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External Evaluation and Review Report



Auckland Rugby Union trading as
Auckland Rugby Union Pro Sport
Career Programme

Date of report: 25 September 2018

About Auckland Rugby Union trading as Auckland Rugby Union Pro Sport Career Programme

Auckland Rugby Union (ARU) runs a one-year programme encompassing three level 3 New Zealand certificate qualifications. The programme is designed to give school leavers an insight into the world of sport while building their health and well-being, confidence and communications skills in preparation for future employment or further study. The students do not need to be interested in rugby.

Type of organization:	Private training establishment (PTE)
Location:	ASB Stand, Entrance C, Eden Park, Mt Eden, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 26 students (19 males, seven females) International: nil
Number of staff:	Two full-time equivalents
TEO profile:	See: NZQA – Auckland Rugby Union
Last EER outcome:	16 January 2015: NZQA was Highly Confident in the educational performance of Auckland Rugby Football Union and Confident in their capability in self-assessment.
Scope of evaluation:	ARU Pro Sport Career Programme incorporating: New Zealand Certificate in Sport, Exercise, and Leisure Operations (Level 3); New Zealand Certificate in Sport Officiating (Level 3); New Zealand Certificate in Sport Coaching (Level 3)
MoE number:	7703
NZQA reference:	C30016
Dates of EER visit:	25 and 26 July 2018

Summary of Results

The ARU Pro Sport Career Programme (Pro Sport) has had fluctuating rates of achievement over the last few years. There is a real sense of value in the learning; feedback from graduates and stakeholders shows that their needs are being met.

Confident in educational performance

- The provider has a high level of individualized engagement with its students. The impact of the learning is very positive for those who complete the programme.

