme needs and any requirements of the trainees to ensure the Pro Sport Career Programme is meeting its goals.

Good analysis of trainee and stakeholder feedback, along with an awareness of the needs of the students around literacy and numeracy, has contributed to the high achievement rates of those who complete the programme. Stakeholders confirm that trainees are acquiring relevant skills and knowledge. They are also gaining transferable skills and confidence which are useful in their day-to-day work.

Benchmarking is undertaken internally. ARFU has an opportunity to explore options to externally benchmark the different outcomes of the programme overall against providers of other similar level 2 foundation programmes.

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**.

All key stakeholders, including the Auckland Rugby Football Union, sport event management staff, primary and intermediate schools and the sports community rated highly the value of the exemplary outcomes produced in the Pro Sport Career Programme for Auckland rugby, school sport, sport in general and the health and well-being of the participating communities.

The value of the Pro Sport Career Programme to the Auckland Rugby Football Union is extensive. The union gains access to increasingly capable trainees who support the development of the sport by managing events, refereeing tournaments and coaching primary and intermediate students. The union is closely associated with a programme that supports Māori and Pasifika youth and their communities.

The programme provides students leaving secondary school with little or no academic achievements with a 'gap' year on a programme that includes an NZQA-approved qualification. It also gives the learner the opportunity to apply the knowledge and skills learnt in a real adult working environment, such as coaching and refereeing in schools and event management at Eden Park.

Trainees on the Pro Sport Career Programme gain valued qualifications and learn personal skills and knowledge and professional attitudes that meet their needs to gain employment or progress to further study. Over the past three years, an average of 74 per cent of graduates who completed the programme have gained employment and 15 per cent have gone on to higher-level studies, most in related fields of recreation and sport and education.

The programme places a strong and central emphasis on developing collectively held values to guide behaviour: for instance, 'it's not how you start, it's how you finish that matters'. The programme develops and provides many opportunities to apply transferable life and employment skills that are appropriate to any employment, further study or recreation and/or sporting situation.

The programme supports the development and reinforcement of transferable skills which are necessary to ensure and support long-term sustainable employment and further study. A change of knowledge and behaviour is noted by all stakeholders, including the trainees, and is captured by the trainees in their diaries. Trainees are enabled to advance academically and/or gain employment related to their study and are provided with the knowledge and ability to investigate a wide range of employment and further study options through ongoing career development support.

The willingness of the Auckland Rugby Football Union and the New Zealand Rugby Union to fund the Pro Sport Career Programme endorses the value of the programme and indicates the significance placed on the programme's outcomes. Another sign of the extensive value attributed to the programme is the consideration being undertaken for running similar programmes across other similar provincial unions. A number of corporate sponsors financially support and participate in the programme. For instance, one corporate is involved in the healthy nutrition module offering support, resources and guest speakers to add value to the programme.

The trainees add value to the community and their families and bring a cultural dimension to the schools within the communities they serve. The community gains good workers and employees, as evidenced by employer testimonials and stakeholder feedback, and confirmed in evaluators' conversations during this EER. The schools have a respect for the trainees and the trainees see themselves as role models to the primary schoolchildren.

The value of the learning and the qualifications gained to key stakeholders is collected and analysed. The Pro Sport team has rich data to show evidence of the value of achievement. Examples were evidenced by offers of repeat work to graduates and the repeated request for support and service from the communities they serve.

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**.

There is strong evidence that the ARFU Pro Sport Career Programme is addressing the needs of trainees and the many varied and diverse stakeholders involved in or receiving benefit from the programme. ARFU provides an effective foundation skills programme for school leavers, with the National Certificate in Recreation and Sport (Core Skills) as one of the outcomes which is the basis for trainees to gain further qualifications in sport and recreation.

The programme effectively supports the delivery of rugby in the Auckland and North Harbour areas, particularly in primary and intermediate schools. It does this through the management, coaching and refereeing of tournaments and running of holiday programmes. The trainees develop core skills applicable to general employment and sport. All the various stakeholders interviewed saw clear signs of these professional sport skills and adult life skill knowledge being exhibited by the trainees.

