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Report of External Evaluation and Review

UUNZ Institute of Business Limited

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 23 July 2018

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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 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:	UUNZ Institute of Business Limited (UUNZ)
Type:	Private training establishment (PTE)
First registered:	18 December 2002
Location:	UUNZ Tower, 76-78 Symonds Street, Auckland CBD
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• Master of Business (Information Systems) (Level 9) (three students)• Master of Business Administration (Level 9) (seven students)• Master of Business Administration (International Business) (Level 9) (five students)• Postgraduate Certificate in Business (Level 8) (218 students)• Postgraduate Certificate in Business (Information Systems) (Level 8) (42 students)• Postgraduate Diploma in Business (Level 8) (36 students); Diploma of Business Administration (Level 7) (two students)• Bachelor of Information Technology (Level 7) (four students)• Graduate Diploma in Business (Information

	Systems) (Level 7)
	<ul style="list-style-type: none"> • New Zealand Diploma in Business (Levels 5 and 6) (40 students) • UUNZ Certificate in General English (Level 4) (45 students)
Code of Practice signatory:	Yes
Number of students:	<p>Domestic: nil</p> <p>International: approximately 400 students from a wide range of countries. The largest groups are from China (147), Korea (101), India (60), Philippines (32)</p>
Number of staff:	20 full-time and 21 part-time
Scope of active accreditation:	UUNZ holds consent to assess in a range of business domains and sub-fields to level 5 and English language to level 4.
Distinctive characteristics:	UUNZ offers University of Southern Queensland business and information technology postgraduate and undergraduate programmes. The University of Southern Queensland is responsible for monitoring the quality of the programmes contained in the suite.
Previous quality assurance history:	<p>This is UUNZ's third scheduled external evaluation and review (EER). The last EER was conducted in April 2014, at which time NZQA was Confident in UUNZ's educational performance and Confident in its capability in self-assessment. The 2014 EER report recommended that UUNZ:</p> <ol style="list-style-type: none"> 1. Increase the governance and management focus in the New Zealand Diploma in Business to strengthen contributing processes to improve key outcomes. 2. Enhance the integrated strategic business plan initiative by: <ul style="list-style-type: none"> • reviewing the quality of the key performance indicators • better using targets and external benchmarks to more robustly assess key outcomes • identifying what additional (possibly qualitative)

evidence is required to support sound judgement about performance

- considering periodically rating performance using the NZQA rubrics to strengthen self-assessment and promote organisational learning.

3. Raise standard of assessment to meet moderation requirements.

Since the last EER:

- NZQA has issued a compliance notice and withdrawn consent to assess for a unit standard which was being delivered by another TEO under UUNZ's accreditation. NZQA had sufficient concerns about quality issues in the way it was being managed and delivered to intervene.
- The monitoring report for the Diploma of Business Administration dated November 2016 raised a number of issues. The most serious of these included:
 - Concerns about the validity of assessment¹
 - The compressed delivery of the programme
 - The lack of New Zealand content in the programme and its assessment to be an appropriate reflection of the New Zealand context.

As a result of the issues raised – combined with limited demand for the programme – UUNZ has ceased to take new enrolments in the Diploma of Business Administration which will have been 'taught out' to the remaining two students by mid-2018.

In September 2016, NZQA withdrew accreditation for UUNZ's Medical Registration Preparation course, following a student complaint which was upheld and identified multiple areas of non-

¹ The moderator considered that, of the 63 samples of learner work marked as a pass, 20 to 25 should have been awarded a fail grade.

compliance (refer Findings 1.6).

In August 2017, NZQA conducted a spot visit and check of UUNZ's English language proficiency testing and associated processes. NZQA found UUNZ to be deficient in two of four key criteria (refer Findings 1.6).

