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Report of External Evaluation and Review

New Zealand Sports Academy Ltd
trading as New Zealand Sports
Academy

He Pounamu Whakairo (Confident) in organisational
performance

He Pounamu Whakairo (Confident) in capability in self-
reflective practice

Date of report: 19 December 2017

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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 organisational performance and capability in self-reflective practice of New Zealand Sports Academy. 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 PTE itself for quality improvement purposes.

Te Hono o Te Kahurangi External Evaluation and review

NZQA applies a whare ako framework called Te Hono o Te Kahurangi.¹ This evaluative framework determines how well and to what extent Tertiary Education Organisations (TEOs) are performing in educational delivery and self-reflective practice. The evaluation includes considerations via the following six kaupapa of Te Hono o Te Kahurangi:

- Rangatiratanga
- Whanaungatanga
- Manaakitanga
- Kaitiakitanga
- Pūkengatanga
- Te Reo Māori

What is organisational performance?

Organisational performance includes outcomes associated with tikanga Māori, āhuatanga Māori, mātauranga Māori inclusive of educational performance indicators such as employment, progression to further study, personal development, skills for learning, and contribution to community.

What is self-reflective practice?

Self-reflective practice focuses on the extent to which the TEO demonstrates ako and continuous learning and improvement within its delivery, in accordance with tikanga Māori, āhuatanga Māori, mātauranga Māori to improve organisational performance.

¹ www.nzqa.govt.nz/maori/te-hono-o-te-kahurangi

Introduction

1. TEO in context

Name of TEO:	New Zealand Sports Academy Ltd (trading as New Zealand Sports Academy) (NZSA)
Type:	Private training establishment (PTE)
First registered:	25 May 2005
Location:	Neil Hunt Park, 7/20 Tarawera Road, Lynmore, Rotorua
Delivery sites:	As above
Courses currently delivered:	Subcontracted by Te Wānanga o Aotearoa (TWOA) to deliver Kaupapa Toimau Tākaro: Certificate in Sports Leadership (Applied) (Level 4)
Code of Practice signatory:	No
Number of students:	Domestic: 21 equivalent full-time students For the period 2013 to 2016, 90 per cent of NZSA students were aged between 17 and 25. In the same period, the Rotorua campus had 90 per cent Māori and 10 per cent other students, while in the Wellington site (now closed), there were 50 per cent Maori and 50 per cent Pasifika. International: NZSA hosts visiting international athletes who attend the cultural and practical sessions. They do not take part in the formal lessons pertaining to the Certificate in Sports Leadership programme.
Number of staff:	Three full-time and six part-time
Scope of active accreditation:	Scope of accreditation can be found on the following link: http://www.nzqa.govt.nz/providers/ngf-accreditations.do?providerId=769552001

Distinctive characteristics: NZSA was originally established to discover and develop elite Māori rugby players. It has enhanced its intent by combining sport with education to contribute to the development of Māori and Pasifika youth.

The ethos of NZSA is founded on the personal and historical experience of Māori rugby being dynamic, expressive, free-flowing and an extension of being Māori. It is a form of rugby that enables Māori rugby players to showcase their natural abilities within a professional sporting environment.

NZSA has NZQA accreditation to deliver a training scheme through its current contractual relationship with TWOA.

Recent significant changes: NZSA has developed a relationship with Toi Ohomai Institute of Technology (formerly Waiariki) in Rotorua and the Wellington Institute of Technology in Wellington. This gives their students opportunities to go on to further education. In addition, NZSA has also created a relationship with ARA Institute of Canterbury, where a number of students have obtained scholarships in trade training.

In 2014, NZSA introduced netball at its Rotorua academy and engaged a former New Zealand Silver Fern and former Waikato Bay of Plenty Magic coach who took the team from the second division to win the Harbourside premier division. However, due to insufficient numbers, in 2017 this activity did not go ahead.

In early 2015, NZSA moved its Wellington academy from Lower Hutt to TWOA in Porirua. However, the academy closed in 2017 because of insufficient students.

In 2015, NZSA employed one of its graduates as the strength and conditioning coach/tutor in Wellington. The tutor completed the Diploma in Applied Sport and Exercise Leadership at Toi Ohomai and an adult education paper through

TWOA.

