



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Auckland Rugby Union Incorporated

Date of report: 3 October 2023

# About Auckland Rugby Union Incorporated

---

*Auckland Rugby Union Incorporated provides a one-year, full-time programme for sports-minded school leavers. The programme delivers foundation and sport-related skills to enable trainees to advance academically and/or gain employment, while enhancing their life experience through exposure to rugby at an elite level.*

---

Type of organisation:	Private training establishment (PTE)
Location:	ASB Stand, Walters Road, Mt Eden, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: 12 equivalent full-time students in 2023. Learners identify as Māori/Samoan (three), Samoan (three), Tongan (three), Samoan/Tongan (two) and South African (one). At the time of the EER, Auckland Rugby Union was still to begin collecting data on learners with a disability.  International: nil
Number of staff:	One full-time and two part-time
TEO profile:	<a href="#">NZQA Auckland Rugby Union Incorporated</a> (link to provider page on NZQA website)  Auckland Rugby Union Incorporated (Pro Sport) has been significantly impacted by events over 2020-22. COVID-19 and subsequent lockdowns and restrictions in 2020, and particularly in 2021, impacted learner attendance and engagement in the practical-based learning. In 2022, Pro Sport sustained the loss of key longstanding staff members, and with them substantial institutional knowledge.
Last EER outcome:	At the previous EER, conducted in 2018, NZQA was Confident in Auckland Rugby Union Incorporated's educational performance and Confident in the PTE's capability in self-

*Final*

assessment.

Scope of evaluation:

Auckland Rugby Union Pro Sport Career Programme (Level 3) (ID: 123137) leading to three New Zealand certificate qualifications:

- 3225 New Zealand Certificate in Sport, Exercise, and Leisure Operations (Level 3) (40 credits)
- 3227 New Zealand Certificate in Sport Officiating (Level 3) (40 credits)
- 3228 New Zealand Certificate in Sport Coaching (Level 3) (40 credits)

MoE number:

7703

NZQA reference:

C52383

Dates of EER visit:

Virtual enquiry on 22, 27 and 28 June 2023

## Summary of results

---

*The Auckland Rugby Union Pro Sport Career Programme aims to benefit learners and their communities through rugby. However, the impact of several significant events has exposed vulnerabilities in this small PTE. There is a genuine sense of value and benefit in the learning, but ineffective systems and processes have not maintained the quality of the programme and outcomes since the last EER.*

---

### **Not Yet Confident in educational performance**

- The achievement of learners over the past four years is not convincing or well understood. Although Pro Sport collects historical data, the PTE does not have a coherent understanding of the data, and nor was it available for the EER team to verify. Mechanisms to monitor and report useful data for 2023 are proving effective.

### **Not Yet Confident in capability in self-assessment**

- There is evidence of generally strong outcomes for most learners, in their personal attributes and destination to employment or study. The quality of self-assessment to understand the value of these outcomes across years is variable. It is not clear the extent to which Pro Sport has analysed or used the data collected to support improvement.
- There are critical issues with the Auckland Rugby Union Pro Sport Career Programme which carries potentially significant risk to learners. Pro Sport is working collaboratively with Toi Mai Workforce Development Council and NZQA to rectify these programme-related issues.
- Current learners have access to effective support through their day-to-day engagement with experienced Pro Sport staff. Evidence of the sufficiency and quality of learner support prior to 2023, and targeted self-assessment activities to understand effective support, is less evident.
- The social aim of Pro Sport and its alignment to the values of the Auckland Rugby Union have merit and are apparent. However, the PTE has not been effectively managed through an extended period of

---

change and challenges. Significant gaps and weaknesses are having an impact and are yet to be managed effectively.

- Pro Sport is aware that it does not have a clear understanding of its compliance accountabilities and has not managed these effectively. Moving forward, Pro Sport is genuinely responding to this gap in performance and is prioritising the PTE's operations and functions.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Learner achievement in the Auckland Rugby Union Pro Sport Career Programme is variable. Achievement data is incomplete or reported inconsistently within the PTE documents for 2019-22. To some extent, the inconsistency may be in part because new staff are not familiar with interpreting Tertiary Education Commission (TEC) data, reporting and analysis. With fewer than 20 enrolments each year, an understanding of individual and cohort achievement would have been known by teaching staff at the time. However, the process for sharing and reporting information to management has not been sufficiently robust or comprehensive. The creation of a dashboard with indicators of achievement to address this is a work in progress.</p> <p>In contrast, progress and achievement of unit standards, retention in study and attendance are well monitored for the 2023 cohort. Useful data is being collected to validate and analyse achievement going forward. To date, 12 of the 14 enrolled learners continue in study. Two learners who withdrew have taken up employment to contribute towards supporting their families financially.</p> <p>In addition to the current upskilling by staff in TEC and student management systems and processes, Pro Sport would benefit from analysing the rates of achievement of each of the three New Zealand qualifications that make up the programme.</p>
Conclusion:	The achievement of learners over the past four years is not convincing or well understood. Historical data, although collected, is not coherently understood for use by the PTE and was not available for the EER team to verify. Mechanisms to monitor and report useful data for 2023 are proving effective.

