External Evaluation and Review Report

UUNZ Institute of Business Limited

Date of report: 25 January 2023

About UUNZ Institute of Business Limited

UUNZ offers English language programmes to international students who are looking to improve their English for academic purposes.

Type of organisation:	Private training establishment (PTE)
Location:	UUNZ Tower, 76-78 Symonds Street, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: nil
	International: In 2021, 12 students (five equivalent full-time students); no students currently enrolled[1]
Number of staff:	7.5 full-time equivalents
TEO profile:	[UUNZ Institute of Business](#)
Last EER outcome:	In 2020, NZQA was Confident in UUNZ's educational performance and Not Yet Confident in capability in self-assessment.
Scope of evaluation:	• International student support and wellbeing
	• New Zealand Certificates in English Language (Levels 4 and 5) (NZCEL) – NZQA-approved programmes (126066 and 119203)[2]
MoE number:	7539
NZQA reference:	C50776
Dates of EER visit:	27 (on site) and 28 (virtual) September 2022

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[1] Since the previous EER, the size and scope of delivery has reduced significantly as a result of quality issues identified by NZQA (and resulting lapses in accreditations of undergraduate and postgraduate business and technology programmes) and the impact of COVID-19.

[2] UUNZ has continued to deliver NZCEL to small cohorts; currently, enrolments are suspended pending new programme and accreditation applications to NZQA.

Final

Summary of results

UUNZ is repositioning itself as an English language provider supporting pathways to further study. The quality and value of learner outcomes has been variable since the previous EER, due to programme design, delivery and assessment weaknesses, including academic quality assurance. In the last 12 months, self-assessment has addressed the most important areas of activity. Not all required improvements have been fully developed or implemented as yet.

Not Yet Confident in educational performance	• UUNZ reports high achievement rates for 2020 and 2021. However, ineffective assessment and moderation practices reduce the reliability and validity of these results. • Most graduates are satisfied with their study experience and the value of the NZCEL programmes for achieving their study goals. • In late 2021, UUNZ identified persistent issues relating to design and delivery of the NZCEL programmes, which impacted on student learning, academic standards and staff workloads.[3]
Confident in capability in self-assessment	• UUNZ has appointed two individuals, on fixed-term contracts, with expert knowledge, skills and networks in English language teaching and learning, to lead comprehensive organisational reviews and develop improvement plans. Policies and processes related to management, academic quality assurance and student support activities, and a strengthened self-assessment framework are being addressed. • Considerable further work is needed to complete these plans and to meet all requirements for planned resumption of programme delivery in early 2023. This includes the recruitment, training and mentoring of a new teaching and academic leadership team.

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[3] UUNZ's application to NZQA for approval and accreditation of the redeveloped NZCEL (Levels 4 and 5) programmes was approved in December 2022.

- Compliance weaknesses are being addressed; a more systematic approach to managing compliance accountabilities is planned.

Key evaluation question findings[4]

1.1 How well do students achieve?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Most students enrolled for the NZCEL (Levels 4 and 5) successfully completed the programmes from 2020-22 (refer Table 1, Appendix 1). UUNZ also reports high rates of success in passing assessments at first attempt (approximately 88 per cent at level 4 and 92 per cent at level 5).
	However, the outcomes of NZQA external monitoring suggest that these results cannot be relied on and overstate achievement rates.[5] In late 2021, UUNZ confirmed similar findings in further internal post-assessment moderation of the level 4 qualification. Similar issues were subsequently identified in an informal internal review of NZCEL Level 5 assessment materials and learner samples (although the outcomes from post-assessment moderation conducted by an external party in previous years had been generally positive).
	UUNZ has made significant changes to the programmes (refer 1.3) and is improving assessment and moderation policies and processes which should provide greater assurance of reliable and valid results in future. UUNZ is also planning improved analysis of achievement information, including setting targets and accessing external benchmarking data.
Conclusion:	High programme completion rates are not supported by moderation activities. Recent in-depth reviews and improvements to assessment and moderation practices should provide greater assurance of the validity and reliability of achievement in future delivery.