In 2016 another graduate was employed as a tutor at the Rotorua Academy after completing the adult education paper through TWOA.

Previous quality assurance history:

At the previous external evaluation and review (EER) conducted in 2013, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of NZSA.

Current NZQA records indicate that NZSA is eligible for exemption from national external moderation of NZQA-managed standards.

In 2016, NZSA received positive external moderation results from TWOA.

Other:

NZSA has integrated the Māori cultural aspects within their programme to the extent they have engaged a Māori language tutor from the region who provides te reo and tikanga Māori classes for NZSA students and staff. In addition, the directors have engaged a renowned Te Arawa cultural expert to help develop the Te Ao Māori conceptual framework that underpins the philosophy of NZSA.

Scope of external evaluation and review

The EER included the following focus area selected in discussion with NZSA:

- Whole-of-organisation review to include a focus on Kaupapa Toimau Tākaro: Certificate in Sports Leadership (Applied) (Level 4)

A whole-of-organisation approach was recommended for this evaluation for the following reasons:

- The approach would provide a better platform to review NZSA under the Te Hono o Te Kahurangi framework
- This is the only programme delivered by NZSA
- NZSA's subcontracting arrangement with TWOA provided the EER with examples of how kaupapa are evident in the development and sustainability of relationships established by NZSA, including its relationships with other key stakeholders, Toi Ohomai and Ara.

Conduct of external evaluation and review

All EERs are conducted in accordance with NZQA's published policies and procedures. The methodology used for this evaluation was External Evaluation and Review for Te Hono o te Kahurangi. The document is accessible at www.nzqa.govt.nz/Māori/te-hono-o-te-kahurangi/.

The EER was conducted over one and a half days by two evaluators who visited NZSA at its head office in Rotorua. A kaitiaki from the NZQA Quality Assurance Māori team accompanied the evaluation team as an observer.

The evaluation involved engagement with:

- Two of the three NZSA directors
- Financial controller/administration manager
- One sports tutor
- Te reo and tikanga Māori tutor
- Five stakeholders²
- Seven learners

In addition to documents provided for the EER scoping, the EER team sighted and was provided with strategic and business plans, management and operational policies, quality management system documents, moderation review results, self-assessment documents, and monitoring and programme review data (including achievement data and stakeholder and learner feedback surveys).

² Stakeholders included graduates, a local rugby coach, goal-setting consultant, and a rugby league recruitment officer for the National Rugby League in Australia.

Ngā Hua - Summary

Within the Te Hono o Te Kahurangi framework the organisational performance of New Zealand Sports Academy is pounamu whakairo.

Within the Te Hono o Te Kahurangi framework the capability in self-reflective practice of New Zealand Sports Academy is pounamu whakairo.

Key reasons for these judgements include the following:

- NZSA demonstrated that it still maintains its strategic intent of providing a solid sporting foundation for young people, particularly Māori and Pasifika, based on the ethos of New Zealand Māori rugby. The NZSA directors demonstrate clear vision, direction and leadership in ensuring the ethos of Māori rugby is sustained. This level of leadership can be attributed to the directors having played at the top levels of their sport and therefore understanding the rigours of what it takes to play at those levels.
- Strong relationships are maintained with local and overseas sports clubs. These relationships provide NZSA learners with opportunities for international exposure in sports, cultural exchanges and pathways to employment, higher learning and higher sports honours. Learners are able to maximise the skills and knowledge they have learnt from NZSA.
- NZSA employs high-quality tutors. NZSA directors have used their extensive networks to employ tutors who have represented New Zealand in their respective sporting codes. These tutors not only bring their technical expertise to NZSA, they also provide credibility to NZSA's training programme. They provide inspiration to learners by showing how hard work, determination and a good work ethic are required to succeed.
- Learners increase their technical skills. They gain a range of other valuable skills that can be used in their personal development. These include officiating at junior-level games, taking on responsibilities as part of being a team player, and developing a good work ethic, time management and increased confidence and self-esteem. These skills not only improve the chances for learners to be selected in club teams or recruited by overseas teams, they are also transferable, so improving potential employment pathways.
- Pathways have been established to higher learning. NZSA has established a relationship with the local polytechnic which provides the opportunity for its graduates to gain entry into a diploma-level programme delivered by the polytechnic. The tutor from that programme commented that NZSA graduates come with a higher degree of technical knowledge in sports theory and equipment than other learners who come direct from school. He also commented that they were more likely to complete and pass the qualification having studied with NZSA.

