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Report of External Evaluation and Review

School of Business Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 14 February 2018

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Final.

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:	School of Business Limited (SBL)
Type:	Private training establishment (PTE)
First registered:	2003
Location:	Level 2, 178 Broadway, Newmarket, Auckland
Delivery sites:	Awataha Marae, 58 Akoranga Drive, Northcote, Auckland
Courses currently delivered:	National Certificate in Fitness (Exercise Consultant) (Level 3)
Code of Practice signatory:	No
Number of students:	Domestic: 80 students (estimated) in 2017. Approximately 35 per cent of students are Māori and 40 per cent are Pasifika. International: nil
Number of staff:	Four full-time and four part-time staff (includes contracted tutors)
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=757714001&delSiteInd=0
Distinctive characteristics:	The National Certificate in Fitness (Exercise Consultant) is a Student Achievement Component (SAC)-funded level 3 programme. The programme is delivered through face-to-face classes – scheduled for

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weekends and after hours to accommodate learners' other commitments – and structured self-directed learning. SBL uses a classroom at Awataha Marae which is close to the working gym that students access for the practical component.

SBL is a Māori provider, targeting primarily Maori and Pasifika students wishing to build skills and knowledge in health and fitness subjects.

Recent significant changes:

SBL has significantly downsized since the previous external evaluation and review (EER). (Approximately 500 students were enrolled during 2013 and SBL employed 12 equivalent full-time staff.) Until December 2016 the PTE delivered training and education on two sites and under two brands (SBL and Industry Training Auckland). SBL focused on academic, health and fitness courses, funded by the Tertiary Education Commission (TEC) through Youth Guarantee and SAC funding streams. Programmes delivered include:

- National Certificate in Fitness (Foundation Skills) (Level 2)
- National Certificate in Business Administration and Computing (Level 2)
- National Certificate in Fitness (Exercise Consultant) (Level 3)
- National Certificate in Occupational Health and Safety (Workplace Safety) (Level 3)
- National Certificate in Business (First Line Management) (Levels 3 and 4).

SBL ceased delivering Youth Guarantee programmes at the end of 2016.

At the time of the previous EER, SBL advised that it was negotiating a formal separation from Industry Training Auckland into a separate PTE. This process was finally concluded in December 2016. Industry Training Auckland delivered predominantly vocational training, including employment-focused courses funded by the Ministry of Social Development (MSD).

The general manager left SBL in the first quarter of 2017 and the owner/managing director has recently resumed day-to-day management of the organisation after a prolonged absence due to personal circumstances. The PTE has three permanent staff (two managers and one lead tutor). Programmes are delivered by two contract tutors, and educational and academic support is also contracted as required.

Previous quality assurance history:

At the previous EER of SBL in May 2013 (reported January 2014), NZQA was Confident in the PTE's educational performance and its capability in self-assessment.¹

External moderation requirements have been met for Skills Active (industry training organisation and the standard-setting body for the fitness sector). NZQA did not agree with the assessor judgements for four out of five standards submitted for external moderation in 2015. An action plan was requested to address shortcomings identified in relation to Core Skills, Literacy and Numeracy standards. The action plan was effective and SBL met the requirements for six out of seven standards submitted for national external moderation in 2016.

The TEC conducted a routine audit of SBL in August 2017. The TEC found that SBL needed to update several policies and procedures in the quality management system and that students should be refunded fees for gym membership, identified as essential course requirements.

SBL has a mixed record in achieving approval from NZQA for programme approval and accreditation. During 2017, NZQA declined applications for the National Certificate in Fitness (Personal Training Business Skills) (Level 4) Distance Learning (Online), and the Training Scheme for the Security Industry Certificate of Approval. Various applications for

¹ The statement of confidence judgements for educational performance and self-assessment capability did not cover the courses delivered under the Industry Training Auckland brand. The decision to focus on the academic, health and fitness courses delivered by SBL was based on NZQA's understanding that the separation of the PTE into two independent entities was imminent.

approvals relating to driving and fitness programmes were approved during the period 2014–2017.

Other: SBL has signalled an intention to strengthen its focus on delivering programmes to Māori with an emphasis on improving health and wellbeing.

2. Scope of external evaluation and review

The following focus areas were selected:

- Governance, management and strategy. During 2017 SBL downsized and streamlined operations. Significant changes to the focus of the business are planned for 2018 and beyond, including the development of online delivery options and closer alignment and collaboration with Māori. This focus area provides an opportunity to explore the effectiveness of strategic and operational leadership and planning, as the organisation transitions from a mainstream provider to more targeted delivery.
- National Certificate in Fitness (Exercise Consultant) (Level 3). This SAC-funded programme has been delivered since 2015 and is the only programme offered by SBL in 2017.