Immigration New Zealand and NZQA have set targets for UUNZ to achieve at least a 60 per cent approval rate for visa applications completed in the period 1 January 2017 to 31 December 2017, where the applicants were Indian passport holders and the applications were decided at Mumbai Area Office. UUNZ fell below this benchmark. Changes to practices in 2017 led to improvements in the approval rate, but UUNZ failed to meet this target by year-end 2017. The final approval rate was 59 per cent.

A monitoring visit for the Master of Business Administration suite of programmes took place in June 2017. In the report, finalised in November 2017, the monitor recommended that UUNZ consider:

- Developing the existing research strategy and reviewing the usefulness of continuing with the UUNZ-sponsored journal (for publishing research papers).
- Strengthening programme oversight with a local advisory group which would contribute more frequently than the UUNZ Council which meets once a year.
- Improving the quality of presentation of achievement and graduate destination data with more detailed analysis of this data.

2. Scope of external evaluation and review

Four focus areas were included in this evaluation. Together they cover all the current student enrolments and the mandatory focus area for international providers.

Focus Area 1: International students: support and wellbeing
NZQA is committed to the responsible development and delivery of education to international students. It is essential to New Zealand's 'brand' to ensure that all students are adequately supported in their programmes of study. To that end, from August 2016 NZQA introduced a standard focus area for all EERs of TEOs that enrol international students. This focus area examines how effectively the TEO under review is discharging its pastoral care responsibilities towards its international students.
Focus Area 2: Certificate in English language
In total about 45 students are enrolled in this programme. This is a core training scheme. Most students then move to higher-level programmes at UUNZ.
Focus Area 3: New Zealand Diploma in Business (Level 6)
Approximately 40 students enrolled. Identified at the last EER as having issues related to low student achievement. UUNZ has made several changes to bring about improvement.
Focus Area 4: Master of Business Administration (MBA) Suite
Includes the Postgraduate Certificate and Postgraduate Diploma in Business Administration. Over 260 students are enrolled, mostly in the Postgraduate Certificate at the time of the EER scoping. This programme suite is delivered under licence from the University of Southern Queensland.

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.

A pre-EER meeting visit was conducted to inform scoping before the on-site visit. Three evaluators conducted the on-site enquiry at the main campus over three

days. The evaluators met with, or interviewed by phone/video conference: the PTE owners, academic quality and compliance manager, University of Southern Queensland staff, advisory board, heads of department, administration manager/pastoral care officer, programme leaders, tutors and marketing staff.

The evaluators interviewed groups of current students from all focus area programmes as well as a few recent graduates. These interviews were supplemented by information from graduate surveys and student surveys gathered by the PTE.

Documentation considered as part of the evaluation included:

- Self-assessment summaries for each of the focus areas and data on programmes and the volume of training and success rates across programmes since the previous EER. Components of the quality management system and related policy and procedure documents, surveys, meeting minutes, agent agreements, course outlines (including NZQA approval records), curriculum materials, samples of students' marked work alongside assessment materials.
- Moderation and assessment records, website and written guidance material.

The documentation viewed was selected both purposefully and at random based on reference by staff to key tools and processes during the interviews or to check compliance.

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*

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.

- *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.*

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Not Yet Confident** in the educational performance and **Not Yet Confident** in the capability in self-assessment of **UUNZ Institute of Business Limited**.

The reasons for NZQA's level of confidence can be summarised as follows:

