

Report of External Evaluation and Review

Hospitality Training Company Limited

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 20 October 2011

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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

Location:	Level 7, Munro Benge House, 104 The Terrace, Wellington
Type:	Private training establishment
First registered:	1999
Number of students:	Domestic: approximately 600 trainees attend the short courses each year International: nil
Number of staff:	One full-time equivalent, one part-time
Scope of active accreditation:	Licence Controller Qualification

Unit standards:

- 4646 Demonstrate knowledge of the Sale of Liquor Act 1989 and its implications for licensed premises (level 4)
- 16705 Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises (level 4)

Food Hygiene

Unit standards:

- 167 Practise food safety methods in a food business (level 2)
- 168 Demonstrate knowledge of food contamination hazards, and control methods used in a food business (level 3)

Sites:	Hospitality Training Company conducts training at: <ul style="list-style-type: none"> • The Green Man Pub, corner of Victoria and Willeston Streets, Wellington • Monteith’s Brewery Bar, Kapiti Lights, Kapiti Junction, Paraparaumu
Distinctive characteristics:	Hospitality Training Company does not have its own head office or delivery sites but delivers training from the two sites above.
Recent significant changes:	Governance, management, and training are the responsibility of one person who took over the role from another family member just over 12 months ago.
Previous quality assurance history:	At its previous NZQA quality assurance visit, a quality audit in September 2007 and reported in February 2008, Hospitality Training Company met all requirements of the standard in force at the time and for ongoing registration.
Other:	Hospitality Training Company is now using the resources and assessment materials of the Hospitality Services Institute (HSI), the industry standard-setting body that externally moderates the assessment and assessment decisions of Hospitality Training Company. At the time of the EER visit, HSI had recently conducted its quality assurance of the Hospitality Training Company around assessment processes and moderation. The outcomes became available after the visit but before the NZQA draft report was completed and submitted to Hospitality Training Company.

2. Scope of external evaluation and review

The scope of the external evaluation and review of Hospitality Training Company included the following focus areas:

- Licence Controller Qualification (LCQ)

The LCQ is based on unit standards 4646 *Demonstrate knowledge of the Sale of Liquor Act 1989 and its implications for licensed premises* and 16705 *Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises*. This focus area was chosen because these theory-based unit standards are prerequisites to applying for a General Manager’s Certificate with the District Licensing Agency (local council). They are essential for people responsible for the sale and supply of liquor as well as the control of

licensed premises and for creating a safe and responsible drinking environment. LCQ is also Hospitality Training Company's most popular course (260-390 trainees per year).

- Food Hygiene

This course is similar to the coverage of unit standards 167 *Practise food safety methods in a food business* and 168 *Demonstrate knowledge of food contamination hazards, and control methods used in a food business*. This focus area was chosen because a course related to unit standards 167 and 168 can lead to a Hospitality Training Company Basic or Advanced Food Hygiene certificate. Councils require people working in commercial kitchens to attend and complete such courses as a minimum but not necessarily to achieve unit standards. Hospitality Training Company trains fewer people in its food hygiene courses (about 260 per year) than for the LCQ, but still a significant number of people train in basic food hygiene theory and practice.

In accordance with NZQA policy, the scope also included the following mandatory focus area:

- Governance, management, and strategy.

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/>

An NZQA lead evaluator and external evaluator conducted the external evaluation. The team spent one and a half days at Hospitality Training Company in Wellington. The evaluators met with the governor/director/trainer, the part-time assistant, trainees (including a beer writer/tester), employees, bar owners, and managers. Stakeholders such as trainees from the most recent course, including a former industry training organisation resource and assessment writer for HSI, and HSI and council licensing representatives were also contacted.

Documents and information sighted included: self-assessment information requested prior to the evaluation; trainee end-of-course evaluations, summaries, conclusions, and suggested actions; the Hospitality Training Company website and a newsletter; Hospitality Training Company and HSI resources and assessments; course lists and results data reported to NZQA.