Confident in capability in self-assessment

- The successful students develop very good personal attributes for dealing with social, sports and academic situations when they graduate.
- There is a very good empirical base for the learning, using local sports tournaments and events and the Eden Park facilities to exercise the skills required.
- The provider has placed a realistic limit on the scope of its training, in line with the capabilities and resources at hand.
- The Pro Sport programme offers personal support to the students and involves the students' families in the activities to support cultural practice.
- The fluctuating student retention rates in the programme are a problem. Some years have good retention rates, but other years are significantly low.
- More knowledge of Tertiary Education Commission (TEC) funding requirements is necessary. Pro Sport needs to understand target expectations and the effect of recognition of prior learning on funding.
- Data analysis could be used more effectively in determining trends and outliers in achievement. More work can be done to understand the value of the learning from the viewpoint of graduates, employers and institutes of further study.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Over the last four years student retention has fluctuated between 61 and 95 per cent as shown in Appendix 1. This indicates an intermittent problem. Most of the students who do not complete leave for personal or financial reasons. Pro Sport is aware of the pressures on the students and conducts an entry interview and exit survey to attempt to understand the situation.</p> <p>In the 2018 Pro Sport programme there is currently 73 per cent student retention, with half of the programme time still to go. If this trend continues, the completion rates could be quite low. Generally, all the students who complete the programme gain the qualifications, as shown in Appendix 1.</p> <p>The programme almost completely comprises students from a Pasifika background, with one or two Māori students. The retention and achievement figures indicated above are indicative of Pasifika groups on this programme. Māori enrolment numbers are too low for meaningful comparison.</p> <p>Pro Sport has gained TEC funding for the programme in 2018, and this will help ease the retention issue as the funding will allow the students access to loans and allowances. More awareness is required about TEC targets.</p> <p>Pro Sport could enhance its benchmarking against the results of similar providers to compare achievement levels.</p> <p>There is appropriate recording of achievement rates, and the students' progress is plotted on a chart showing achievement of unit standards.</p>
Conclusion:	The achievement of the students who complete the programme is very good. The intermittently high rate of student withdrawals is a concern for Pro Sport to deal with.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The programme attracts rugby enthusiasts, both men and women, but it is not necessary to be rugby-oriented and some students are benefiting from the programme without being so.</p> <p>The programme is very strong in developing personal skills. The students gain confidence, work experience, communications skills and personal discipline. As many of the students are underachievers before they come, this experience is valuable to them in developing confidence before going on to employment or further study.</p> <p>The programme is unit standard-based, so the students get a record of learning. There are three New Zealand certificates embedded in the programme for the students to achieve.</p> <p>Exit surveys show that the graduates go on to further studies or employment. The students also gain valuable training in nutrition and personal fitness. These subjects are assessed.</p> <p>The contact with prominent sporting personalities at Eden Park provides good role-models for the students.</p> <p>The programme shows good employment outcomes. Some students move on to further study, and a few go to degree programmes at other providers.</p> <p>The learning is life-changing for some students. Students are challenged out of their comfort zones and cultural norms.</p> <p>There is no systematic collection and analysis of feedback from graduates and employers, so the long-term value of the programme is only known anecdotally. The interviews by the evaluators indicate that the feedback is positive, but Pro Sport is advised to formalize this process.</p> <p>The exit survey asks students to comment on the programme and the resources. Students said they found the experience productive.</p>
Conclusion:	The programme has a great deal of value for those students who complete. The long-term value is only anecdotally measured at present.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>There are high levels of engagement between the teachers and the students.</p> <p>There is good integration of event management and sports organization throughout the programme, using rugby and other sports fixtures as learning scenarios. These activities are suitable for the type of students, who are not particularly academic and prefer experiential learning.</p> <p>There is a strong alignment to the ARU culture. The programme services the needs of the ARU as it provides personnel for functions and fixtures while the students are completing the programme.</p> <p>In the past, the programme has been delivered without fees, and the ARU Trust has paid for the tuition. TEC funding has altered this situation.</p> <p>There is good technical overview by ARU officials and referee association members.</p> <p>Pro Sport maintains relationships with other external institutions like the Waikato Institute for Leisure and Sport.</p> <p>External moderation is undertaken by the industry training organization, Skills Active, and the findings have met the standard for the last two years.</p> <p>There is external review of workbooks before they are used.</p> <p>Pro Sport is a member of the PTE industry association, ITENZ, and is an active member of a local providers' forum.</p>
Conclusion:	The programme is meeting the needs of the stakeholders and the students who complete it. The main body of the ARU provides the advisory function when changes to the programme are being discussed.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Pro Sport engages with the family at enrolment of the student and throughout the programme, as necessary.</p> <p>Only young people leaving school and at least 18 years of age are accepted into the programme.</p> <p>There is very good student engagement with the students throughout the programme. One-to-one teaching sessions are held when a student requires them.</p> <p>The programme is practical in nature to suit the learning styles of the students.</p> <p>Literacy and numeracy is embedded into the programme. The TEC tool is used to measure progress but is not used at the end of the programme.</p> <p>The provider has good academic and social networks. Career advice and direction is given to all students.</p> <p>Through the programme the students are introduced to forms of prospective employment and further study.</p> <p>Staff can refer students to specialist advisors and counsellors for further support if required.</p> <p>Each student enters an independent learning plan with Pro Sport at the beginning of their time on the programme. Progress is tracked throughout the programme.</p>
Conclusion:	The students are supported throughout the programme and are involved in their learning. The rate of progress in literacy and numeracy would be more accurately gauged if there was a test held at the end of the programme.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The ARU board of directors gets a monthly report on the student achievement rates from the education manager. The school is only a small part of ARU but is being showcased as a valuable part of the organization.</p> <p>The school has two teachers and is confining its student body to 30. The two staff are responsible for managing the programme, (one of the teachers is also the designated education manager), programme development, resource development and delivery.</p> <p>There is good integration of the programme into the activities of the ARU, and the students provide a good resource in a reciprocated arrangement.</p> <p>There is a lot of benefit to local secondary schools and the local community in the activities of the students. There is also benefit to the ARU in that the school may nurture budding rugby players for the union's teams.</p> <p>The teaching staff are valued by management and appropriately experienced in teaching and sports. There is an awareness of the need for ongoing upskilling.</p> <p>Data analysis could be strengthened to understand areas of weakness and the value of the outcomes.</p> <p>The required achievement data is being collected for external agencies. Better understanding of TEC requirements is needed.</p> <p>There are good areas of self-assessment for managing teaching, such as staff performance development, performance agreements and business plans that give a realistic approach to the future.</p>
Conclusion:	Governance and management are effective for the school at this level. As stated in earlier sections of this report, self-assessment could be tightened to get more focused data and better analysis.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The school complies with NZQA requirements in the areas that are a focus for this EER.</p> <p>The evaluators are satisfied that the hours of learning for the programme are being observed.</p> <p>Internal moderation systems check the validity of assessments and their outcomes.</p> <p>The provider uses pre-designed assessments from a commercial developer and moderates them before use. This streamlines the delivery process. Assessments and outcomes for Skills Active unit standards are moderated by the industry training organization.</p> <p>NZQA and Skills Active external moderation shows satisfactory results for Pro Sport.</p>
Conclusion:	Compliance accountabilities are managed in an effective way at Pro Sport. Existing commitments are taken care of in a timely fashion, but more care could be taken to understand new and changing commitments.