- As a large component of the NZSA programme consists of practical activities, much of the self-reflective practice is regularly carried out on the training field. NZSA had identified through observations that learners responded better when their practical sessions preceded their theoretical sessions, particularly the technical aspects of gymnasium and weight training. The kinaesthetic aspect of the practical exercises enabled learners to better understand the theory of a subject.
- Through self-reflection, NZSA rearranged the training programme and started teaching essay writing later in the year as the PTE realised that many of the learners struggled with literacy and numeracy. Tests showed an improvement in learners' results as they became used to being in a class and more proficient at academic writing.

Findings

NZQA statements of confidence are informed by the evidence and ratings outlined in the focus areas in response to the following pātai aromātai:

Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

The rating for organisational performance in relation to this pātai aromātai is **pounamu whakairo**.

The rating for capability in self-reflective practice for this pātai aromātai is **pounamu whakairo**.

Preamble: This report is structured by sections that highlight areas or themes of what was observed by the EER team during the on-site visit. The sections describe activities carried out by the PTE that illustrate examples of kaupapa Māori expression. Evaluative conversations were used to elicit evidence of kaupapa expression, while triangulation of the evidence determined the quality and value to the organisation's performance. There are overlaps between the kaupapa in some sections as well as varying degrees of presence of kaupapa within others. It is not out of the ordinary that some kaupapa were more visible than others, and this was observed multiple times by the EER team.

1.1 A culture that nurtures learner achievement towards employment, learning, personal and professional development

The expression of rangatiratanga, pukengatanga, whanaungatanga and kaitiakitanga are clearly evident at NZSA where it operates within a culture that nurtures learner achievement. There is a clear strategic intent to develop young Māori and Pasifika to become professional athletes, with strong educational foundations. NZSA provides a supportive learning environment based on professionalism. The learning is goal-orientated, future-focused, incorporating realistic and practical activities and understanding of personal limitations.

In relation to professionalism, NZSA's tutors have experience of playing at high performance levels and have a good understanding of the challenges that Māori and youth face when trying to achieve their sporting goals. Two of the NZSA directors are former Māori All Blacks who have also played and coached rugby overseas for many years prior to establishing and joining NZSA. The guest tutors engaged by NZSA include a former international touch player, a former New Zealand netball Silver Fern, and a successful coach and former New Zealand Rugby League player. All of these people have high profiles within their respective sports at national and international levels. The significance for learners is that they have tutors who have achieved high honours, are of Māori and/or Pasifika descent, and can be used not only for their technical expertise but also as role models. The collective knowledge within this teaching group is used by NZSA to

guide learners in the direction of their goals. The tutors provide realistic scenarios both in theory and practice that are designed to challenge the learners. They place the learners in situations designed to test them so that they experience and employ, under guided conditions, coping mechanisms to overcome the challenges they will face in their careers. Learners gain knowledge of the work ethic required as a professional and improve the technical skills of their respective codes.³ They get opportunities to apply these new-found skills in local competitions, with some learners excelling to the extent of playing at senior grade. Past graduates have gone on to play at national levels. The rugby league players have the opportunity to be recruited and offered professional contracts with Australian rugby league clubs because of their known work ethic and professional attitudes – attributable to their time at NZSA.

Key stakeholders interviewed during the EER, and feedback documentation supplied by NZSA, show NZSA has extensive networks in New Zealand and overseas. These networks provide opportunities for learners to be part of an exchange programme where young people from overseas visit and stay for short periods⁴ with NZSA and participate in programmes⁵, while selected graduates of NZSA are able to apply their skills overseas. The significance of these international relationships highlights the international reputation of NZSA, the benefits of having good relationships, and the rewards that can be achieved if learners apply the knowledge gained at NZSA.

