



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

**BMINZ Limited**

Date of report: 20 June 2024

# About BMINZ Limited

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*BMINZ delivers training, including qualifications in competitive systems and practices, manufacturing and leadership to a range of manufacturing organisations. BMINZ also delivers various short courses, including in health and safety.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 112 Third Avenue, Tauranga
Eligible to enrol international students:	No
Number of students:	Domestic: 597 (2023 – 169.63 equivalent full-time students); Māori 46, Pasifika 53. The PTE does not currently collect quantitative data on learners with disabilities.
Number of staff:	Four full-time equivalents
TEO profile:	<a href="#">BMINZ Limited</a> BMINZ delivers some training using the PTE's own accreditation; plus some training using Competenz' accreditation through a subcontracting arrangement.
Last EER outcome:	At the last EER in 2020, NZQA was Confident in both the PTE's educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Competitive Systems and Practices (Level 3) [Ref: 2998]</li><li>• New Zealand Certificate in Manufacturing (Level 4) [Ref: 2731]<sup>1</sup></li><li>• Risk Assessment (30265) and Incident Investigation (17601) unit standards/short courses</li></ul>

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<sup>1</sup> The New Zealand Certificate in Manufacturing (Level 4) is delivered through a subcontracting arrangement with Te Pūkenga trading as Competenz, using their programme approval and accreditation.

MoE number: 9164  
NZQA reference: C56058  
Dates of EER enquiry: 6 and 7 March 2024

# Summary of results

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*BMINZ provides value to stakeholders, particularly employers, by training employees/learners to become more efficient and effective in their work roles. Effective relationships with stakeholders (including employers and Competenz) underpin the value of the training. However, the extent of value to stakeholders could be better measured and captured to formally incorporate this information into self-assessment.*

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## **Confident in educational performance**

- Overall achievement is generally good. There was a reduction in 2022 completion rates. However, this was due to the withdrawal of Covid-19 learners who were on hold from previous years. Reasons for withdrawals across all years are well understood.
- Employers and learners value the skills, knowledge and qualifications gained. The value is evidenced through employers who commented on improved business operations. BMINZ is considering how to effectively gather more information and data on the value provided to stakeholders.

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

- Programmes and content are designed in consultation with the relevant stakeholders in mind. Well-articulated programme objectives are part of the proposal process. Self-assessment could be strengthened by reflecting on how well the programme objectives have or have not been met.
- The organisation has a clear purpose, which is authentic to the core business of BMINZ. Self-assessment at governance and management levels has improved since the last EER. It would be further strengthened by ongoing review and evaluation of data.
- There have been some gaps in the management of NZQA compliance accountabilities. These gaps have not had a significant impact on educational achievement. BMINZ has put stronger systems in place to monitor compliance accountabilities. The effectiveness of these changes is still to be seen.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Qualification completion rates and completion rates for short courses are generally strong. There was an overall decline in 2022 completion rates. However, this was due to learners being enrolled in programmes during Covid-19, being placed on hold, and subsequently being withdrawn in 2022 (see Appendix 1 for completion rates).</p> <p>The reasons for withdrawals are analysed and well understood by BMINZ. Most withdrawals occur for reasons external to BMINZ (e.g. employers unable to release employees for training and changing operational requirements for employers). However, facilitators work with the learners as much as practicable to support their achievement (including support outside of business hours).</p> <p>Māori and Pasifika learners achieve at around the same rate as non-Māori and non-Pasifika and the overall rate. There have typically been low Māori and Pasifika enrolment numbers in the focus areas, which has skewed the completion rates in some instances. However, as the reasons for withdrawals are well understood and usually outside of the control of BMINZ, Māori and Pasifika learners are well supported to achieve.</p> <p>BMINZ does not collect data about learners with disabilities. However, if they receive a training agreement where a learner has declared a disability, the facilitator will work with the learner to overcome barriers to achievement. This is supported by strong achievement rates.</p> <p>BMINZ's use of achievement data in self-assessment could be strengthened. One consideration, for example, is</p>

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	to analyse cohort <sup>3</sup> success. Effective external benchmarking is also a work in progress.
Conclusion:	The drop in achievement in 2022 was a direct result of learners unable to complete due to Covid-19. Otherwise, achievement has been generally strong. There is some good use of achievement data, such as withdrawal analysis and some benchmarking. However, further analysis could strengthen self-assessment.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Graduates gain useful skills and knowledge that is beneficial to employers. This is evidenced by the strong relationships and repeat business BMINZ has with employers, as well as anecdotal evidence of value.</p> <p>NZQA heard positive feedback from employers that demonstrated the significant value of the graduates' learning, and they gave examples of improved practices at work (such as increased time efficiency). Graduates spoke about the increased ability and confidence to carry out their roles effectively and bring value to their company.</p> <p>BMINZ acknowledged challenges of collating the value of the training to employers, as much of the value is in improved systems and practices within the organisation. BMINZ understands this value through their ongoing conversations with employers. However, it is not formally collated.</p>
Conclusion:	The value to stakeholders, including employers and graduates, is strong. Anecdotal evidence shows that graduates are more efficient and effective in their roles, which provides value to employers. However, formal collated evidence showing the extent of the value added is challenging to gather and is a work in progress.

