

External Evaluation and Review Report

Bakels Training Organisation

Date of report: 1 August 2025

About Bakels Training Organisation

Bakels Training Organisation, supported by NZ Bakels Limited¹, provides apprenticeship training for the baking industry. Bakels support trainees in their workplaces through regular visits by bakery advisors.

Type of organisation:	Private training establishment (PTE)
Location:	421-420 Church Street East, Penrose, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 163 apprentices, 134.06 equivalent full-time students, including 23 Māori and 11 Pasifika International: seven enrolled with Competenz
Number of staff:	Four full-time and four part-time; some staff are employed by NZ Bakels, e.g. bakery advisors
TO profile:	NZ Bakels Limited – provider page on NZQA website Bakels is an international brand and industry supplier of baking plant and product. This arrangement supports the training organisation with access to industry trends and standards, technological advances and innovations, to provide training, resources and techniques.
Last EER outcome:	NZQA was Highly Confident in Bakels Training Organisation's educational performance and self-assessment at the last EER in 2021.
Scope of evaluation:	Apprenticeship programmes
MoE number:	7945
NZQA reference:	C61516
Dates of EER visit:	24 and 25 June 2025 (via Zoom)

¹ NZ Bakels Limited is part of a group of international companies that manufacture and distribute a wide range of ingredients and application solutions for the baking industry.

Summary of results

Bakels Training Organisation is comprehensively meeting the most important needs of apprentices and baking industry stakeholders. Bakels is using data, feedback and industry information effectively to identify strengths and challenges, and to design and implement strategies to improve completions.

Highly Confident in educational performance

- Apprenticeship completions have trended upwards since the last EER. Bakels has introduced processes to support apprentices to progress and complete their training, based on the understanding of data, including identification of critical points for withdrawal and student progress through the programme.

Highly Confident in capability in self-assessment

- Bakels offers apprentices and industry high value through the training, support and industry activities such as competitions and excellence awards. This value is underpinned by effective relationship management and strong communications.
- Bakels' apprentice programmes are well designed and implemented to meet needs. The programmes are fulfilling the organisation's mission of training bakers who will go on to make a difference in the baking industry through their knowledge, innovation, creativity and professionalism.
- Bakels supports apprentices and employers effectively. Key elements of Bakels' success include regular engagement with and monitoring of apprentice progress by the bakery advisors; timely administration support; and the focused block courses providing learning and opportunities to demonstrate and refine baking skills.
- Bakels is a values-driven organisation with a clear purpose and role, and an understanding of what is good for the industry. There are strong indications of reflection, sharing of good practice, and working towards ongoing improvement.
- Bakels is effectively managing its compliance responsibilities. Systems and processes are clearly documented.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Bakels' apprentices have achieved strongly since the last EER. Completions have increased from 40 in 2022 to 70 in 2024, and withdrawals declined significantly, from 102 in 2022 to 39 in 2024³. The retention rate for first year trainees at the end of 2024 was 87.5 per cent, which shows that apprentices are well supported to remain on track. Bakels has worked closely with Competenz, concentrating their efforts on understanding the critical points for trainee disengagement and withdrawal, and has introduced support and monitoring. The strong completions and the proactive support and monitoring provide good evidence that Bakels has responded to a recommendation in the last EER report⁴, and is meeting Competenz' contractual requirements for trainee durations, credit achievement and completions. Apprentices gain essential skills and confidence in the baking process, and extend their product and/or plant knowledge through the training. They are applying these achievements in their workplaces. The block courses provide further opportunities to focus on practising, refining and demonstrating baking skills. This increases trainees' confidence and supports problem-solving and innovation in their work.
Conclusion:	Apprenticeship completions have trended upwards since the last EER. Bakels has introduced processes to support apprentices to progress and complete their training based on their understanding of data, including identification of critical

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

³ Bakel's had 238 apprentices at 31 December 2022 and 164 apprentices at 31 December 2024.