Although the context of professional sports is the attraction for learners to enrol with NZSA, the principles taught in the programme are highlighted by the tutors to illustrate their application in other areas a learner may wish to pursue. These include applying the principles of a professional work ethic to their studies, work and personal life. This has seen NZSA exceed all its contracted targets for course and graduation completion rates between 2013 and 2015. The 2016 rates were down on previous years. However, self-reflection identified a number of early withdrawals leading to non-completion rates. Graduate destination information has shown that a number of learners have gone on to higher studies at two national polytechnics. A polytechnic tutor interviewed for the EER confirmed earlier stakeholder feedback that graduates from NZSA were readily accepted onto his programme⁶ because they had acquired good learning and study habits, were punctual and exhibited leadership qualities during class sessions, and were seen as role models for other students who had not come through NZSA. At the

³ At the time of the EER, there were a range of sports taught at NZSA. These include rugby, rugby league, netball and touch. Learners are also required to act as officials/referees – albeit at junior levels – as part of the curriculum.

⁴ Typically less than three months.

⁵ The arrangement NZSA has with overseas clubs is these players are not enrolled as students on the NZSA programme. They come to New Zealand to learn technical skills, so they participate only in the physical training component of the programme.

⁶ The programme is health and sports-related.

other polytechnic, graduates were enrolled in trade courses and were applying the same work ethical principles in their studies. In addition, these graduates were also recruited for a local sports team with strong links to NZSA.

1.2 A culture of realising potential, enabling learners and their whānau whanui to achieve to their fullest potential

In the context of this theme, the expressions of rangatiratanga, whanaungatanga, manaakitanga kaitiakitanga and pukengatanga are evident in how NZSA provides a culture where the potential of individual learners is identified, supported, challenged and celebrated. In addition, the success of individual learners has also had a positive compounding effect on the wider whānau of the learner, where in some cases relatives have also enrolled with NZSA.

Over recent years, many of the learners who enrol with NZSA come to the PTE having failed at secondary school. Most have no formal qualifications, numeracy and literacy issues and are usually bereft of their cultural identity. NZSA provides a unique learning environment where the learner is shown how to set realistic goals and develop these into a workable plan to achieve them.

NZSA engaged a local consultant who uses a goal-setting framework known as 'The Path' – Providing Alternate Tomorrows with Hope. The framework uses graphics to illustrate the long-term goals set by the learner and then systematically breaks these down into achievable short-term goals. Once the goals have been identified and copied onto a large poster, the learner is asked to work through several steps including setting timeframes, detailing support they require, and what challenges they will face and strategies to mitigate them. The significance of this framework in terms of realising learner potential is its graphical nature. The learner's goals are depicted on a large, highly visible poster, which is bright and colourful and drawn to the specifications of the learner. This provides them with a level of comfort and certainty that with proper planning and support, goals can be achieved. The poster format allows NZSA to display it on the wall so that the plan can be monitored constantly by the learner. Through the PATH framework, learners are reminded that the tool can be used for any type of goal-orientated planning process including setting education, employment and personal goals.

Learners are constantly challenged and encouraged to apply and test what they have learnt in the programme by joining local sports teams. The long-established relationships NZSA has with rugby and rugby league clubs often sees NZSA learners sought after as they are known to come with a good work ethic, are punctual, technically sound and well prepared. One stakeholder – a coach – said there were no problems with NZSA boys arriving without essential equipment such as a mouth guard. (Other players would say their mother forgot to pack their gear.) NZSA learners are schooled that if they want to succeed at the higher levels of their sport, they need to take responsibility for the areas they can control. This attitude is something that is regularly tested by NZSA.

As learners start achieving short-term goals from their plan, their successes are often noticed by whānau. This provides a strong incentive for whānau to consider enrolling with NZSA as an option. Two sisters who graduated from NZSA and interviewed during the EER said their formal educational experiences prior to enrolling with NZSA were poor. The attraction to NZSA was the high-quality coaching available. They were able to continue their love of netball in an environment that nurtures excellence, enabling them to return to education while still playing at a high level in their sport. One of the woman said that she saw her sister begin to change for the positive after coming to NZSA and wanted the same experience.