- While UUNZ has begun to make good on recent compliance weaknesses, these are widespread, significant and high-risk issues that should have been identified and addressed by UUNZ before being brought to their notice by external agencies.
- UUNZ's approach to ensuring that stakeholder needs are being identified and met is not systematic. Because there is little evidence of feedback from external sources, e.g. from graduates and industry, the organisation has limited insight into how effective the programmes are in meeting the longer-term needs of the students. There are no active programme advisory committees or other processes to ensure regular and systematic engagement with New Zealand business and industry. The advisory board assists with an external perspective by including representation from the education and business sectors. However, the breadth, accessibility and frequency of advisory input needs to be substantially improved.
- The University of Southern Queensland students at UUNZ are achieving good results and are reported by the university as performing in the top quartile of all University of Southern Queensland students and are acquiring useful and meaningful skills and knowledge. However, achievement rates in other, non-University of Southern Queensland programmes are variable.
- UUNZ has student support structures that are matched to the needs of the students. The students interviewed at this evaluation were mostly positive about their experience at UUNZ. Feedback from students indicates that UUNZ's programmes are delivered and assessed in a manner that enables the students to understand and apply the material being presented.
- Teachers are enthusiastic and relate well with their students. UUNZ has systems for gathering student and some stakeholder feedback, and there was some evidence that this information was being used to make some improvements to the programmes. However, graduate and employer input was missing from much of the self-assessment activity.

Both management and staff at UUNZ recognise the value of self-assessment and have begun to use it as a tool to improve educational performance. In response to the 2013 EER findings and other quality issues since, UUNZ has upskilled some

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staff and hired new staff, including a full-time quality manager. Gauging the effectiveness of these changes remains a work in progress.

Findings³

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**.

Students at UUNZ Institute who are studying on the University of Southern Queensland programmes are achieving good results as a consequence of sound teaching and student support. University of Southern Queensland programmes represented the majority (76 per cent) of UUNZ's enrolments at the time of the EER. Achievement rates on UUNZ's non-University of Southern Queensland programmes are variable.

Results for programmes delivered in collaboration with the University of Southern Queensland regularly exceed benchmarks set by the university and results for the same programmes offered by the university and its other international partners. The validity of results is confirmed by all marked student work being internally moderated by the university. Course completion rates in postgraduate business programmes are consistently above 90 per cent. The representative from the University of Southern Queensland described UUNZ as one of its strongest partners and presented data to demonstrate that UUNZ students were generally achieving in the top quartile of the partner providers.

All English language students are tested on entry and their progress is measured at three to five-week intervals. The learning goals of English language students are well understood by teaching staff, and teaching is geared towards meeting their needs. During the IELTS⁴ Preparation course, sample testing of the listening and reading modules provides feedback on student progress. IELTS exam results are recorded where possible and there is some evidence of good progressions. Student progress is tracked at an individual level and data is stored on a spreadsheet. The value this data provided to staff was unclear as General English tutors were not included in the collection or analysis of the data. The spreadsheet was potentially good evidence of progression, but the attempt at aggregating data showed very little understanding of the focus area. The teachers and the students would benefit from leadership that has better sector knowledge and experience.

Student results for prescriptions from the New Zealand Diploma in Business offered by UUNZ have improved since the last EER, during which the evaluators identified

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ International English Language Testing System

issues relating to student achievement in this programme. Many of the issues identified related to a lack of management focus on the programme. A programme leader was appointed in 2015 and since then there has been a focus on student academic achievement that includes a number of actions taken including:

- The interviewing and tracking of students who fail to make adequate progress.
- A focus on responding to student feedback from lecturer and course evaluations.
- A focus on the collation of prescription and programme performance data and intervention when 'exceptions' occur.
- A focus on prescription delivery that includes assessment issues addressed by national moderation. UUNZ now meets all external moderation requirements in relation to the New Zealand Diploma in Business.

These actions have resulted in an overall sustained increase in the course completion rate, from 71 per cent in 2014 to 83 per cent in 2015 and 2016.

UUNZ has a good student management system which provides student performance data that is readily accessible and used continuously and systematically to inform improvements to teaching practice and course delivery.

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**.

Most of the students enrolling in programmes at UUNZ do so in the hope that it will lead to a pathway to residency in New Zealand. Although high value is placed on University of Southern Queensland qualifications and the global recognition of these qualifications, students expressed frustration at the lack of support to develop networks and find employment in New Zealand. The information available about graduate employment outcomes does not provide readily accessible insights as to the relevance and value of the qualification and study in New Zealand which are related to the employment outcomes graduates obtain. This could well be a result of the lack of New Zealand context and application in the programme delivery, but to date UUNZ has little understanding of this problem. UUNZ has identified a need for intensive job search support, but to date is only in the initial stages of putting this in place.

