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# External Evaluation and Review Report

UUNZ Institute of Business Limited

Date of report: 3 August 2020

# About UUNZ Institute of Business Limited

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*UUNZ Institute of Business (UUNZ) offers business and English Language programmes to international students who are looking to gain postgraduate qualifications and/or improve their English to work in New Zealand.*

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Type of organisation:	Private training establishment
Location:	UUNZ Tower, 76-78 Symonds Street, Auckland
Code of Practice signatory:	Yes
Number of students:	International: 65 (Korean, Chinese, Indian, and Filipino)
Number of staff:	Full-time 12; part-time eight
TEO profile:	See NZQA: <a href="#">UUNZ Institute of Business</a>
Last EER outcome:	Not Yet Confident in educational performance and capability in self-assessment in 2018
Scope of evaluation:	<ul style="list-style-type: none"><li>• Business Suite (Graduate Diploma of Business Information Systems; Master of Business Information Systems)</li><li>• Bachelor of Information Technology and Information Systems</li><li>• New Zealand Certificate in English Language (Level 5)</li><li>• International Student Support and Wellbeing</li></ul>
MoE number:	7539
NZQA reference:	C37756
Dates of EER visit:	29 and 30 January 2020

# Summary of Results

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*UUNZ has made significant changes and improvements since the last external evaluation and review. Students are achieving well and continue to have a positive learning experience, despite changes in delivery. However, UUNZ needs to develop further its internal quality assurance and continue its capability building.*

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## **Confident in educational performance**

UUNZ has good completion rates across all academic programmes.

Students value the skills they gain at UUNZ; there is evidence of better linkages between industry and UUNZ that inform skills development.

Students are well supported by a range of services, which together provide a positive student experience.

UUNZ has been focussing on renewing programme content, upgrading assessments and assuring validity.

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

Staff training in moderation, the development of current teaching pedagogies, and a strong research culture, are all works in progress.

The governance and academic boards have become more actively involved in organisational reviews.

However, these various, valuable initiatives have not yet been equally effective in practice.

Staff understanding and use of achievement data remains partial.

Current governance and academic workloads may not be sustainable in the long term.

Capability in self-assessment also needs to be further strengthened in programme design, and with respect to teaching and learning activities.

UUNZ is currently adhering to its statutory requirements.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>In the business suite, the Graduate Diploma in Business (Information Systems) had a completion rate of 80 per cent, and the Master of Business (Information Systems) had a 94 per cent pass rate at the time of the evaluation. Feedback from business students reported gains in useful skills and knowledge, preparing them for the workforce.</p> <p>The Bachelor of Information Technology had a 77 per cent completion rate in the last year. The Postgraduate Certificate in Business (Information Systems) is currently being taught out under agreement with the University of Southern Queensland, with a completion rate of 95 per cent. Enrolments were ceased by NZQA as a result of the statutory conditions placed on the programme.</p> <p>The New Zealand Certificate in English Language (NZCEL Level 5) had an 83 per cent completion rate for 2019.</p> <p>Some self-assessment activities validate completion data. For example, external moderation, where assessment was at the appropriate level, reported that marking is accurate, fair and consistent. UUNZ also self-identified that achievement rates are slightly lower than the previous three years for semesters one and two of 2019. However, overall achievement rates for course components are between 80 and 100 per cent across all focus areas. Business and English programme completion rates have improved since the previous evaluation.</p> <p>The respective advisory committees receive reports on achievement and are beginning to place expectations around the reporting of achievement data. Data collation and analysis takes place in some cases. However, UUNZ staff are not yet strong in analysing achievement compared with completion</p>

<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.