The practical nature of the programme, the interaction with key stakeholder groups from the community, and the stated goals of individual learners means NZSA is able to constantly reflect on how well they ensure the programme enables learners to realise their potential. The regular communication between NZSA and coaches from local clubs provides feedback on how well a learner is performing, where the learner can improve, and what support can be offered to the learner. Stakeholder feedback is instrumental in providing NZSA with open and frank advice about the effectiveness of the outcomes delivered by NZSA.

1.3 Learning within a uniquely te ao Māori context

The overall intent of NZSA is to train learners to become professional athletes who perform at the highest levels of their sport. NZSA takes inspiration from the rugby history of the New Zealand Māori All Blacks. The aura of the Māori All Blacks also provides a unique cultural backdrop for many elite rugby players who do not have a close affinity with their Māori identity. The directors of NZSA openly admitted their limitations in fully understanding te reo and tikanga Māori. They are also aware that many of the learners that enrol with NZSA are in similar situations – they have limited understanding of their cultural identity. In response, through the use of kaupapa Māori principles such as kaitiakitanga, manaakitanga, rangatiratanga and whanaungatanga, NZSA has created a learning environment that embraces te ao Māori elements. At a philosophical level, NZSA has engaged a renowned Māori adviser from the local iwi who has provided NZSA with a cultural framework that situates NZSA within a Māori paradigm. However, because the directors are still at the fledgling stages of learning tikanga Māori, they still have some way to go before they fully understand what the framework means from a cultural context and how to take full advantage of the potential the framework has to offer.

Notwithstanding the above, the learning environment created by NZSA clearly gives expression to kaupapa Māori principles such as whanaungatanga and manaakitanga. As soon as a learner enrolls and starts the programme with NZSA, they are made to feel part of a whānau. Karakia are recited at the beginning of each day as an overt sign that NZSA is a Māori training provider. Learners are provided with uniforms, and those outside the Rotorua region are provided with

accommodation arranged by NZSA. In some cases, that accommodation is supplied by one of the directors. At the end of the programme, NZSA holds a graduation ceremony where all whānau are invited to celebrate the achievement of the graduates.

Te reo and tikanga Māori have been introduced into the training curriculum. NZSA has engaged a te reo Māori tutor from the local area. Although the subject is taught at a very basic level, feedback from learners is that they get a sense of pride in learning who they are as Māori and how this cultural knowledge complements their sporting goals by adding a spiritual dimension to the physical dimension of their training programme. Learners are also taught to recite karakia and participate in pōwhiri or traditional welcome processes for the many visitors who visit NZSA. Waiata and haka are also taught and encouraged by the tutors. The incorporation of te ao Māori aspects in the learning environment helps create an atmosphere where each learner is seen as an integral part of the whānau or family of NZSA. The responsibility of being a member of a whānau is akin to the responsibility a learner takes on in a sports team. Learners were able to understand the connection between a team and whānau more easily in this environment and, more importantly, accept these responsibilities.

Ngā Wā Arotahi – Focus Areas

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

2.1 Focus area: Whole of organisation review to include a focus on Kaupapa Toimau Tākaro: Certificate in Sports Leadership (Applied) (Level 4)

The rating in this focus area for performance is **pounamu whakairo**.

The rating for capability in self-reflection for this focus area is **pounamu whakairo**.

Ngā Whakahau – Recommendations

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

Appendix 1: Documentation

Focus Area	Documentation to support evaluative findings
Organisation	<ul style="list-style-type: none"> • NZSA cultural framework developed with advice from Te Arawa cultural advisers • NZSA quality management systems including key operating policies and procedure document • Memorandum of understanding with Toi Ohomai Rotorua • Documentation to support tutor qualifications and experience to teach adult learners
Programme	<ul style="list-style-type: none"> • Programme contractual arrangements with TWOA • NZSA educational performance indicator data for 2013-2016 • NZSA destination data including employment and sporting outcomes • Stakeholder feedback illustrating the strong work ethic taught on the programme within a sports context and transferred to graduates' higher learning and trade training studies • Samples of learner PATH plans outlining long and short-term goals of the learners • Positive external moderation reports provided by TWOA

Appendix 2

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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