Hospitality Training Company Limited has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Hospitality Training Company Limited**. The key reasons for this are:

- Most trainees achieve the two Licence Controller Qualification (LCQ) unit standards required to apply for a General Manager's Certificate with the District Licensing Agency (local council). Hospitality Training Company showed evidence of these outcomes based on its course-by-course results data and results reported to NZQA.
- The evaluation team confirmed that virtually all Hospitality Training Company applicants who apply and undergo an interview with a representative of the appropriate licensing agency gain their certificate.
- Trainees also complete the Hospitality Training Company's Food Hygiene courses based on two unit standards and are assessed at the end of the course. Success rates are similar to the LCQ courses. However, attendance at and completion of such courses are the minimum but sufficient requirements for council purposes in licensed kitchens, so trainees are rarely awarded unit standards because councils do not require them.
- The LCQ training helps ensure the responsible sale and supply of liquor, the control of licensed premises, and the creation and provision of safe and responsible drinking environments, which benefit whole communities. The Food Hygiene courses are similar in that they help meet legislative and regulatory requirements and help ensure food safety which benefits the health of all people in the community.
- The trainer is well informed, passionate about his industry, qualified as a workplace assessor, and engages trainees very effectively in their learning. This was confirmed by Hospitality Training Company and HSI end-of-course evaluations and feedback from trainees, owners, managers, and employers interviewed by the evaluation team. However, the trainer could become even more effective once he has undertaken further adult teaching and learning training which is a requirement of the relevant NZQA Assessment and Moderation Action Plan.
- Trainees were highly satisfied with the guidance and support they received during their short courses. This was also evident from trainee course evaluations and evaluation team interviews. Again, more formal training would help the trainer become even more effective in these areas.
- The fact that the trainer is also responsible for governance and management limits the overall effectiveness of the organisation in that the trainer does not step back often enough to look at the effectiveness of the organisation as a whole and where improvements could be made. This should be addressed in part through increasing

interactions with HSI and training providers, in addition to the extensive networking the trainer already practises.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Hospitality Training Company Limited**. The key reasons for this are:

- Hospitality Training Company records its results course by course and reports results to NZQA in batches. It would benefit Hospitality Training Company to develop its aggregation of the pass rates course by course to four-monthly as it does for its trainee end-of-course feedback, as well as annually and from year to year. This would identify course by course and over time any trends, the possible reasons for them, and any improvements that could be made.
- The end-of-course information that Hospitality Training Company gathers from trainees is useful. The aggregation of the evaluation ratings and comments responses on about a four-monthly basis is worthwhile because the comments/observations from the feedback reflect some analysis and reflection from which improvements are made. If this was also done annually and from year to year, it would identify trends over time, possible reasons for them, possible changes, and the effectiveness of improvements. Comparison of LCQ and Food Hygiene training feedback would also potentially benefit the quality of both programmes.
- Hospitality Training Company has made improvements to the feedback it gathers from trainees. However, now that it is using HSI evaluations, direct comparison with past trainee feedback will be difficult if not impossible. Hospitality Training Company could consider identifying any similarities between the information gathered in the past and present and consider supplementing this information with some of its own most recent successful end-of-course evaluations without requiring trainees to over-evaluate its short courses.
- Trainees, owners, managers, and employees interviewed by the evaluation team were very positive about the value of the outcomes of the training and how well the courses and activities matched their needs, particularly but not exclusively the LCQ course. While this confirmed Hospitality Training Company's own informal and anecdotal feedback through its considerable industry networking, the company would benefit from capturing some of the informal feedback it receives as well as developing the post-course follow-up of trainees, their employers, and licensing authorities. This would add to the information it receives end-of-course about the relevance, quality, and value of the training.
- The trainer provides valuable support to those with particular learning needs. However, the courses would also benefit from the trainer having more and better information about trainee learning needs in advance of courses, including through its online application process.

TEO response

Hospitality Training Company Limited has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners 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 **Adequate**.

Almost all trainees attain the LCQ by achieving unit standards 4646 and 16705. Hospitality Training Company showed evidence of these outcomes based on its course-by-course results data and the results it reported to NZQA. The LCQ enables trainees to apply for a General Manager's Certificate with the District Licensing Agency (local council). This certificate is essential for people responsible for the sale and supply of liquor, as well as the control of licensed premises and for creating a safe and responsible drinking environment. Hospitality Training Company is not sure how many of its trainees actually apply for a certificate. However, the evaluation team confirmed that virtually all Hospitality Training Company applicants who apply and undergo an interview with a representative of the appropriate licensing agency, which includes random questions from the relevant legislation underpinning the two unit standards, gain their certificate. In addition to achieving the two required standards, this is a further indicator of how well learners achieve.