	<p>rates. Setting targets around achievement data will help to focus understanding of academic outcomes.</p> <p>Students at UUNZ gain useful skills relevant to gaining employment. Students are applying the skills gained over time and move into employment at higher levels in some cases.</p>
Conclusion:	<p>UUNZ has good completion rates across the academic focus areas and has improved since the previous evaluation.</p> <p>Students gain relevant skills on completion of courses and gain the qualifications they set out to achieve.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>General data from student surveys shows that students value the development of communication skills, critical thinking, and the problem-solving and interpersonal skills they develop through UUNZ courses.</p> <p>Beyond gaining a qualification, students enhance their wellbeing and are supported in the integration into New Zealand communities. In the business and information technology programmes, English language development occurs as part of studying at UUNZ through social activities and course content relevant to the New Zealand context. While this is also true for the NZCEL, the value of the certificate for students of UUNZ is to prepare students for future study in New Zealand.</p> <p>Students have access to employment opportunities through relationships that UUNZ has with relevant stakeholders. For example, guest speakers in relevant workplaces contribute to students' upskilling in business and information technology courses. This opportunity gives students insights into the workforce, and provides students with a range of networks they can personally contact to develop further skills or contribute to projects for work experience. UUNZ stakeholders say industry is very supportive of this work experience arrangement.</p> <p>Destination data and student feedback indicates that it takes time for graduates to find relevant employment at the level of their qualification. However, relevant industry bodies and stakeholders consider UUNZ to be reputable, and they value the</p>

	quality of the graduates for their work preparedness.
Conclusion:	Students value the practical skills gained in UUNZ courses as well as the opportunity to engage with New Zealand culture. UUNZ has made efforts over the past year to use industry connections to support the value of its educational outcomes through industry-related opportunities.

### 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>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>With both the business and information technology programmes being under statutory conditions requiring cease of enrolments, and with the non-approval of programme applications since the last EER, more work is required.</p> <p>Although UUNZ has worked to try to improve academic standards and integrity of practice, some areas have fallen short and improvements have only occurred in response to NZQA monitoring. However, establishment of the academic board and academic reporting to the board, and updates to teaching and learning activities are examples of effective improvement.</p> <p>UUNZ had been working towards ensuring consistency and improvements in assessment material at the time of the review, to ensure it was at the correct level, after feedback from external moderation. This followed statutory intervention by NZQA, which first identified issues with the materials through programme monitoring.</p> <p>Purposeful realignment of teaching and learning materials and practice to graduate profile outcomes and course learning objectives is also in progress but has not yet been fully embedded.</p> <p>UUNZ needs to continue to lift the understanding of and capability in moderation by internal staff.</p> <p>Management is conducting assessment of staff capability and has added research capability through professional development and recruitment in response to NZQA advice and self-assessment activities. These actions have been reinforced or</p>

	underlined as key requirements in the non-approval of some of the submitted programme application documents.
Conclusion:	UUNZ had a focus on renewing content, upgrading assessments and assuring validity, implementing external moderator feedback at the time of the review. However, these improvements have not yet assured NZQA on UUNZ's ability to produce sound programme design.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The wellbeing needs of international students are appropriately responded to and support services are easily accessible to students. Students are very well supported in a number of ways, including one-to-one, after hours and on social media, supported by good resourcing. Students are well integrated into a friendly learning environment through orientation and are highly engaged in their learning as a result.</p> <p>A tertiary support programme supports students in building their resumes, developing work-ready skills, and integrating into New Zealand culture and workplaces. Learning intentionally goes beyond the classroom – students learn and understand Māori business culture and kiwi slang, and take part in activities to establish social networks while studying.</p> <p>Academic improvement plans are put in place where necessary. Staff closely monitor both the academic progress and pastoral care of all students against initial learning goals.</p> <p>NZCEL students have positive relationships with staff which supports their motivation and engagement with their learning. Students in the Bachelor of Information Technology and Information Systems, who are being taught out, are being managed effectively and appropriately.</p> <p>Student issues are managed well and the change of relationship with academic partner University of Southern Queensland is being managed professionally.</p> <p>UUNZ has good supporting processes which inform pastoral care practice. Support processes and systems have been</p>