During the EER, evidence was also gathered in relation to learner achievement and outcomes for the programmes delivered since the previous EER (including the MSD employment-focused courses) to reach a fuller understanding of SBL's activity and educational performance during the period.

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.

Two evaluators conducted the on-site enquiry phase of the EER on 14 and 15 November 2017. The team interviewed the managing director, the project and programme coordinator, finance manager and the lead tutor. Phone interviews were conducted with two contracted tutors and the contractor providing educational and academic support, a selection of students and several graduates, two industry stakeholders and a representative from Awataha Marae.

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Documentation considered by the evaluators included: the investment plan with the TEC; strategic plan; student handbook; staff and student files; training and assessment materials; achievement and outcomes data; policy and procedure documents, including the quality management system; student evaluations; meeting minutes.

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 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **School of Business Limited**.

- SBL is achieving good results overall for students enrolled on SAC-funded courses and for the focus area programme (80 per cent successful course completion compared with the sector median of 76 per cent for level 3 programmes for 2016). Māori achievement overall compares favourably, although performance for Pasifika students is not as strong (96 per cent and 71 per cent, respectively, successful course completion for 2016).
- From 2014–2016 participation and achievement for Youth Guarantee students declined (from 61 per cent successful course completion in 2014 to 20 per cent in 2016). Declining performance contributed to SBL’s decision to exit this provision which previously had been an area of strength.³
- SBL has generally met or exceeded outcome targets for each category of MSD-funded learners since the previous EER.
- SBL reports that many graduates of the National Certificate in Fitness are achieving their goals of employment in the fitness industry and/or contributing to community or sports groups. Some evidence of this was gathered from interviews and testimonials provided during the EER.
- SBL contracts tutors who are actively involved in the fitness industry and have a good understanding of the requirements for employment as a fitness instructor. Effective processes are in place to monitor the quality of teaching and assessment practice.
- SBL is flexible in matching students’ learning and other needs and provides a high level of individual support outside scheduled class hours. Students report that classroom activities are engaging and that they learn a lot from each other through group exercises and sharing practical techniques and demonstrations.
- SBL has capable and forward-thinking management and well-established processes for planning and monitoring performance. Careful management of processes and resources will be required to deliver on planned new initiatives while maintaining good quality educational provision.

³ NZQA EER Report 16 January 2014

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **School of Business Limited**.

- There is good evidence that SBL uses effective self-assessment to plan and monitor programme delivery. Processes for gathering and using student feedback and reviewing programmes are systematic and effective in identifying improvements. Student achievement is analysed and used to understand performance across programmes and student groups and over time. However, evidence of the value of programmes, for graduates and the wider community, is of variable quality and requires strengthening.
- Internal moderation processes are generally sound. SBL responded effectively to poor results in NZQA external moderation during 2015, by reviewing processes and improving staff capability.
- SBL is a much smaller organisation than previously, but has retained many key management, academic and pastoral care processes, which underpin educational performance. The TEC audit and the evaluators, during this EER, identified several examples of a mismatch between SBL's documented policies and procedures and actual practice. However, self-assessment documents, including meeting minutes, provide good evidence of ongoing and effective management oversight of educational delivery and performance.

Findings⁴

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good**.

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

Student achievement at SBL has been mixed since the previous EER. Overall successful course completion and qualification completion rates for SAC-funded courses have consistently exceeded sector medians (Table 1). Māori students have generally performed well across all programmes, and achievement rates are comparable with, or have exceeded, those for students overall. In 2015 and 2016, Pasifika students and students under 25 years of age achieved at lower rates than other learners, although achievement rates were close to sector medians in most cases (apart from 2016 for youth).

Table 1. SBL Successful course completion and qualification completion rates for SAC-funded learners 2014–2016, overall (compared with sector median) and by priority groups (showing participation rates)*

	2014		2015		2016	
	CC**	QC***	CC	QC	CC	QC
All programmes						
All learners (sector median)	91% (86%)	92% (82%)	82% (80%)	79% (74%)	80% (76%)	80% (72%)
Māori (participation)	70% (22%)	65% (22%)	84% (43%)	84% (43%)	96% (35%)	96% (35%)
Pasifika (participation)	97% (50%)	93% (50%)	79% (33%)	73% (33%)	71% (45%)	73% (45%)
< 25 years (participation)	98% (36%)	97% (36%)	78% (33%)	71% (33%)	51% (23%)	59% (23%)
National Certificate in Fitness (Level 3)	-	-	88%	88%	80%	80%

*Sourced from TEC-published data and SBL data; **Course completion; ***Qualification completion

Student achievement in the focus area programme, which is the only programme currently delivered by SBL, is generally strong, although there was a drop from 2015 to 2016. SBL has undertaken some analysis and has identified a relationship between the achievement of Pasifika students and under-25-year-olds. Strategies for improvement are currently being considered.