Hospitality Training Company trains fewer people in its Food Hygiene courses which cover similar areas to unit standard 167 and can lead to a Hospitality Training Company Basic Food Hygiene certificate. The company trains even fewer people in relation to unit standard 168 which is the next step to helping ensure food safety in the food business and can lead to a Hospitality Training Company Advanced Food Hygiene certificate. Trainees achieve success rates that are similarly high to the LCQ. Trainees complete the Hospitality Training Company's courses in Food Hygiene successfully but are rarely assessed or awarded unit standards because councils accept course attendance and completion as a sufficient minimum for their purposes in licensing kitchens and do not require achievement of particular unit standards.

Hospitality Training Company records its results course by course and reports results to NZQA in batches. It would benefit Hospitality Training Company to develop its aggregation of the pass rates course by course to four-monthly, as it currently does with trainee satisfaction evaluations, as well as annually and from year to year. The organisation could include data about those who do not achieve the LCQ unit standards at their first attempt and how this could be addressed. This would identify any trends for each course and over varying lengths of time, the possible reasons, and possible improvements.

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

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

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**.

The value of the Hospitality Training Company training, particularly the LCQ, is that it enables almost all trainees to achieve their LCQ, apply for their licence/certificate from their district licensing agency, undertake their interview, and gain their licence. The training directly relates to meeting legislative and regulatory requirements that enable bars and restaurants to operate, and provides employment and opportunities for promotion within the hospitality industry. Most importantly, the training helps ensure the responsible sale and supply of liquor, the control of licensed premises, and the creation and provision of safe and responsible drinking environments, which benefit communities.

The evaluation team was impressed at how well former trainees understood, remembered, and kept up to date with the details of their obligations, responsibilities, and accountabilities, including loss of licence and fines. Trainees not only understood the requirements but also the rationale for them, for example the importance of the seven signs of intoxication in relation to responsible drinking, responsible hospitality, and responsible removal where necessary. The evaluation team considered that the ongoing awareness shown by former trainees of these factors is an indicator of the effectiveness and value of the training. Trainees, owners, managers, and employees interviewed by the evaluation team were very positive about the value of the training.

The outcomes of the Food Hygiene courses are similar to the LCQ course in that they help meet legislative and regulatory requirements and help ensure food safety which benefits the health of all people in the community. In fact, some LCQ trainees branch out into food safety and employers often ensure that all their staff are trained in both LCQ and food safety.

Those interviewed by the evaluation team, employers and employees alike, commented on the confidence they gained from the training. Employers also commented on how trainees came back from training refreshed, with greater understanding of what they needed to know and why they needed to know. This applied to both LCQ and Food Hygiene; it also confirmed Hospitality Training Company's own trainee evaluations and its informal and anecdotal feedback through its considerable industry networking. The company would benefit from capturing some of the informal feedback it receives face to face, from emails, and from social media and following up trainees, their employers, and licensing authorities post-course. This could include periodic phone-arounds or face-to-face focus group conversations such as those conducted by the evaluation team in addition to enhancing the use of social media such as Facebook and Twitter. These activities would add to the information Hospitality Training Company gathers at the end of courses and provide it with more and better information on the relevance and value of its training, as well as possible further improvements.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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 **Adequate**.

Hospitality Training Company courses, particularly but not exclusively the LCQ courses, match the needs of trainees, employers, and the hospitality industry by providing up-to-date information in an engaging way. The courses and activities match trainees' immediate needs in terms of enabling trainees to gain their LCQ and then their licence.

Trainees not only achieve the prerequisite LCQ unit standards, but by the end of the course they also both know and understand their obligations, responsibilities, and accountabilities. Trainees develop an understanding of not only what they are required to know and do but why. The depth and the quality of this understanding arise from the variety of approaches to the delivery of the course in an authentic setting, including role-plays and scenarios that provide practical experiences. The courses are based on the premise that trainees never know what their current or future role might require and may include, for example, being asked by the manager to prepare an application for an extension to the liquor licence.

The trainer addresses individual trainees' particular learning needs without jeopardising the needs of others on the course. This particularly applies to addressing barriers to learning, such as literacy and numeracy and difficulties with the English language, as well as explaining and clarifying assessment requirements, including one-to-one assistance. However, courses would also benefit from any information the company can obtain about trainees' learning needs in advance of courses, including by providing opportunities to share information through its online application process. According to feedback, the trainer plans and uses the time available in short courses well by managing courses with up to 20 attendees effectively through using group work, although the company's desired number of trainees per course is 12-14.