Actual learning conditions are duplicated using sports ethos and values with a high-quality learning environment provided – trainees are exposed to a professional sports arena with top coaches, sports professionals, and high-quality facilities and equipment. This develops the thinking, attitudes and skills of the trainees, which are evidenced regularly by those going on to higher-level diploma and degree study or gaining work within the sports arena or with a trade apprenticeship.

Pasifika (98 per cent participation) and, to a lesser extent Māori (2 per cent), are and have been the predominant ethnicity of the trainees on the programme over time. The two key tutors, who have worked for decades with students from these communities, have successfully used this experience and developed a culture and designed a programme to effectively meet the trainees' needs. By addressing the needs of these key communities, the Pro Sport Career Programme fulfils the Government's strategic priorities and also Auckland Council's 'Active Auckland' strategy.

As a result of constant review and regular adjustments, the programme is closely aligned to industry and community needs, with trainees partaking in workplace-based learning and event management work at their place of study (Eden Park), which increases their employability. Feedback gathered by the organisation (and evidenced during the evaluation) from school principals and teachers and the many community stakeholders affirm that trainees are meeting their needs, and they consistently report very high rates of satisfaction with the trainees.

At enrolment, an individual learning plan is agreed where training is aligned to each trainee's needs, and updated regularly to assess progress and changes in trainee needs or goals. As a result of a review of the individual learning plan process, a future planning component was added in 2012 and was upgraded in 2013. This provides learners with a clearer focus on post-programme goals, career planning, educational pathways and/or employment.

Feedback from students and tutors and other key stakeholders affirms that courses are meeting their needs, and they consistently report very high rates of satisfaction with the training. Evaluations by trainees and tutors are acted on, an example being the change of uniform to fit the trainee as a result of feedback around comfort. Industry needs are gauged through work experience in schools and at events, with useful feedback from pre- and post-briefing the trainees and through one-to-one sessions with staff.

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**.

As noted in the last EER, the high achievement and employment outcomes of trainees is the result of effective teaching with appropriate and current resources in a supportive learning environment. The heart of the programme is the two tutors (who also manage the programme). These two tutors have been passionately involved in teaching predominantly Pasifika and Māori students for over two decades in the Auckland secondary school context. They are aware of student diversity and different learning styles and have developed strategies to ensure Māori and Pasifika students are taught accordingly and are well supported. They both have significant and comprehensive expertise in the cultural aspects of teaching and learning from extensive prior experience at secondary schools. The trainees and the key stakeholders spoke highly of the tutors' mana, expertise and integrity and their significant positive contribution to strong learner achievement and broader programme outcomes.

Students have exposure to a number of different sport and work situations and experiences, for example refereeing, coaching and event management which include leadership, supervision and teamwork and provide adequate opportunities for the practical application of learned material to support trainee knowledge retention and improvement.

External expertise is made available through guest speakers from the areas of sport, nutrition employment and pathways of study, who provide a wide spectrum of learning opportunities. Support and time is offered by professional coaches and referees.

The tutors have a clear separation of roles that is used well for overarching learning consistency in particular areas, for example off-site work experience, event work and unit theory. Both tutors observe each other during peer tutoring and discuss any feedback. Professional development is discussed at the annual appraisal process and undertaken annually; for 2014 the tutors attended a literacy and numeracy symposium.

Literacy and numeracy aspects are embedded within each workbook, assessments and all activities. The TEC Adult Literacy and Numeracy Assessment Tool is used to test and monitor student progress twice during the course, and results over the last three years show that ARFU has met the TEC FFO funding requirement of 100 per cent improvement in literacy and numeracy skills.

The education manager works closely with stakeholders, including Auckland primary and intermediate schools, senior management of ARFU, and major sponsors of school and junior rugby, to arrange real workplace experience which positively contributes to trainee learning and engagement with local rugby.

Stakeholders who were interviewed by the evaluators spoke very highly of the value of the programme to the primary schoolchildren and to the schools with which the trainees have had contact during the year.

A range of review and feedback loops are built in to support effective teaching. Trainee feedback is sought regularly where improvements are made to classroom and external activities to ensure a good balance of theory and practice. Robust practices and internal checks are in place for academic and administrative processes, including internal and external moderation. Good external moderation outcomes noted in reports from NZQA and Skills Active provide assurance of the validity of the learner outcomes and demonstrate that the Pro Sport Career Programme team is assessing at the national standard across all areas.