	<p>enhanced since the appointment of a new chief operating officer in October 2019. These include formalised support processes such as the complaint system and general enquiry form establishing protocols for students requiring access to support or referral. Students are further supported with an effective triage system and manual back-up for emergencies and out of business hours support.</p> <p>There is effective self-assessment of the Code of Practice and the support of international students. Self-review and judgements about the performance of international student support are useful and reflective.</p>
Conclusion:	<p>UUNZ fosters an inclusive learning environment. The academic and pastoral care of international students is a priority. UUNZ manages student issues well. Students have multiple levels and options for support. Self-assessment activities within the student support team are ongoing and reflective.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The organisational purpose is clear and UUNZ has a future vision with realistic action plans in place in an attempt to minimise risk.</p> <p>There have been significant shifts and improvements at the governance and management level with the introduction of the governance board, academic board and industry advisory committee. While these governance groups are contributing to the PTE's strategic direction to provide and support effective management, academic leadership and industry engagement, the impacts are not yet fully evident.</p> <p>Improvements made so far need to be continued and sustained to manage the impact of low enrolments, under-utilisation of the building, and the limited academic portfolio due to statutory conditions. The development of these areas of concern needs to be a priority to ensure the organisation is sustainable. With the appointment of the chief operational officer, and the intention to recruit an academic manager, UUNZ is strategically working towards strengthening these areas of concern. However, the</p>



	<p>allocation of workload needs to be reviewed at governance level to ensure sustainability of intended improvements.</p> <p>Self-assessment practice and improvements in quality have been enhanced since the last evaluation. However, there is still room for the self-assessment practices to be fully embedded, particularly in relation to overseeing and reviewing the quality of programme development processes. The annual review for this year is in draft and uses effective self-assessment practice to identify areas for improvement.</p> <p>Research is a requirement in post-degree programmes. While the English Language programmes maintain sound research practice, UUNZ has been reviewing the capability of research across the organisation, currently driven by unsuccessful business programme applications. Professional development opportunities now include upskilling in current teaching pedagogies, use of active learning strategies, and use of research to engage students in their learning.</p> <p>Data is beginning to be used effectively. However, setting targets would drive the collection of and use of data for decision-making.</p> <p>Staff reviews are conducted annually to measure achievement and progress in understanding Māori culture, active research in their teaching field, and administrative ability.</p>
Conclusion:	<p>The organisational restructure has improved the ability of governance and management to contribute to educational outcomes since the last review. However, gaps remain in the area of quality assurance. The benefits of changes made, such as new staff roles and a clearer strategic direction, are not yet fully evidenced.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>UUNZ is effectively managing its statutory conditions and is reporting to the NZQA Risk unit as required by statutory conditions on its programme accreditations.</p> <p>These conditions have recently been amended to reduce moderation requirements to an agreed sample, and corrective</p>

	<p>action was taken regarding Rule 18<sup>2</sup> breaches. Evidence confirmed use of approved NZQA guidelines regarding enrolment processes for international students.</p> <p>The pastoral care staff have comprehensive knowledge of the Code of Practice. Staff take a proactive approach to resolving any compliance issues related to the Code.</p> <p>UUNZ has responded appropriately to the recommendations of the 2018 external evaluation and review report and continues to update actions within their own self-evaluation and performance plan practice.</p>
Conclusion:	<p>UUNZ is currently meeting its statutory conditions and compliance responsibilities after intervention by NZQA. UUNZ is working with NZQA to ensure its viability as an education organisation.</p>

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<sup>2</sup> '18.1 An institution (other than a university) must:

(a) verify, prior to enrolling an international student in a programme (*other than an English Language Programme*) at level 3 or above, that the student has the necessary English language proficiency as demonstrated through the use of evidence of one of the kinds described in Rules 18.2 to 1.4; and

(b) retain a copy of that evidence for at least two years from the date the student is enrolled in that programme'

See [NZQF Programme Approval and Accreditation Rules 2018](#)

# Focus Areas

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

## 2.1 Focus area: Business Suite

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.2 Focus area: Bachelor of Information Technology and Information Systems

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.3 Focus area: New Zealand Certificate in English Language (Level 5)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## 2.4 Focus area: International Student Support and Wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 UUNZ Institute of Business Limited:

- Ensure staff commit to their development in moderation practice.
- Ensure staff regularly develop up-to-date teaching approaches.
- Consider ways to support staff to be continuously active in research, achieving outputs, and using their research to inform teaching practice.
- Consider ways to better develop programme design capability.

## 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

## 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>3</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.*

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<sup>3</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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. 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/>.*

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