The postgraduate programmes have the capacity to include internship placement into New Zealand business and industry, but only a small percentage of students undertake genuine internships because they do not have the networks to seek out and organise them. Doing so would not only add significantly to the relevance of

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the programmes, but would also enable students to get New Zealand industry experience in their CVs, therefore enhancing their employment prospects post-graduation.

UUNZ could not comprehensively demonstrate the long-term benefits of all its programmes. For instance, 49 per cent of the General English students enrolled from 2015 to 2017 continued their tertiary studies with UUNZ. There was no evidence of tracking the success of these students or of their linguistic readiness for ongoing tertiary study. The organisation has anecdotal information about some of the graduates and the positive way in which the programmes have contributed to their lives, but it does not have a definitive understanding of graduate outcomes or a formal analysis of graduate feedback which can be used to enhance graduate outcomes.

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 **Adequate**.

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

UUNZ's approach to ensuring that external stakeholder needs are being identified and met is not systematic. It is unclear to what extent external relationships enhance the quality of the programmes being delivered. UUNZ provided the EER team with a list of eight people who constituted their advisory/governance board. Several of these people do not appear to have attended a meeting for several years, although a small core of board members continues to be engaged.

The main source of external input appears to be through UUNZ's international agents, and UUNZ gets very positive feedback from these agents. No programme advisory or other systematic stakeholder engagement processes exist and few of the teaching staff have recent and relevant New Zealand industry experience.

UUNZ has made efforts to identify the needs of students. As well as the formal student feedback process, the management, teaching staff and student counsellors have an open-door policy and it is clear that staff and students approach them with problems, issues or suggestions for improvement. Staff were able to cite examples of how course delivery methodology had been changed as a result of feedback from students, such as the greater use of Smartboards for teaching delivery in response to student feedback.

Teachers and students relate very well to each other. Students spoke highly of UUNZ's teaching staff, and the evaluators saw evidence in student surveys that good teaching was taking place. Students report that assessments are returned to them promptly and that they contain comprehensive feedback, indicating that staff acknowledge that timely feedback to students is important so that students have

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the opportunity to reflect and build on their learning. Students interviewed noted that staff were responsive to concerns or issues raised. As stated earlier⁵, NZQA has found UUNZ's assessment and internal moderation processes to be weak, which brings into question the validity of some results. This issue does not apply to the University of Southern Queensland programmes as they are closely managed by the university.

Students have some access to full-time teaching staff outside of formal class hours.

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

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

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

UUNZ's student support team provides fit-for-purpose support for international students. The organisation has developed systems to identify students at risk and has processes to support and encourage these students to ensure their success. Tertiary programme support courses are offered every week outside of normal class times. These courses are particularly relevant to those new to study in a Western environment and include topics such as assignment writing, plagiarism and referencing. UUNZ also provides English language support free of charge to students studying business and other tertiary programmes. Although these initiatives would seem positive, UUNZ had no evidence of their effectiveness in relation to learning and subsequent achievement.

The counsellors usually speak by telephone with students prior to enrolment to ensure they are adequately informed and guided. All students meet a counsellor in their first week of study who can converse in their first language. The counsellors are often the first point of contact for feedback from both current students and graduates. The counsellors informally communicate with teaching staff about individual problems students may be facing.

UUNZ has client-friendly systems for the pastoral care of its students. The organisation is providing a safe and supportive learning environment for its students and there is a designated support staff member with 24-hour phone contact should the students require assistance when away from the site. However, there is little enquiry into areas known to affect learning. For example, in addition to the high workload of the programme, UUNZ was not fully aware of how much the learning might be affected by University of Southern Queensland students being separated from family who remain overseas, or by students supporting their families to get established in New Zealand.