<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.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The benefits and value of the programme for the 2023 cohort are clear. Through the Pro Sport programme, located at Eden Park, and the exposure of learners to the Blues and other rugby icons and influencers, learners are motivated to make the most of their opportunity and learning.</p> <p>Learners described their skills development in coaching and sport officiating and refereeing as having developed dramatically. Equally, examples of self-improvement and the development of personal attributes were evident, such as increased self-confidence and self-discipline, and how they conduct themselves on and off the field. Current learners are applying these new skills positively in their own lives and within their local and wider communities at sport events and in tournaments.</p> <p>End-of-programme surveys for 2018, 2019 and 2020 reflect similar outcomes. Pro Sport has evidence of 93 per cent of graduates gaining employment and further study over 2018-20. There is no evidence of the same worthy outcomes gained by cohorts in 2021 and 2022.</p> <p>Pro Sport has only recently accessed data and information pertaining to learners prior to 2023. There is no evidence showing how the information that has been collected and collated has been analysed or used to guide improvements.</p>
Conclusion:	<p>There is evidence of generally strong outcomes for most learners in their personal attributes and destinations to employment or study. The quality of self-assessment to understand the value of these outcomes across years is variable. It is not clear how much of the data that was collected was analysed or used to support improvement.</p>

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

Performance:	<b>Poor</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>The Auckland Rugby Union Pro Sport Career Programme is delivered by qualified teachers with experience in teaching young adults. The programme has a blend of theory and practical components and effectively uses Auckland Rugby Union contacts to secure guest speakers and provide practical learning environments.</p> <p>The programme is currently not fit for purpose. Pro Sport has not kept abreast of version changes to unit standards within the three New Zealand qualifications, and has been delivering expired and expiring unit standards. As a result, the programme is no longer meeting requirements. Pro Sport staff are reviewing and redesigning the programme to develop a coherent programme with clear outcomes to gain NZQA programme approval. This is important to ensure current learners undertake valid assessment and will be eligible to have the programme awarded at the end of their study.</p> <p>Pro Sport has not maintained academic standards and integrity. A recent programme monitoring report by NZQA notes that Pro Sport was unable to provide sufficient evidence of internal moderation prior to 2023. It also identified that internal pre- and post-assessment moderation policy, processes and practices require significant improvement.</p> <p>External post-assessment moderation by Toi Mai Workforce Development Council during 2023 is providing Pro Sport with useful feedback on improvements to assessment.</p>
Conclusion:	There are critical issues with the Auckland Rugby Union Pro Sport Career Programme which carries potentially significant risk to learners. Pro Sport is working collaboratively with the workforce development council and NZQA to rectify these programme-related issues.



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

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Learners report that Pro Sport teachers are currently meeting their needs in the classroom. Learning needs are identified by experienced teachers and responded to individually as needed. Responses to the wellbeing needs of learners are appropriate. Pastoral care, particularly in the form of food and transport, makes an important difference, enabling learners to engage in the programme more fully.</p> <p>Learners have opportunities to apply their knowledge and skills in a variety of contexts: at Auckland Rugby Union events, schools and sport tournaments. Pro Sport staff supervise and support the engagement of learners in these activities, and learners recognise the benefit of applying in practice the skills and strategies taught. As discussed in 1.2, learners have noted significant improved skills development in coaching, sport officiating and refereeing.</p> <p>To date, Pro Sport has not undertaken a review of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. Systems and processes to formally identify needs and measure the effectiveness of support are not yet established.</p>
Conclusion:	Current learners have access to effective support through their day-to-day engagement with experienced Pro Sport staff. There was less evidence of the sufficiency and quality of learner support prior to 2023, or of targeted self-assessment activities to understand effective support.