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

[5] NZQA's national monitoring of the NZCEL Level 4 found UUNZ did not meet the requirements for assessment and moderation. NZQA's national external moderation of NZCEL Level 4 for 2020 verified 17 of 27 assessor decisions and the requirements for the English language system were not met; in 2021, UUNZ did not meet the requirements of the English Language and English for Academic Purposes systems, and five of 11 assessor decisions were verified.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Students enrol in the NZCEL to improve their English for academic purposes and to pathway to further study. Most UUNZ graduates are achieving valued outcomes. The majority of level 4 learners have progressed either to NZCEL Level 5 or to undergraduate programmes. Level 5 graduates usually progress to postgraduate programmes (11 out of 13 of the 2020-21 graduates achieved admission to postgraduate study).
	In end-of-course evaluations, most graduates agreed that the programmes had helped them achieve the graduate profile and learning outcomes. Level 5 graduate feedback, obtained from follow-up interviews after six months, indicates that most are satisfied that they have gained the English language skills required for higher study. Some anecdotal evidence is available of graduates succeeding in subsequent programmes.
	In 2020, UUNZ was found Sufficient in the NZCEL Level 5 Consistency Review. However, UUNZ's self-assessment includes concerns that graduates may not have consistently met the graduate profiles, given the issues raised regarding assessment design, assessor decisions and moderation.
	UUNZ has identified areas for improvement in relation to systematic and timely gathering of feedback from graduates and next-level users, as well as further information on graduates achieving their long-term study goals.
	UUNZ is in discussions with off-shore and local tertiary education providers to develop pathways for cohorts of international students. This approach could provide further opportunities to maintain contact with stakeholders and gather information on graduate outcomes.
Conclusion:	Overall, graduates are satisfied that they are achieving valued outcomes. UUNZ's redevelopment of the NZCEL programmes should ensure graduates consistently meet graduate profiles in the future. A more standardised approach to gathering graduate data and feedback is planned.

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

Performance:	**Marginal**
Self-assessment:	**Good**
Findings and supporting evidence:	UUNZ has reduced its scope of delivery since 2020 in response to quality concerns identified by NZQA and the impact of COVID-19 on student numbers.[6] External monitoring and internal self-assessment highlighted the need to improve programme design capability, to improve delivery and assessment alignment to graduate profile outcomes, and to strengthen self-assessment in relation to teaching and learning. UUNZ has delivered the approved NZCEL programmes to small numbers of students. Overall, staff and students were well supported to adjust to online delivery as required by COVID-19 lockdown conditions. Regular processes, such as teaching team meetings, progress monitoring and programme reviews provided opportunities for ongoing improvements. Efforts were made to improve assessments in response to moderation. Feedback and learner satisfaction were generally positive. However, issues in relation to programme design and delivery persisted and were clearly identified in the 2021 programme review, as well as external monitoring and subsequent discussions. These included lack of alignment between programme levels, poor integration of assessment and learning, and unsustainable staff workloads. Significant programme redevelopment work is taking place to support delivery and student progression, including curriculum review and alignment, teaching and learning plans, and resources and assessment design. Stronger moderation processes have been developed.
Conclusion:	Issues in relation to NZCEL programme design and delivery, which have impacted on student learning and academic standards, were analysed through effective self-assessment processes in 2021, and credible responses are being developed.

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[6] As required by statutory requirements, UUNZ taught out the Bachelor of Information Technology and the postgraduate business programmes (levels 7-9) in 2020. After 12 months of non-delivery the training scheme approval for General English lapsed (last enrolment completed May 2021).

	These include programme redevelopment and thorough reviews of key contributing processes, including moderation.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	UUNZ provides appropriate support and guidance for international English language learners.

UUNZ reports various improvements made during the period covered by the external evaluation and review, such as updated handbooks and orientation processes. UUNZ also provided increased resources and support for online learning. This included initial testing of equipment and connectivity, real-time IT support and additional academic support for digital literacy.

Ongoing monitoring and academic pastoral care systems are in place (plans are being developed to strengthen these). UUNZ develops academic performance improvement plans (APIs) for students who are not making expected progress. UUNZ reports that the four students who were given APIs achieved improved results.

Overall, UUNZ reports high rates of student satisfaction with their study experience. Regular surveys are used to gather student feedback, and some evidence of collation and review was provided. The surveys are being reworked to support better analysis and reporting.

In the last 12 months, UUNZ has completed thorough and detailed reviews against pastoral care codes.[7] A comprehensive action plan for improvement is being implemented (target completion date 31 December 2022). This includes a comprehensive review of policies, procedures and processes and the development of guidelines for teaching staff on supporting students. UUNZ is investing in facilities and planning to offer more opportunities for students to build social networks. |

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[7] Education (Pastoral Care of International Students) Code of Practice 2016 (including amendments 2019, and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Conclusion:	UUNZ is supporting students' wellbeing and learning needs. Planned improvements should ensure full compliance with the 2021 Code, and more robust reporting on the effectiveness of UUNZ practices.

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

Performance:	**Marginal**
Self-assessment:	**Good**
Findings and supporting evidence:	UUNZ has reviewed its strategic direction and is focussed on English language programmes and tertiary pathways. UUNZ plans to leverage existing relationships to re-enter the international education market. The strategic redevelopment has been well supported through centralisation, improved goal-setting and monitoring (including quarterly reporting) and a new self-assessment framework. These changes should enable governance and management to better monitor operational effectiveness and outcomes and provide a stronger evidence base for decision making. Some early evidence is available of this approach working in practice.