<sup>3</sup> Cohort in this context is defined as a group of learners who start a programme or course around the same time at the same company.

### 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>Stakeholder needs are well considered when working with a new client or delivering a new programme with a client. The objectives of the programme or course are clearly articulated to address the employer's needs, while providing engaging training for learners. The value is underpinned by the relevance of the content to the workplace. Employers and learners that NZQA spoke to highlighted that BMINZ often uses the policies of the company they are working in when delivering content. This helps show the real-world applicability of the content. The majority of delivery is on site at the employer's premises. This is effective in keeping learners engaged.</p> <p>Programme objectives are formed as part of the proposal process to the client. Anecdotally, these programme objectives are met. However, self-assessment could be further strengthened to understand how well and to what extent the objectives have been met.</p> <p>Steps have been taken to improve academic standards and integrity. Internal post-assessment moderation is limited, and the implementation of an effective moderation system is still a work in progress. However, the validity of assessments is underpinned by external post-assessment results that are mostly positive. Feedback from external assessment moderation has been considered and actioned where appropriate. This has included implementing systems to ensure group work can be assessed effectively to ensure learners are individually able to show competency.</p> <p>BMINZ conducts regular programme reviews which are concise and reflective. Ongoing self-assessment and improvements tend to occur organically through feedback from employers and other stakeholders, and are actioned as and when required.</p>

Conclusion:	Programmes are well designed to match stakeholder needs, including employers and learners. The internal moderation system should be strengthened. However, the validity of assessment results is supported by external moderation. Use of feedback and data could be captured more formally in self-assessment activities.
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#### 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>Feedback from learners indicates that facilitators create an inclusive and supportive learning environment. Delivery of content is agile to meet the needs of the employer and learners. Facilitators enable learners from diverse backgrounds and diverse needs to achieve. The goals of learners and employers are well understood to support achievement. Evidence of this is predominately through conversations, as well as the initial proposal to the employer confirming the outcomes of the training.</p> <p>While staff are not trained in literacy and numeracy support, they attempt to support learners with their needs within their ability. BMINZ has a relationship with an external provider who can deliver literacy and numeracy programmes to the learners when required. BMINZ acknowledges that literacy and numeracy support is a work in progress, including developing learning materials and assessments with literacy and numeracy embedded.</p> <p>BMINZ has rated themselves as 'developing implementation' for each of the four relevant outcomes in the Code of Practice. This is mostly due to a lack of formal documented evidence to demonstrate that the outcomes are met. However, overall, stakeholder feedback received by BMINZ and by the NZQA evaluators during the EER, shows there is a high level of learner support when required.</p> <p>Learner feedback is collected formally through traditional methods like feedback forms at the end of the programme or course. BMINZ staff also consider and action learner feedback gathered during the programme to ensure</p>

	improvements are made as quickly as possible within quality assurance requirements. Collation of pastoral care outcomes and learner feedback, and its use in self-assessment could be strengthened. The progress to date is appropriate for the size of the organisation.
Conclusion:	BMINZ delivers programmes based on the needs of employers and learners, ensuring the outcomes and goals are well understood. Self-assessment and collation of pastoral care data is adequate for the size of the organisation and the context of delivery, but could be strengthened to aid improvements.

### 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 clear organisational purpose. The type of workplace delivery, which focuses on being lean and efficient, is authentic to the organisation. The board works to their strengths to support educational achievement</p> <p>The board's business strategy is well placed to support the priority areas of the organisation. Each member is responsible for a 'pillar' that complements their strengths. This follows through to structured meetings. Board members are clear on the gaps and actions required. There are robust processes for following through and accountability for actions required.</p> <p>Governance and management have generally responded well to the operational impacts of Covid-19. There have been challenges with getting on site to workplaces to train the learners. However, BMINZ has worked well with the learners, and the learners enrolled with Competenz<sup>4</sup>, to support achievement.</p> <p>Online delivery has been used in some instances to support learners when there have been barriers to face-to-face learning. This has had variable success due to the</p>

<sup>4</sup> As mentioned, some delivery is subcontracted through Competenz. The learners are Competenz learners and BMINZ delivers the training.