⁴ 2021 EER report recommendation: 'In (partnership with Competenz) jointly monitor apprentice withdrawals, with a view to evidencing their work with the industry to improve the indicator, and that improvements are measurable'.

	points for withdrawal, and student progress through the programme.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	In addition to training bakers, Bakels adds value by supporting the industry with competitions, master classes and knowledge sharing. These activities, underpinned by effective relationship management and communication, enhance trainees' understanding of new skills and technology, strengthen industry development, and support stakeholders including apprentices. Apprentices value the acquisition of bakery skills and knowledge that support them in their employment and further careers. Achieving a qualification is highly valued (for many, this is their first nationally and industry-recognised award). The evaluators heard from trainees and graduates that the training makes them faster and more efficient bakers, encourages experimentation, and gives them confidence to progress in the industry. Notably, training is reported as making the job more enjoyable, which enhances trainees' personal wellbeing. Some are rewarded with pay rises and/or promotions on completion of their apprenticeship. Bakels recognises apprentices who have demonstrated exceptional performance throughout their apprenticeship journey. These prestigious annual awards have been presented to nine Bakels apprentices in the last three years, recognising their industry skills and the personal attributes that set them apart from their peers. The recipients receive a certificate and are profiled in Bakels' communications. Hanga-Aro-Rau Workforce Development Council (WDC) values Bakels' industry expertise and the contributions they have made to recent qualification and unit standard revisions. Employers reported to the evaluators that they value Bakels' input into ensuring the qualifications are relevant and fit for purpose.

	The evaluation found that there are opportunities for more systematic collection of success stories and outcomes of the value-added activities. This information would further support Bakels' understanding of the value they offer and enable them to share this with industry and key stakeholders.
Conclusion:	Bakels offers apprentices and industry high value through the training, support and industry activities such as competitions and excellence awards. This value is underpinned by effective relationship management and strong communications.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Bakels' training programmes and pathways are highly relevant to the baking industry. The training plan clearly sets out the learning progression and assessment dates and expectations. The yearly block courses are well planned and delivered by experienced, expert bakery tutors in purpose-built, well-resourced baking facilities. Apprentices apply their learning, refine their skills and grow their knowledge, and are assessed in the workplace. Regular monitoring and support is provided by the bakery advisors. This cohesive training ensures Bakels fulfils its mission of training bakers who will go on to make a difference in the baking industry. Programme review is ongoing and effectively uses feedback from trainees and employers to continuously improve learning materials, assessment approaches and block course delivery. An example is the redesign of workbooks, with careful design and use of white space and language to meet the needs of neurodiverse trainees. Bakels considered the WDC moderation findings and worked collaboratively with them to redesign assessments that would ensure sufficient evidence is provided for practical assessment of the baking process, while meeting the teaching and learning needs of trainees.
Conclusion:	Bakels' apprentice programmes are well designed and implemented. The training pathways meet apprentice and

	industry needs and fulfil the organisation's mission of training bakers who will go on to make a difference in the baking industry through their knowledge, innovation, creativity and professionalism.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Apprentices are effectively supported throughout their learning journey. Enrolment is only confirmed after the workplace has been assessed as being able to provide the full experience, with suitable support from the employer and/or supervisor. The apprentice contract creates a sound foundation for trainee and employer, and outlines Bakels' commitment to and engagement with the learning process. Bakels' handbook and individualised training plan provides trainees with clear information about the learning and assessment expectations of the apprenticeship. These early support processes set apprentices up to achieve their learning goals and successfully complete their apprenticeship. Bakels provide trainees access to the online literacy and numeracy assessment tool. The immediate results provide tutors and advisors with a fuller understanding of individuals' needs and the support required. This initiative is evidence of Bakels' response to a recommendation in the previous EER report.⁵ To encourage trainees' engagement in their learning in the first three months post-enrolment, trainees complete one assessment and are provided with immediate feedback from the bakery advisor. Block course invites are extended after this time. Small groups of five or six trainees provide tutors with ample opportunity to support individuals, encourage teamwork, and ensure everyone has access to equipment. Based on trainee feedback, the timing of summative assessment has been changed from the last day of the