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Achievement for Youth Guarantee students declined over the period (Table 2). SBL reports increasing difficulties in recruiting students, especially to the business and computing programmes, and retaining staff who could provide effective support for the learning needs of youth. Declining performance contributed to SBL's decision to exit this provision which previously had been an area of strength.⁵

Table 2. SBL Youth Guarantee course and qualification completion rates (2014–2016) overall (compared with sector median) and for Māori and Pasifika*

	2014		2015		2016	
	CC**	QC***	CC	QC	CC	QC
Overall (sector)	61% (62%)	30% (58%)	50% (63%)	75% (62%)	30% (62%)	14% (58%)
Māori	70%	34%	59%	82%	32%	15%
Pasifika	45%	36%	22%	28%	16%	9%

*Sourced from TEC-published data; **Course completion; ***Qualification completion

SBL has a good record of success in providing education and training to MSD-funded students for whom the primary aim is sustainable employment. SBL provided data from 2014–2017 which showed that, for all categories of clients, SBL met or exceeded contract targets for job placement and sustainable employment outcomes.

Management and staff regularly discuss individual student progress and have a good understanding of overall achievement and performance across programmes and student groups and over time. This provides a good basis for identifying trends and areas for improvement.

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

The rating for performance in relation to this key evaluation question is **Adequate**.

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

The fitness industry is fast growing and potentially provides good opportunities for employment to graduates of the National Certificate in Fitness (Exercise Consultant). The qualification is approved with the New Zealand Register of Exercise Professionals (an employment requirement for many fitness facilities). However, SBL does not formally gather destination data or have information on how many graduates have achieved registration. Although SBL does not maintain contact with graduates in a systematic way, there was some evidence – from

⁵ NZQA EER Report 16 January 2014

interviews, testimonials and anecdotal feedback – of valued outcomes for some graduates. These include improved theoretical knowledge and practical skills in fitness and health-related subjects which equip graduates to achieve their personal goals, including employment in the fitness industry or enhanced contribution to whānau, community or sports groups.

Management and staff of SBL are all active in the fitness industry, either professionally or privately, and report that through their informal networks they gather information about the requirements of the industry and changing practices, which is useful for understanding the value of the fitness programme. However, apart from records of consultation with the industry training organisation and irregular advisory committee meetings, very little documented evidence of this activity was sighted during this evaluation.

Previously, SBL was more proactive in identifying value for learners and other stakeholders, through regular meetings to maintain key relationships and annual feedback surveys. The re-establishment of these processes, or others that are suitable for the current, smaller organisation, would provide useful information for SBL to increase its understanding of the extent to which its learning outcomes are meeting the needs of all stakeholders and to identify areas for further development.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Since the previous EER, SBL has delivered a variety of academic, health and fitness programmes (refer Recent Significant Changes). During that period and in 2017, SBL has delivered the National Certificate in Fitness (Exercise Consultant) to six cohorts of approximately 12 students.⁶ The qualification is part of a career pathway for employment in the fitness industry. However, many of SBL's current learners have other jobs and may have other motivations for completing the programme. These include gaining useful skills and knowledge for current coaching roles in sports clubs or for supporting whānau health and wellbeing.

SBL has a structured approach to programme delivery, including lesson plans and shared resources ('tutor boxes'), which provides assurance of consistency across the tutorial team. Tutors, who are actively involved in the fitness industry and have

⁶ New Zealand Certificates in Fitness (Levels 3 and 4) have been developed through the TRoQ process and replace the National Certificates in Fitness with effect from December 2018.

a good understanding of the requirements for employment, use realistic scenarios and group exercises which reflect current practice and enable students to build practical skills and confidence. Students are able to apply what they are learning outside class and to demonstrate this through written evidence of their self-directed learning and/or videos or other postings to a group social media site.

Since the previous evaluation, programmes have been reviewed annually. The review documents draw on information from a variety of sources and are discussed by management. There is good evidence of actions for improvement being identified and implemented.

Effective processes are in place to support good teaching and assessment practice. The lead tutor is available to provide support and back-up to contracted tutors. In addition, tutors participate in regular meetings, peer observations (providing both verbal and written feedback) and internal moderation processes. Following poor results in NZQA external moderation during 2015, SBL reviewed internal moderation processes. A review of a sample of files confirmed that internal moderation is being conducted regularly and is focused on improving assessment practice.