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

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Auckland Rugby Union Pro Sport Career Programme (Level 3)

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organization (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

Recommendations are detailed in the body of this report. All gaps, areas that can be improved, and suggestions are recommendations.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

	Enrolment		Completion		Achievement		Number who did not complete the programme	% of No. of students who completed the programme	% of Total Enrolment	Achieved Qualification	Completion rate Percentage	Date of departure & Reasons/explanations	To Further Pro Sport Study – Level 4+ on completion	To Further Tertiary Study on completion	To Employment on Completion
	Female	Male	Total	Female	Male	Total									
2017 Level 3	19	13	6	13	9	4	69%	100%	69	13	6				

Auckland Rugby Union Pro Sport Career Programme Programme Enrolment (Total/Gender/Ethnicity) and Outcomes by Year (2011 – 2018)											
Programme/s	Year	Total Enrolments		Pacificific Male		Maori Female		Maori Male		Pacificific Female	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
National Certificate in Recreation and Sport – (Level 2)	2011	19	17	2	16	2	1	0	14	12	2
National Certificate in Recreation and Sport – (Level 2)	2012	19	16	3	16	2	0	1	16	15	1
National Certificate in Recreation and Sport – (Level 2)	2013	23	19	4	19	4	0	0	12	11	1
National Certificate in Recreation and Sport – (Level 2)	2014	23	22	1	19	1	3	0	14	14	0
National Certificate in Recreation and Sport – Core Skills (Level 2)	2015	25	23	2	22	2	1	0	19	18	1
National Certificate in Recreation and Sport – (Level 3) Ref 1711	2016	20	18	2	16	2	2	0	19	17	2
National Certificate in Recreation and Sport – (Level 3) Ref 1711	2017	19	13	6	13	6	0	0	13	9	4
National Certificate in Recreation and Sport - (Level 4) Ref 1712	2017	7	5	2	5	2	0	0	4	4	0
ARU Pro Sport Career Programme Level 3 –											
• New Zealand Certificate in Sport, Exercise & Leisure Operations (Level 3) Ref 3225	2018	26	19	7	18	7	1	0			
• New Zealand Certificate in Sport Officiating (Level 3) Ref 3227											
• New Zealand Certificate in Sport Coaching (Level 3) Ref 3228											

The graphs in the appendices above have been supplied by ARU Pro-Sport and are used in this report with their permission.

Appendix 2

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud²*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

² NZQA and the TEC comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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