⁵ 2021 EER report recommendation: 'Consider ways of enhancing the value to trainees and tutors of the literacy and numeracy pre-assessment tool and process'.

	course to during the course, to reduce stress and fear of failure where there is no opportunity for reassessment. Trainee progress is closely monitored, bakery advisors record their engagements with trainees, and regular reports are provided to employers. Trainees enjoy the opportunity of meeting others pursuing the same pathway, and some groups establish ongoing networks beyond the block course. Bakels has effectively reviewed its support practices against Code of Practice outcomes, socialised the expectations with staff and trainees, and published their report on compliance with the Code. There is an acknowledgement of the limitations of the PTE's pastoral care responsibilities to the trainees, with employers having the main accountabilities for their own staff.
Conclusion:	Apprentices and employers are effectively supported. Key elements of Bakels' success include regular engagement and monitoring by the bakery advisors; timely administration support; and focused block courses that provide learning and opportunities to demonstrate and refine baking skills under the guidance of expert tutors.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Bakels has a clear purpose and direction, with a strong focus on high quality in all aspects of training provision. Their aim is to be the 'provider of choice' for the baking industry, and produce graduates who will be an asset to the continuance of the baking industry in New Zealand and the communities they serve. Bakels is well supported by their parent company, providing financial sustainability and industry leadership. The cohesive and collaborative team are passionate about the baking industry and supporting apprentices to succeed. The advisory board brings a wealth of industry, business and educational experience and sound advice to support management and the organisation's activities. Effective academic leadership

	supports the tutoring and advisory team in their teaching, mentoring the assessment activities. Bakels is a well-respected and connected training organisation. Relationship management is a strong feature of the company ethos, supported by regular communications such as newsletters. Bakels is well positioned to expand its training market, and is exploring new training opportunities with bakery businesses. There is a strong culture of reflection and continuous improvement. Trainee data is being used effectively to understand achievement and to plan and implement improvement strategies.
Conclusion:	Bakels is a values-driven organisation with a clear purpose and role, and an understanding of what is good for the industry. There is a strong culture of reflection, sharing of good practice, and working towards ongoing improvement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Bakels is proactive in meeting its compliance accountabilities. An annual schedule of events, requirements and expectations supports the timely submission of reports, attestations and financial audits. Any additional requests are responded to as required. Robust systems and processes are in place to manage trainee records. The student management system has been carefully tailored to capture trainee data and client relationship management records from bakery advisors' engagement with trainees and employers. This provides Bakels with valuable, integrated information about trainees and cohorts to use for self-assessment and reporting purposes. Bakels has paid careful attention to Code requirements, for example gaining a full understanding of the responsibilities for international enrolments under their contractual agreement. As noted in 1.4, Bakels has undertaken a review of its support practices against Code outcomes and submitted attestations

	to NZQA. All other NZQA requirements have been met in a timely manner. Competenz confirmed that Bakels is meeting its contractual requirements, including reporting of enrolments, credit achievement, durations and completions. Regular meetings are held with Competenz and recorded. WDC and Competenz moderation requirements have been met. Bakels has a robust internal moderation system that assures the consistency of assessment decisions.
Conclusion:	Bakels is effectively managing its compliance responsibilities. Systems and processes are clearly documented.

Focus areas

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

2.1 Apprenticeship programmes

Performance:	Excellent
Self-assessment:	Excellent

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 NZ Bakels Limited:

Explore ways to systematically collect evidence of:

- apprentice success stories and the value of the training for their bakery career
- the contribution of Bakels to the industry through competitions, master classes and other value-add activities, to develop a more complete understanding of the valued outcomes Bakels brings to stakeholders.

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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