Processes for gathering and using learner feedback are systematic and effective in identifying areas for improvement. Surveys are administered regularly and results are collated, including comments, and discussed with tutors and by management. Some good examples of tutors reflecting on feedback from students were sighted during the evaluation.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

SBL is flexible and responsive to the learning and well-being needs of the students. Tutors work closely with students to provide encouragement and support and to monitor progress. Pastoral care notes provide a record of student issues and comment on motivation. There is a practical focus to programme delivery which helps to maintain student engagement with the material. Students report good relationships with tutors and an inclusive environment which encourages students to support each other in their learning and to share skills and knowledge.

The face-to-face component of the programme is delivered in four-hour blocks at weekends, to accommodate learners' work and other commitments. A high level of individual support is available outside scheduled class hours. Students who cannot attend the weekend sessions are given the opportunity for one-to-one sessions to catch up. This is appreciated by students.

Final.

Considerable flexibility and support is available for students to complete the programme at their own pace, taking account of their other commitments. A review of attendance sheets for a 2017 cohort indicated that attendance is an issue for a number of students, despite the 80 per cent requirement at the weekend classes being clearly set out in SBL's student handbook and quality management system. A review of how attendance is being managed could assist SBL to target support for those students who are genuinely committed to completion.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Since the previous EER, SBL has changed from a large, multi-site PTE with a range of vocational and academic programmes to a very small organisation with a focus on delivering health, fitness and wellness courses. SBL management is effective in planning and monitoring activities, and the PTE has retained many key administrative, academic and pastoral care processes to underpin educational performance. The managing director has a vision for the organisation's future which includes the short-term development of online resources and capability (initially for the fitness certificate) and, in the longer term, the development and delivery of targeted training and education to Māori, and expansion beyond the Auckland region. SBL understands the challenges of delivering on new initiatives while maintaining good quality educational provision, and has the capability for the planning and management of the resources that will be required.

There is good evidence of SBL regularly undertaking self-assessment activities involving staff and management, including data analysis and review and follow-up on actions planned. The evidence of self-assessment activities could be more comprehensive in relation to understanding valued outcomes for graduates and other stakeholders. SBL has an advisory committee for its fitness and health programmes, although this group has met irregularly in recent years. Systematic and structured engagement with key stakeholders will strengthen SBL's position as it expands its scope of operations.

SBL has retained key staff and contractors with the required industry knowledge and skills. Management and communication practices are effective in engaging staff with organisational requirements and directions. Professional development is supported and staff report feeling valued.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**.

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

SBL has a comprehensive quality management system which refers to relevant legislation and regulatory requirements and provides for an annual review of compliance against policies and procedures. This is an effective framework for managing compliance accountabilities. SBL reports that reviews have been undertaken of some of the systems covered by the quality management system, although no documentary evidence of this activity was provided to the evaluators. However, the routine TEC audit conducted earlier in 2017 found that four policies and procedures are either out of date or not documented in the quality management system, and several corrective actions were required in relation to fees and course costs. The evaluation team noted several instances where processes are not being consistently followed. For example, while tutors have the appropriate skills and industry experience to deliver the programme, one does not hold the relevant standards in competency-based assessment and moderation which are a minimum requirement. It is also not evident that SBL is currently applying its documented processes for managing minimum attendance rates for the face-to-face component.

During the EER, a sampling of documents indicated:

- that policies and procedures for monitoring compliance with the Health and Safety at Work Act 2015 were being followed
- that programme delivery matches NZQA approvals
- that police checks are conducted for all staff.

Communications from key agencies are currently received by the managing director and then shared with staff to ensure that requirements are identified and responded to in a timely fashion.

While no significant breaches of compliance accountabilities were identified during the EER, improvements to the quality management system and evidence of ongoing reviews of organisational processes would provide greater assurance of the effectiveness of compliance management processes.

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 **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

2.2 Focus area: National Certificate in Fitness (Exercise Consultant) (Level 3)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that the School of Business Limited:

- Develop processes for systematically capturing and reviewing information about the valued outcomes of SBL's educational provision for graduates, the fitness industry and the wider community.
- Review how attendance is being managed to ensure support is targeted to those students who are genuinely committed to completion.
- Strengthen self-assessment processes for ensuring SBL's documented policies and procedures are followed.
- Re-establish and meet regularly with the advisory committee to provide ongoing support to the managing director and SBL in relation to organisational performance (including academic and professional development and compliance) and to formalise industry input into programme development and delivery.

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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