



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

UUNZ Institute of Business Limited

Date of report: 28 October 2025

About UUNZ Institute of Business Limited

UUNZ offers English language courses that prepare international students for tertiary studies in New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	UUNZ Tower, 76-78 Symonds Street, Auckland
Eligible to enrol international students:	Yes
Number of students:	International: 19 students (as at 26 August 2025)
Number of staff:	Nine full-time equivalents
TEO profile:	NZQA profile page for UUNZ UUNZ has had few enrolments (14) since the last EER. Given this limited activity, NZQA and UUNZ agreed that this enquiry give most weight to the process changes that have been made.
Last EER outcome:	NZQA was Not Yet Confident in the educational performance and Confident in the capability in self-assessment of UUNZ in September 2022.
Scope of evaluation:	1. International student support and wellbeing 2. All training – New Zealand Certificates in English Language (Levels 4 and 5) and General English Training Schemes.
MoE number:	7539
NZQA reference:	C64522
Dates of EER visit:	27-28 August 2025

Summary of results

UUNZ has undertaken a comprehensive, high-quality organisational change project that has systematically rebuilt the organisation. Achievement and outcomes are generally strong for the few enrolled students. A strong foundation has been laid for future performance. However, the effectiveness of some changes has not been fully demonstrated.

Confident in educational performance

- Given limited enrolments, NZQA and UUNZ agreed that this enquiry would mostly focus on the process changes made since the last EER report. UUNZ has made significant improvements across all key processes. Comprehensive, coherent and high-quality review processes underpin these changes.

Confident in capability in self-assessment

- Achievement and outcomes are generally strong for the few enrolled students. UUNZ has a rich understanding of student achievement and outcomes that informs its decision-making.
- UUNZ has embedded a coherent and robust educational approach. There are strengthened academic processes and enhanced training offerings. Academic standards are robust. Due to few enrolments, some processes have not been fully tested.
- There is a broad range of effective student-centred pastoral care processes and services. Insightful and considered self-assessment has informed these practices.
- UUNZ has effectively managed and systematically reviewed its important compliance accountabilities.
- UUNZ has made wide-ranging, considered, data-informed improvements that establish a sound foundation for its future performance. However, the effectiveness of some structural and process changes has not yet been fully demonstrated.

Key evaluation question findings¹

1.1 How well do learners achieve?

Performance:	Good
Self-assessment:	Excellent
1.2 What is the value of the outcomes for key stakeholders, including learners?	
Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	There have been few enrolments (14) and student outcomes since the last EER in 2022. The abbreviated findings in this report reflect the achievement and outcomes of the few students. Since the last EER, just three of these students have enrolled in the New Zealand Certificate in English Language (NZCEL) programmes. One withdrew early for personal reasons. UUNZ worked closely with the other two students. One was advised to transfer to the General English Training Scheme, and then completed and passed a university foundation course entry test. The other student completed the full programme but did not achieve the qualification. However, they met the external English test standard required for a postgraduate programme enrolment, which they have now completed. These students made measurable language progress and achieved their primary study goal of enrolling in further tertiary study. Eleven students have been enrolled on shorter-duration General English Training Schemes since 2022. UUNZ closely monitored progress and student needs. Four students made the expected language progression and achieved their study goal. Two progressed at the expected rate but did not achieve their study goal. One

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	other achieved their study goal. The remaining students made limited progression and/or mostly did not achieve their goals. Survey results reported all students agreeing or strongly agreeing that they had improved all aspects of their English language proficiency. Anecdotally, UUNZ understands that some students have enrolled with other providers to complete further English language learning. Overall, this is a strong result for a student cohort enrolling with mixed ability and motivation in short-duration General English tuition. There was some evidence that students also developed transferable academic study skills (increased confidence, punctuality, self-reflection skills, bicultural competency). UUNZ might more systematically measure this development against its core graduate values. UUNZ has a rich understanding of student achievement and nuanced, data-informed explanations for student performance. UUNZ systematically tracks student progress from entry to exit. The PTE adapts tuition to support the students to achieve their study goals. Students are surveyed early on, at mid-point and on exit. There are robust assessment and moderation practices; UUNZ has addressed previous NZQA monitoring concerns.² Students value their UUNZ experience. Their overall Net Promoter Score is 70. This is a high proportion of 'promoters', few 'passives', and no 'detractors'. Due to few enrolments, UUNZ only started formally surveying graduates at the end of 2024. UUNZ has stakeholder relationships with three universities. It has a letter of cooperation with a New Zealand university business school and a memorandum of understanding with a Chinese university. A tour group of 17 Chinese students were taking a bespoke English course during this enquiry. These students were from another key Chinese university. These are valuable institutional relationships offering students tertiary study pathways.
Conclusion:	Achievement and outcomes are generally strong for the few students. UUNZ has robust systems and a rich

² See 1.3 for further details.

	understanding of student achievement and outcomes that inform its decision-making. It has some significant stakeholder pathways in place.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of learners and other relevant stakeholders?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	Given the very limited delivery, UUNZ has mostly focused on reviewing its policies and training offerings. The PTE has developed new English language micro-credentials, which NZQA approved.³ It has revised the content and resources for its training. Following the last EER, NZQA required an action plan, primarily to address issues NZQA identified with assessment and moderation. UUNZ has completed these actions. UUNZ has completed these actions. There are clear and appropriate moderation procedures in place. Assessor marking is blind moderated. A recognised independent moderator has confirmed the assessor's judgments for the sole student enrolled on the level 5 NZCEL programme. UUNZ has implemented its own approach to communicative language teaching, grounded in task-based learning cycles and assessment for learning, with a strong emphasis on authentic communication and building learner autonomy. Academic integrity is supported through this task-based learning and assessment, along with in-person assessments and revamped policies. UUNZ maintains robust educational standards. UUNZ has reestablished a formal academic board. Institutional stakeholders offer guidance through an advisory board. There is a transitional combined board operating, given the current low level of activity. UUNZ has engaged capable staff and advisors. The few enrolled students consistently rate the training as effective.
Conclusion:	Comprehensive, considered, high-quality review has strengthened academic processes and enhanced training offerings. UUNZ has addressed its historic moderation

³ Due to the ineligibility of micro-credentials for international student visas, UUNZ's former General English training schemes have been reinstated.'

	gaps. Academic standards are robust. The training delivery meets the important needs of the few UUNZ students.
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1.4 How effectively are learners supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	UUNZ has in place a comprehensive and considered range of effective, student-centred pastoral care processes and services. There are robust enrolment and orientation processes. These include a coherently designed student handbook and hub, providing students with timely and relevant guidance. These materials have knowledge checks to verify student comprehension of the content. All surveyed students agreed or strongly agreed that the orientation was useful and easy to understand. UUNZ has multi-layered, wrap-around pastoral systems designed to support a diverse range of English language students. Students develop key study goals which are regularly reviewed and inform decision-making, including changing courses if necessary. There are also weekly study goals, and UUNZ gives students feedback on their progress. Student-centred content and task-focused assessment offer opportunities for students to apply their learning which encourages engagement. The self-assessment of support and guidance practice is high quality. UUNZ offers a range of student voice feedback mechanisms, including first impressions, mid and exit-point surveys. Overall, there are high rates of student satisfaction with their study and support experience. The executive director of academic and quality assurance has led a transformation of pastoral care processes. UUNZ developed relevant health and wellbeing goals and a wellbeing strategy with staff participation. The PTE reviews progress made toward these goals. One goal was reworking student wellbeing policies and procedures to minimise barriers for the students. UUNZ offered insightful reflections on the 2016 and 2021 Code of Practice⁴ iterations on how to evaluate processes using key data to enhance pastoral care outcomes and remain compliant. The Code review was coherent, well evidenced and

⁴ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

	evaluative. It identified gaps and areas for improvements that were actioned.
Conclusion:	UUNZ has a comprehensive and considered range of effective, student-centred pastoral care processes and services. Self-assessment of support and guidance practice is high quality, leading to significant process enhancements.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	UUNZ has a clear purpose: being a tertiary pathways provider teaching English to speakers of other languages, who are international students, preparing them for further tertiary studies in New Zealand. The directors have invested significant resources in implementing a comprehensive organisational change project to ensure quality provision, including addressing the previous EER report recommendations. They retained a capable academic and operational executive director who has led the rebuilding of UUNZ as a quality-focused, educationally robust, student-centred provider. This leadership has developed coherent quality assurance, wellbeing and marketing strategies. The leadership has insightfully used data and sound evaluative thinking to develop or revamp all key policies, processes, resources and training offerings. The executive director has recently moved into a more advisory role. Since the last EER, UUNZ has had limited enrolments. This has been attributed to both the post-Covid market reset in the PTE's Asian markets and its 2023 NZQA Category rating. UUNZ has maintained some key institutional relationships. It has engaged some experienced key staff. The organisational change process has and is developing staff capability. UUNZ has met the important needs of its few students and key stakeholders in this evaluation period.

	The self-assessment summary produced for this EER enquiry was detailed and well evidenced. The document reflects well the high-quality, coherent and comprehensive self-review of UUNZ performance and key processes. UUNZ has laid a strong organisational foundation for future performance. However, given the limited enrolments, the impact and effectiveness of some process changes is not yet evident.
Conclusion:	UUNZ has undertaken a comprehensive organisational change project. The PTE has been systematically rebuilt as a quality-focused, educationally robust, student-centred entity. UUNZ has made wide-ranging improvements that establish a sound foundation for future operations. However, the effectiveness of some structural and process changes is not yet evident.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	UUNZ has a coherent and well-organised approach for managing its important compliance accountabilities. The executive director (academic and quality assurance) has an in-depth knowledge and delegated responsibility for meeting these key regulatory requirements. This director has led a systematic review and strengthening of the PTE's compliance processes since the last EER. Key actions include UUNZ: • completing a review of all policies and procedures, considering the current regulatory requirements. A policy review schedule is in place. UUNZ is progressively drawing these policies together into an overarching quality management system document. • conducting an internal compliance audit (mid-2025), based on the annual NZQA statutory declaration. The audit identified some gaps that were addressed. For example, UUNZ informed NZQA of its lapsed programme.

	- undertaking, as previously noted,⁵ a robust review of the Code in 2024. UUNZ also met its Code publication requirements. This EER enquiry has found UUNZ: - completed all NZQA submissions and attestations in a timely and accurate manner. - delivered the approved hours and content for the sole student who completed the New Zealand Certificate in English Language (Academic) (Level 5) programme. - provided clear evidence that the sampled student files showed they had met NZQA entry requirements.
Conclusion:	UUNZ has effectively managed and systematically reviewed its important compliance accountabilities. This enquiry has identified no compliance gaps.

⁵ See 1.4

Focus areas

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

2.1 International student support and wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Conclusion:	All UUNZ students are international students. Therefore, the ratings and findings for this focus area mirror the ratings and findings of key evaluation question 4.

2.2 All training

Performance:	Good
Self-assessment:	Good
Conclusion:	This focus area covers all training activity. UUNZ has laid a strong organisational foundation for future performance. The effectiveness of some structural and process changes is not yet evident. The ratings and findings for this focus area mirror the summary findings for the two organisational statements of confidence (see Summary of results).

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:

- Explore how the organisation might more systematically and feasibly measure the development of transferable academic study skills.

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 fraud⁶*
- *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.*

⁶ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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