UUNZ's governance has engaged expert assistance to reposition the PTE and to build capability. Appropriately qualified advisors are contributing to PTE governance via the board and academic/advisory group. Expert contractors have a wide brief to address all aspects of academic quality assurance, programme design and delivery, and Code compliance. Credible and realistic plans have been developed.

The teaching and learning environment is well resourced and investment is ongoing. UUNZ is committed to managed growth, and has projected staff and student numbers for the next three years to ensure that resourcing matches need. New academic leadership roles are planned to support teaching and learning and implement quality assurance functions. English language teaching qualifications and experience will be prioritised, and professional development and mentoring is planned to ensure academic standards are maintained.

UUNZ's self-assessment approach was not previously effective in identifying shortfalls in academic quality or using information insightfully to improve outcomes. Since mid-2021, deeper reflection and analysis has informed a comprehensive |

	improvement workplan. Key success factors for the future include effective and timely monitoring of plans for operationalising identified changes, more granular reporting and analysis of data, and extensive coaching and support for staff to build capability.
Conclusion:	UUNZ is transitioning to a new organisational direction and structure. Comprehensive reviews commenced mid-2021 and improvement plans are being implemented. Considerable further work is required to prepare for new enrolments and staff appointments. Various uncertainties pose risks for the organisation's viability as an educational organisation, including the outcomes of programme applications and recruitment processes. Effectively embedding the new self-assessment approach and building organisational capability will be required.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	UUNZ has responded appropriately to the recommendations of the 2020 external evaluation and review report.[8] Processes for managing academic standards and integrity, and for maintaining compliance with NZQA Rules, are being strengthened. These include documentation and monitoring of programme delivery, assessment and internal moderation. Attestations are submitted to NZQA as required. Unit standard credit reporting issues (timeliness and accuracy) had been identified by NZQA; UUNZ provided evidence of efforts made to resolve technical challenges in processing these credits on the NZQA portal. Regular reviews against the Codes of Practice have taken place including a very comprehensive gap analysis against the 2021 integrated Code. An improvement plan is being implemented to ensure full compliance with all required outcomes. Changes

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[8] UUNZ's status as a Category 3 tertiary education provider was not clearly disclosed to prospective students, as required by NZQA. This matter was raised and addressed by UUNZ (changes made to website) during the fieldwork phase of the external evaluation and review.

| | related to managing and monitoring education agents have been completed.

No concerns were identified in a small sample of international student files. However, a consistent approach to maintaining either hard or soft copies of evidence could support processes for ensuring evidential records are complete and compliant.

A review of the complaints log indicates UUNZ is complying with policies and procedures to resolve student complaints.

Reviews of UUNZ policies and procedures are being completed as part of the Code compliance analysis, in the first instance. Remaining policies will be reviewed to align with UUNZ's redeveloped programmes and academic processes.

Responsibilities for compliance accountabilities are being clarified as part of the new organisational structure. A new internal audit function is planned, which will report directly to the academic committee. A standalone calendar for managing compliance would support overall coordination. |
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| Conclusion: | UUNZ has identified priorities for maintaining compliance with relevant legislation, rules and regulations and is working to strengthen compliance management processes. |

Focus areas

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

2.1 Focus area: International student support and wellbeing

Performance:	**Good**
Self-assessment:	**Good**

2.2 Focus area: New Zealand Certificate in English Language (Levels 4 and 5)

Performance:	**Marginal**
Self-assessment:	**Good**

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education 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:

- Continue detailed planning and preparation to address the risks and uncertainties involved in establishing UUNZ's viability as an educational organisation; such as:

  ○ the outcomes of programme applications, including the NZCEL (Levels 4 and 5) programmes already submitted, and the proposed General English micro-credentials (in development)

  ○ recruitment of suitably qualified and experienced teaching staff

  ○ the timely completion of all required reviews and associated policies and procedural documentation, and the upskilling of new staff in all requirements

  ○ continuing to strengthen compliance management processes

  ○ embedding the self-assessment framework and developing staff 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 1

Table 1. Successful completion rates (n=number of students) for NZCEL (Levels 4 and 5) 2020-22*

Year	Level 4	Level 5
2020	100% (n=3)	100% (n=10)
2021	100% (n=2)	100% (n=3)
2022	50% (n=4)	67% (n=3)

*Data provided by UUNZ. No data was provided in relation to disabled learners.

Appendix 2

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[9]*

- *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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[9] 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). 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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