	<p>diverse needs and preferences of the learners, with face-to-face learning in the workplace preferred by many. With this feedback, BMINZ is considering how they can continue to support learners in an online context.</p> <p>There have been some challenges and variability in the effectiveness of management to support educational achievement since the last EER. Key actions (including addressing some of the recommendations from the last EER report) have not been fully actioned, and are still being worked on. However, in the last year BMINZ has made some good progress in implementing new systems to support self-assessment and educational performance. Feedback on delivery, course and qualification completions, analysis of key data, and actions plans indicate that BMINZ has made progress towards addressing gaps.</p>
Conclusion:	<p>BMINZ has an authentic purpose for the organisation, which is evidenced through the strengths of the board. Generally, BMINZ governance and management have been effective in supporting educational achievement, and self-assessment has improved since the last EER.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>BMINZ has had some gaps in its management of important compliance accountabilities. Examples include:</p> <ul style="list-style-type: none"> <li>• Late submission of NZQA national external moderation</li> <li>• Late submission of the PTE annual declaration</li> <li>• Late publication of the Code of Practice self-review.</li> </ul> <p>However, most of these gaps were self-identified by BMINZ and were rectified promptly. They have put in place a compliance tracker and calendar to manage these responsibilities on an ongoing basis. However, it is too early to judge how effective these practices are in ensuring all important compliance accountabilities are met.</p>

	<p>The gaps have not had a significant impact on educational performance, outcomes or the validity of the award of qualifications or courses.</p> <p>The BMINZ board articulated a strong understanding and focus on compliance requirements going forward. These are adequately recorded and followed up in board meeting minutes.</p>
<p>Conclusion:</p>	<p>BMINZ has had some gaps in managing its important compliance accountabilities. But this has had no significant impact on educational performance. BMINZ has introduced improvements such as a compliance tracker and calendar to mark important accountabilities.</p>

# Focus areas

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

## 2.1 New Zealand Certificate in Competitive Systems and Practices (Level 3)

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

## 2.2 New Zealand Certificate in Manufacturing (Level 4)

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

## 2.3 Short courses: Risk Assessment (US 30265) and Incident Investigation (US 17601)

Performance:	<b>Excellent</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:

- Investigate ways to systematically capture and use information to better understand the value of the training for stakeholders.
- Consider how effectively the programme objectives have been met post-programme to help understand the value to the client.
- Monitor the effectiveness of the newly implemented compliance management tools to ensure they effectively manage the important compliance accountabilities.
- Collect and collate data relating to learners with a disability to include in self-assessment related to achievement of priority learner groups.

# 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

## BMINZ completion rates – Focus areas

### Focus area 1. New Zealand Certificate in Competitive Systems and Practices (Level 3)

Year	Overall completion rate	Māori completion rate	Pasifika completion rate	Other completion rate
2020	67% (2/3)	0% (0/1)	100% (1/1)	100% (1/1)
2021	100% (36/36)	100% (8/8)	100% (6/6)	100% (22/22)
2022	30% (21/71)	55% (12/22)	25% (1/4)	17% (8/45)
2023	77% (156/202)	71% (17/24)	100% (6/6)	77% (133/172)

### Focus area 2. New Zealand Certificate in Manufacturing (Level 4)

Year	Overall completion rate	Māori completion rate	Pasifika completion rate	Other completion rate
2020	n/a	n/a	n/a	n/a
2021	88% (7/8)	67% (2/3)	100% (2/2)	100% (3/3)
2022	70% (7/10)	100% (2/2)	n/a	63% (5/8)
2023	86% (38/44)	60% (3/5)	100% (1/1)	89% (34/38)

### Focus area 3. Risk Assessment short course (Unit Standard 30265 - Apply health and safety risk assessment to a job role)

Year	Overall completion rate	Māori completion rate	Pasifika completion rate	Other completion rate	Ethnicity not specified
2020	73% (67/92)	100% (4/4)	100% (4/4)	75% (47/63)	71% (12/21)
2021	100% (79/79)	100% (2/2)	100% (3/3)	100% (46/46)	100% (28/28)
2022	100% (25/25)	n/a	n/a	100% (17/17)	100% (8/8)
2023	100% (102/102)	100% (2/2)	n/a	100% (83/83)	100% (17/17)

**Focus area 3. Incident Investigation short course (Unit Standard Unit standard 17601 - Produce an occupational health and safety incident investigation)**

Year	Overall completion rate	Māori completion rate	Pasifika completion rate	Other completion rate	Ethnicity not specified
2020	100% (89/89)	100% (6/6)	100% (5/5)	100% (62/62)	100% (16/16)
2021	100% (82/82)	100% (4/4)	100% (2/2)	100% (45/45)	100% (31/31)
2022	100% (13/13)	100% (1/1)	100% (1/1)	100% (10/10)	100% (1/1)
2023	100% (11/11)	n/a	n/a	100% (7/7)	100% (4/4)

# 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<sup>5</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>5</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 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](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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