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

Performance:	<b>Poor</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>The purpose and vision of the Auckland Rugby Union and Pro Sport is clear: to help young people (not necessarily moving into professional rugby) to achieve in tertiary education through rugby. The values and strategic pillars between the Auckland Rugby Union and its PTE are well aligned to achieve this social aim. Ethnicity data has been collected systematically over the past four years and shows that Pasifika and Māori learners make up the bulk of the student body, matching the intention of the Auckland Rugby Union to reach and benefit these learners and their communities.</p> <p>The facilities and physical resources of the programme are first rate. Eden Park facilities, and the Alexandra Park high-performance gym, are used as part of the teaching and learning environment.</p> <p>Since the last EER, the PTE has not been effectively managed through several significant changes and challenges. There are gaps in governance and management monitoring and oversight in the form of academic leadership, data analysis, and understanding and responding to PTE obligations.</p> <p>Several important areas have been identified and indicated as works in progress, specifically to rectify critical programme issues (discussed in 1.3). At the time of the EER, there was insufficient evidence of a clear plan and structure to progress these priority areas in a timely way. Equally, the evaluators were not convinced that the current personnel resource of Pro Sport is adequate to advance the volume of work required, while also teaching and supporting learners in a full-time programme of study.</p> <p>Self-assessment is inconsistent in quality and coverage. Overall, the supporting processes and systems have not been sufficiently comprehensive to survive the transition of PTE staff and to support educational performance.</p>
Conclusion:	The social aim of Pro Sport and its alignment to the values of the

	Auckland Rugby Union have merit and are apparent. However, the PTE has not been effectively managed through an extended period of change and challenges. Significant gaps and weaknesses are having an impact and are yet to be managed effectively.
--	--

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Poor</b>
Self-assessment:	<b>Poor</b>
Findings and supporting evidence:	<p>Important compliance accountabilities are generally not well understood. Pro Sport is in the process of developing compliance management processes to ensure all obligations are met going forward.</p> <p>Areas where compliance has not been managed include:</p> <ul style="list-style-type: none"> <li>• There was no evidence of internal moderation prior to 2023.</li> <li>• Pro Sport is still to review its performance in relation to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.</li> <li>• Pro Sport still needs to gain consent to assess for current versions of the New Zealand qualifications being delivered and assessed.</li> <li>• NZQA attestations and returns have not been submitted within required timeframes.</li> </ul> <p>The quality management system is currently under review by Pro Sport, including internal moderation policies, practices and procedures.</p>
Conclusion:	Pro Sport is aware that it does not have a clear understanding of its compliance accountabilities and has not managed these effectively. Moving forward, Pro Sport is genuinely responding to this gap in performance and prioritising PTE operations and functions.

# Focus areas

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

## 2.1 Auckland Rugby Union Pro Sport Career Programme (Level 3)

Performance:	<b>Marginal</b>
Self-assessment:	<b>Poor</b>
Conclusion:	<p>Learners and graduates gain some important outcomes from their study. The PTE is providing effective support and teaching, although the programme is not fit for purpose. Significant effort is being invested in rectifying this.</p> <p>There is evidence of some self-assessment activity in the form of ethnicity data collection, end-of-programme evaluations and graduate destination data. However, this data has not been consistently gathered over the past four years. There is no evidence of analysis and use of the data and information collected to guide improvement.</p>

# Recommendations

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

NZQA recommends that Auckland Rugby Union Incorporated:

- As a matter of urgency, governance to review the resourcing and support for the PTE to ensure the required programme approval is gained and robust academic processes are developed and effectively implemented.
- Implement systems and processes to ensure governance has clear oversight of academic achievement and outcomes.
- Review and reinstitute processes to gather feedback and data from learners and stakeholders about the quality and value of the Auckland Rugby Union Pro Sport Career Programme, teaching, support and outcomes.
- Continue the capability-building of staff currently underway in assessment and moderation.
- In the current programme redesign, ensure all practical activities and tasks lead to the learning outcomes of the programme.

# 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.*

NZQA requires Auckland Rugby Union Incorporated to:

- Establish an effective system for moderation of assessment materials and decisions and sufficient capacity and capability to ensure assessment materials decisions are fair, valid, consistent and appropriate. This is required by  *criterion 6, rule 4.1 and rule 13(1)(a) and (b), and rule 15.1 (a)(d) and 15.4, of the NZQF Programme Approval and Accreditation Rules 2022.*
- Establish an adequate and effective process for programme review. This is in accordance with  *criterion 7 of rule 4.1 and rule 13.1 (b), and 15.1 (c) of the NZQF Programme Approval and Accreditation Rules 2022.*

- Ensure assessment is for current, not discontinued unit standards. Refer to *rule 5(6) of the Directory of Assessment and Skill Standards Listing and Operational Rules 2022*.
- Ensure the accurate reporting of credits for students within three months of assessment. This is in accordance with *rule 10(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022*.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

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

- *Identify organisational fraud<sup>2</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

---

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

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- *maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

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

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*



NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

*Final*