⁵ Refer TEO in context.

The administration manager has overall responsibility for ensuring that the Code of Practice requirements are met, although day-to-day operations relating to the code are the responsibility of the marketing team. Some staff have attended professional development offered by the Ministry of Education's Code Office.

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

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**.

UUNZ has a sound understanding of the financial aspects of its business. The PTE's purpose and direction are clear and articulated. Clearly, the growth and financial success of UUNZ has been a result of the provider knowing their business and continually reflecting and improving. However, the PTE's regular failure to meet compliance requirements points to a shortcoming in management efficacy (refer 1.6).

The role and function of the advisory council is not clear. The council is portrayed as a governance as well as advisory body. While two or three members said they were closely involved, the majority meet once per year (and some have not attended for at least two years), which is too infrequent to function effectively in a governance role.

UUNZ is one of the strongest performing educational partners of the University of Southern Queensland, and is a valued long-term strategic stakeholder. Close liaison allows the university to monitor and actively participate in maintaining and continually improving the programme delivery at UUNZ.

Staff performance management systems are in place and staff are provided with regular feedback on their performance. This in turn translates into professional development strategy and planning. As discussed, the individual availability of contract staff creates challenges for them to engage with UUNZ's professional development activities.

The campus is ideally located and well-appointed with physical and learning resources. Effective resourcing is planned and provided for the programmes.

Postgraduate staff and students are producing research which has been published in UUNZ's own journal, which is also attracting papers from overseas contributors. UUNZ staff contribute papers to this and other journals. While these research outcomes are good results, comparable to similar-sized educational bodies, the evaluation team suggests that a research strategy more focussed on networking with New Zealand businesses would be beneficial in assisting students to gain better understanding of local conditions.

1.6 How effectively are important compliance accountabilities managed?

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

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

As a small business in New Zealand, UUNZ has compliance accountabilities to several agencies and regulatory bodies. The organisation portrays a culture with an emphasis on being compliant, but tends to react to compliance requirements of external agencies rather than proactively understanding and managing compliance itself.

NZQA attestations and returns have been met within required timeframes. UUNZ has recently made a concerted effort to ensure that courses are being delivered consistent with NZQA approvals. As discussed, the monitoring report for the Diploma of Business Administration found a number of deficiencies in the standard of marking and moderation. The issues raised by NZQA's external monitoring have since been addressed and now meet required standards, although addressing more systemic issues which led to this situation is still a work in progress.

In September 2016, subsequent to student complaints and an investigation which upheld the complaints, NZQA withdrew UUNZ's accreditation to provide its Medical Registration Preparation Course. The key reason for this action was UUNZ's failure to deliver the programme in accordance with approval and neglect to get prior approval from NZQA for changes made.

In November 2016 NZQA issued a compliance notice (and subsequently withdrew consent to assess) for a unit standard which was being delivered by another TEO under UUNZ's accreditation. NZQA had sufficient concerns about quality issues in the way it was being managed and delivered to intervene.

The monitoring report for the Diploma of Business Administration, also dated November 2016, raised a number of issues. The most serious of these included concerns about the validity of assessment, the compressed delivery of the programme, and the lack of New Zealand content. UUNZ has stopped taking new enrolments in the Diploma of Business Administration, and will have 'taught out' the remaining two students by mid-2018. If UUNZ's own internal quality assurance processes had been working, these problems would not have arisen and would not have required NZQA to intervene and compel UUNZ to address them.

UUNZ was visited by NZQA to conduct a spot-check of English language proficiency testing and associated processes. NZQA found UUNZ did not meet two of four key criteria. The criteria not met related to: UUNZ's lack of suitably qualified staff with expertise in English language delivery and assessment⁶; and the actual

⁶ UUNZ responded to this after it was notified and to the satisfaction of NZQA.

assessment and moderation – there were a number of shortcomings and discrepancies identified in UUNZ’s assessment of English language proficiency.