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**.

Comprehensive and robust guidance and support is provided to the trainees. Individual training plans establish clear aims, goals and pathways for trainees to ensure they achieve their learning objectives, along with a new 'individual future planning' regime which is providing trainees with better opportunities for positive destination outcomes.

The tutors play a central 'grandparent' role in the lives of the trainees, and they also develop relationships with at least one 'significant other' from the families of the trainees to ensure continuity of support from training to family. With the removal of access to government support funding for trainees at the end of 2013, the tutors responded to the need to transport the 2014 trainees to and from study daily. This continued until June when Auckland Transport (an ARFU stakeholder) in conjunction with ARFU agreed to finance travel cards for transport. The tutors provide breakfast and a supportive environment for trainees during the day and encourage a group culture where trainees look out for each other and encourage responsibility to one another to complete appointed tasks where they learn that their actions can have an impact on the wider group. For instance, if a trainee does not show up and carry out their responsibilities at a sports event, this is viewed as 'the team being a man down'. These shared values are a core element of the support and guidance and identity of the trainee group.

Goal-setting is put in place early and followed up daily and weekly through a course workbook. Good support mechanisms are in place and care is taken with enrolment to ensure the trainee really wants to complete the programme.

Students are well informed about course content and requirements, and regular one-to-one discussions and weekly classroom forums provide encouragement and

motivation to trainees to remain engaged with their learning and with the stakeholders involved in their learning. Teaching staff monitor trainees on a day-to-day basis and have comprehensive statistical data and knowledge of progress for each student. They use individual learning plan data to assess achievement of goals.

Career guidance is a strong feature of the programme. One of the tutors carried out this role in the secondary school. Outside speakers are a key part of the guidance provided. For example, international-level referees or graduates who are professional rugby players provide guidance for undertaking further study or work, sharing their experience with the trainees. Well-established relationships with employment brokers support student employment on graduation, along with school networks to provide repeat work experience opportunities for students.

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**.

ARFU leadership is effective and innovative, as evidenced by ensuring the Pro Sport Career Programme matches trainee needs and supports strong educational achievement. ARFU funds and hosts the Pro Sport Career Programme in the premises at Eden Park (with support from the New Zealand Rugby Union) where the programme is embedded within the overall operations of the organisation. This ensures the trainees are either involved in, are part of, or are observing the day-to-day working operation of a long-standing, high-profile sports organisation that is internationally recognised.

ARFU has identified the value of and positive outcomes from the programme and made a strategic decision to fund it after FFTO funding was disestablished. This demonstrates the organisation's commitment to engaging the trainees in positive community involvement and to developing rugby skills and playing opportunities for young schoolchildren. ARFU regards the programme as not only an effective vehicle for supporting rugby development in schools, but also as a successful tool for the all-round development of rugby players who are often school leavers with limited academic achievement to either gain employment or move to further study.

Management is clear about the strategic direction of the programme and ensures those involved are kept up to date with information and resources and updated sport technologies to keep training current. Management encourages the Pro Sport team to work with other recreation and sport PTE providers to share ideas and resources to achieve the best outcomes for trainees. An example of this is the strengthening of trainee pathways to Unitec.

ARFU is actively involved in positive community initiatives, such as organising holiday sports programmes and providing coaching to rugby clubs.

Resources are allocated to support learning, which includes ARFU funding student transport, sports equipment, uniforms, access to the on-site gym, and a classroom for their learning.

The programme staff are well supported and valued and professional development is encouraged and funded. As the only two tutors on the programme are reaching retirement age, succession planning has begun to ensure an ongoing, consistent educational delivery.

The ARFU chief executive officer and the Pro Sport team ensure self-assessment is comprehensive, reliable and robust and that it is managed well to lead to worthwhile, pertinent and evidenced-based improvements. However, there is further opportunity to undertake external benchmarking of completions data with other similar programmes to understand the achievement of trainees and to note trends.

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

NZQA recommends that Pro Sport management explore options to externally benchmark the different outcomes of the programme.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz