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# External Evaluation and Review Report

**BMINZ Limited**

Date of report: 19 May 2020

# About BMINZ Limited

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*BMINZ provides training in partnership with two industry training organisations in competitive systems and practices, wood manufacturing and team leadership. It also offers one-day workshops in health and safety and accident investigation.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 112 Third Avenue, Tauranga
Code of Practice signatory:	No
Number of students:	Domestic: 564 (2019) (18 per cent Māori, 17 per cent Pasifika)
Number of staff:	Three full-time equivalents
TEO profile:	See NZQA: <a href="#">BMINZ Limited</a>  BMINZ contracts to two industry training organisations (ITOs) to provide courses that lead to New Zealand qualifications, and also provides one-day workshops.
Last EER outcome:	This is the PTE's first EER.
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Competitive Systems and Practices (Level 3 and 4)</li><li>• New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)</li><li>• Creating Health and Safety Representatives Workshop (Unit Standard 29315)</li></ul>
MoE number:	9164
NZQA reference:	C38410
Dates of EER visit:	19 and 20 February 2020

# Summary of Results

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*BMINZ provides good value programmes and workshops to work-based learners and has constructive relationships with partner ITOs and other clients. The organisation's self-assessment practices would be enhanced by further analysis of achievement data and evidence of valued outcomes.*

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## **Confident in educational performance**

- Overall achievement is good, with BMINZ having a good understanding of learner demographics, withdrawals and non-completions. More attention to the analysis of achievement data would strengthen self-assessment and contribute to enhanced understanding of achievement and better inform improvements.

## **Confident in capability in self-assessment**

- Employers and learners value the skills, knowledge and qualifications gained. Gathering comprehensive evidence of these valued outcomes would better substantiate the PTE's claims about the value of the programmes to learners and stakeholders.
- Many important needs of stakeholders are understood and being met. Effective processes are evident in the contextually based programmes, with well-designed learning resources and experienced trainers. Learners are engaged in their learning, and levels of support are appropriate.
- The organisation has a clear purpose and vision, there is role clarity, and a positive team and continuous improvement culture.
- Key compliance accountabilities are being well managed.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Overall qualification and programme completion rates are good.</p> <p>The training provided to employees in a large company over 2018-2019 was affected by the company environment and high attrition rates. BMINZ was responsive, providing learners with continuity to enable completions. Learnings taken from this contract are influencing planning and delivery.</p> <p>For the Competenz (ITO) partnership programme (Continuous Improvement Practices), achievement is 80 per cent, once withdrawals are allowed for.<sup>2</sup> Learners and employers report that relevant skills and knowledge are gained and applied in their workplaces. Learners also report enhanced confidence and communication skills, and improved problem-solving skills as a result of the training. This demonstrates good outcomes for the learners; for many, this is their first qualification.</p> <p>The Connexis partnership programme (Effective Team Leadership), is in the early stages with 14 enrolments. All are on track to complete within the expected time.</p> <p>The one-day workshops for preparing health and safety representatives for their responsibilities in their workplaces have a high success rate – 126 of 127 learners were awarded the unit standard in 2019.</p> <p>BMINZ understands its learner profile well through understanding demographic data. Withdrawal trends and some reasons for non-completions are known. More attention to the analysis of achievement data would strengthen self-</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.

<sup>2</sup> Competenz confirmed that the withdrawal rate in manufacturing industries is approximately 30 per cent.

	assessment and contribute to enhanced understanding and better inform improvements.
Conclusion:	Learners have good completion rates and gain useful skills and knowledge to apply in their workplaces.  Data analysis needs to be strengthened to better inform understanding of learner achievement and improvements.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Employers throughout New Zealand have enhanced their leadership skills and knowledge and implemented work-related improvements as part of the projects completed during their study. Companies have also benefited from improvements brought about by their employees' projects.</p> <p>BMINZ provided primarily anecdotal evidence of the value of the training programmes and workshops for learners and employers – the PTE has yet to find ways to fully substantiate and document this reported value. The evaluators' interviews with a range of graduates, training managers and current learners showed that the results of the training aligned with the organisation's goals as outlined in its self-assessment.</p> <p>Learners said they valued the development of communication skills, problem-solving and increased confidence to lead teams gained from the training programmes.</p> <p>Learners gave examples of improvement projects they have implemented in their workplaces. These projects were also used in learner assessments, illustrating time efficiencies and cost savings made through implementation of these projects. Employers interviewed by the evaluators confirmed the value of the improvement projects to their businesses, and the confidence learners demonstrated in their final assessment presentations.</p> <p>Both Competenz and Connexis report that their stakeholders value the training provided by BMINZ, and that they will choose training provided by BMINZ in preference to managing it in-</p>

	house.
Conclusion:	Anecdotally, stakeholders value highly the outcomes of the training. However, the PTE has not gathered or analysed any evidence to support these claims.

### 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>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>BMiNZ ensures that learners' and employers' needs are understood and reflected in programme design, and that learning activities are based on company practices. Experienced industry trainers add authenticity to the training.</p> <p>Feedback from the training managers within client companies and the two ITOs confirmed the relevance of the training and its alignment with stakeholder needs.</p> <p>Workshops are well planned and delivered at workplaces in accordance with the delivery plan. Training resources are well designed by the in-house instructional designer and are suitable for learners. These are subject to a thoroughly documented quality improvement process which clearly tracks actions and key decisions.</p> <p>Assessment material is externally assured by the ITOs, and a comprehensive moderation plan is being followed, including remedial action for assessments of a small number of NZQA-managed health and safety standards, and one business and management standard. An external moderator has been engaged to ensure separation of design and quality assurance roles.</p> <p>Learners said the Creating Health and Safety Representatives workshops were engaging and the trainer provides coaching to support learning and success. Validation of these results would be strengthened through external moderation.</p> <p>Learner surveys are the primary mechanism for obtaining learner feedback, and these are analysed and used to monitor satisfaction and trainer performance.</p>

	Improvements to training materials and assessments are captured in an opportunities for improvement register and managed systematically. Full programme reviews are planned within the next six months. As part of these reviews, the programmes would likely benefit from the purposeful embedding of literacy and numeracy, which will require staff professional development.
Conclusion:	BMINZ puts great effort into designing and delivering programmes that are contextualised to the workplace and are relevant to and suitable for the cohorts of learners.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>BMINZ's contextually based programmes and fit-for-purpose learning resources and assessment activities effectively engage learners and help them to be successful in their learning. The trainers provide industry-based examples and stories, drawn from their experiences, to illustrate the concepts used in the training.</p> <p>The trainer is supported by the academic manager at the one-day workshops, providing additional support to ensure learners understand concepts and are prepared for assessment.</p> <p>Learners apply their skills and knowledge in their workplaces, collecting evidence for assessment purposes, such as photos of improvement projects. Learners say assessment feedback is useful, particularly on projects and final presentations.</p> <p>Trainers are available between workshop sessions to support learners. The trainers are in regular phone contact with the learners, and learners described the value of this when they needed additional guidance around projects and collecting evidence for assessment. A generic email contact is available; however, learners have not been seeking out this support channel.</p> <p>Post-programme feedback shows that students are highly satisfied with their support. As well as reflecting on this feedback and using it to make improvements, it may benefit BMINZ to</p>

	<p>share this information with employers.</p> <p>BMINZ has a robust process for monitoring learner progress and ensuring completion within required timeframes; where warranted, it grants extensions for completions. However, support for learners with literacy and numeracy or other learning needs is a gap and would require staff development to build this capability in trainers.</p>
Conclusion:	<p>By delivering contextually based programmes, using relevant materials, BMINZ ensures learners are engaged in their learning and are supported appropriately for these work-based training programmes and one-day workshops. Developing trainers' skills in supporting learners with literacy and numeracy or other learning needs would be beneficial.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>BMINZ has a good understanding of the manufacturing and wood processing sectors and the training needs of clients. Established relationships with partner ITOs provide extensive industry connections and access to funded work-based training. Networks are used effectively to keep up to date with and respond to changes in tertiary education.</p> <p>The recently refreshed business plan with its clear strategy, critical success factors, targets and short-term goals provides a solid platform for BMINZ to focus its decision-making and improve its effectiveness. Investment costs are understood and considered when evaluating new opportunities.</p> <p>Governance and management roles are clearly delineated. The team culture is based on open and ongoing communication, with a focus on continuous improvement. The opportunities for improvement register and subsequent action is a useful tool for managing change.</p> <p>Effective academic leadership is supported by well-documented policies and procedures and good monitoring. Trainers are qualified and have a wealth of experience in their industry fields.</p>



	While the industry advisory panel provides BMINZ with connections and information, the real value this stakeholder group is adding is not yet entirely clear. Other means of documented consultation may offer more actionable industry intelligence.
Conclusion:	There is good planning and direction for the organisation to enable it to sustain quality of delivery and achievement within a changing tertiary education environment. Enhanced use of achievement data and evidence of the value of outcomes will further inform planning and result in ongoing improvements to educational performance and outcomes for learners.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>As a recently registered PTE, BMINZ has a clear understanding of its responsibilities associated with this status. Policies and practices are well documented, meeting legal and ethical standards.</p> <p>Compliance management is 'business as usual' for BMINZ; responsibilities are clear and managed proactively.</p> <p>BMINZ is meeting the reporting and quality requirements of Competenz and Connexis. NZQA programmes are delivered as approved and changes are notified to NZQA and approved. Remedial action was taken when unit standard assessments did not meet the required standard. Collecting evidence to demonstrate how graduates meet graduate profile outcomes for future consistency reviews would be beneficial.</p> <p>While risks are monitored by the board, an expanded risk management framework that identifies key risk considerations and mitigations would assist with managing compliance risks.</p>
Conclusion:	<p>BMINZ is managing its key compliance accountabilities well.</p> <p>An expanded risk management framework would be beneficial.</p>

# Focus Areas

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

## 2.1 Focus area: Continuous Improvement Practices – partnership programme with Competenz

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

## 2.2 Focus area: Effective Team Leadership – partnership programme with Connexis

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

## 2.3 Focus area: Creating Health and Safety Representatives – one-day workshop

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

- Consider strengthening data analysis to better inform understanding of learner achievement and improvements.
- Consider gathering evidence of valued outcomes of the training for learners and employers to support reporting.
- Consider professional development relating to meeting literacy and numeracy, and specific learning challenges through embedded strategies in materials, and enhancing trainer skills.
- Consider additional or alternative methods of gathering industry input into the business.
- Consider developing an expanded risk management framework that identifies key risk considerations and mitigations.

## 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/>.*

*Final*

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