Subsequent to the EER, on 1 March 2018, NZQA withdrew approval of UUNZ’s internal English language proficiency assessment.

While UUNZ has reacted to make good on compliance requirements, these are significant and high-risk issues which should have been identified and addressed by UUNZ before being brought to their notice by external agencies. Compliance management must be part of UUNZ’s important ‘business as usual’ responsibilities.

The agreement and relationship with the University of Southern Queensland has led to a close quality assurance relationship. The university has good systems to both support and monitor the quality assurance of its delivery partnerships, which UUNZ fully embraces. As discussed, the validity of assessment for University of Southern Queensland programmes is assured through a rigorous moderation process.

The intended outcomes of the Code of Practice are being met. Retention on programmes is high. Student surveys are conducted early on, during study and at exit, and show a high level of satisfaction with the support provided and the students’ overall experience. UUNZ uses the self-review tool provided on the NZQA website which also assists them to assess and improve support structures.

Attendance expectations as they pertain to programme success and visa rules are actively managed. Warnings and sanctions are fairly applied when student attendance falters. Data from daily attendance registers is collected and monitored by relevant staff, with summaries provided to the international director and leadership team.

Random samples of the student files selected and checked during this EER revealed that necessary information on each student was mostly accurate. Accessibility would be improved if the files were more logically filed for easy reference. This includes pre-entry guidance and verification of entry criteria, including English test scores, formative assessments at enrolment, insurance and visas.

The administration of entry and enrolment and the scrutiny of agents has improved since Immigration New Zealand and NZQA started monitoring visa decline rates. All agents have formal agreements and the recent culling of agreements has enabled UUNZ to focus only on the high performers and therefore have better control of agent performance. However, despite these changes in practice, UUNZ failed to meet the Immigration New Zealand 60 per cent target by year-end 2017. The final approval rate was 59 per cent. Although this may appear excusable given the deficit was only 1 percentage point, Immigration New Zealand sets this as the absolute minimum standard, and most PTEs set out to improve practices to significantly exceed the minimum. Again, UUNZ’s failure to closely monitor their compliance obligations has let them down.

In summary, UUNZ has a clearer understanding of its compliance accountabilities than it did 12 months ago. The PTE is looking at its associated systems to ensure obligations are met, but a substantial and sustained improvement is required before NZQA can be confident in UUNZ's ability to understand and manage its compliance obligations.

Focus Areas

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

2.1 Focus area: International Students: Wellbeing and Support

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

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

2.2 Focus area: English Language programmes

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

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

2.3 Focus area: New Zealand Diploma in Business (Level 6)

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

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

2.4 Focus area: Master of Business Administration Suite

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 UUNZ Institute of Business:

- Give urgent and substantive attention to the development of effective management systems to ensure compliance occurs. Such systems must:
 - identify UUNZ's compliance responsibilities
 - proactively manage those responsibilities.
- Develop a system to formally and systematically gather input and feedback from external stakeholders about UUNZ courses and graduates. Ensure that the information is appropriately used to improve teaching methods and the relevance of courses to the New Zealand context.
- Implement systems to regularly and systematically engage with graduates about how well their experience at UUNZ prepared them for the next stage in their careers. Use this information to inform improvements to programme design and delivery and relevant support services.
- Consider how to collect and analyse the achievement information of students who go on to further study to inform improvements in teaching and course design.
- Build on the start made towards support services to assist graduates to find employment.
- Consider whether more external professional development for staff would give them a better understanding of the New Zealand context and thereby benefit teaching and learning. Such professional development could include greater affiliation with relevant professional bodies.
- Continue with strategies to lift the quality of student work, the quality of marking, and the quality of internal moderation and academic oversight.

Appendix

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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