The Hospitality Training Company's own feedback, as confirmed by the evaluation team, reflects that the courses and activities are more trainee-focused than previously, place greater emphasis on training and learning than on assessment, and use technology, including visual and social media, to a greater extent. The HSI shift to one and a half days for the LCQ training supports these trends. Hospitality Training Company is now spending a full day on the training and providing a break of one day for trainees to reflect, ask questions, and prepare before they are assessed. Using enhanced end-of-course information as well as gathering post-course information should also provide Hospitality Training Company with better information as to how well it is matching the needs of trainees, employers, and the industry, and for possible further improvements.

1.4 How effective is the teaching?

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**.

End-of-course evaluations and the evaluation team's interviews confirmed that trainees were very satisfied with their training. This applied to both the LCQ and Food Hygiene courses. The trainer engages trainees in their learning by intuitively tailoring the training to a range of different learning styles and rates of learning. The trainer also uses a variety of approaches including PowerPoint, group work, video, role-plays, scenarios, case studies, and relevant stories which support practical application of learned knowledge and skills based on the trainer's own considerable hospitality experience and innate abilities.

The trainer is well connected in the hospitality industry. These connections give the trainer real understanding of the industry which contributes to considerable repeat business for both the LCQ and Food Hygiene courses. The trainer is well informed, passionate about his industry and work, and qualified as a workplace assessor; he has attained unit standard 4098 *Use standards to assess candidate performance* which is the minimum requirement for any workplace assessor. Nevertheless, the HSI moderation visit report has pointed out that holding an adult teaching qualification or equivalent is a requirement of the relevant NZQA Assessment and Moderation Action Plan and the trainer is committed to fulfilling this. The trainer's effectiveness should become even greater once adult teaching and learning training have been undertaken.

There is no time constraint on attendees for undertaking their summative, closed-book assessment at the end of their training, and the trainer clarifies assessment requirements and supports those who have reading, writing, and English language difficulties. Until recently, the trainer marked all papers immediately at the end of the one-day LCQ training and assessment. The shift to a full day's training and one day for reflecting, preparing, and asking any questions before assessment on the third day will allow for more emphasis on the training and more time for assessment and marking. This should benefit the quality of the training. The evaluation team and HSI agree that peer review of teaching and internal moderation by another provider in Wellington or the region or elsewhere in New Zealand, in addition to external feedback from HSI, would further improve the quality of the teaching as well as assessment at the national standard. So too would limiting course numbers. Closer reference to the use of the HSI resources and marking schedules referred to in the very recent HSI moderation report should also lead to improvements.

The end-of-course information that Hospitality Training Company gathers from trainees is useful. The aggregation of the evaluation ratings and comments responses on about a four-monthly basis is worthwhile because the comments/observations from the feedback reflect some analysis and reflection from which improvements are made. If this was also done annually and from year to year, it would identify trends over time, reasons for them, possible changes, and the effectiveness of improvements. This is particularly important given that Hospitality Training Company has only recently transitioned from using its own resources and assessment materials to those provided by HSI. The value of the feedback summaries could be improved if the individual score items and comments were grouped and

used to reach satisfaction ratings by category or overall. Comparison of LCQ and Food Hygiene training feedback would also potentially benefit the quality of both programmes.

Hospitality Training Company has made improvements to the feedback it gathers from trainees. However, now that it is using HSI evaluations, direct comparison with past trainee feedback is difficult if not impossible. Hospitality Training Company could consider identifying similarities between the information gathered in the past and present and consider supplementing this information with some of its own most recent successful end-of-course evaluations, without requiring trainees to over-evaluate the short courses. Hospitality Training Company's own evaluations were more about its own training rather than HSI resources. Hospitality Training Company is now aware of the merits of an evaluation scale with an even rather than an odd number of possible responses, where trainees may "middle" their feedback.

1.5 How well are learners guided and supported?

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**.

Given that each course is short, the opportunities for Hospitality Training Company to provide guidance and support are limited. Nevertheless, as was evident from Hospitality Training Company's own evaluations and evaluation team interviews, trainees were highly satisfied with the guidance and support they received during their short courses. This particularly applied to the teaching and to explaining and clarifying assessment questions and expectations, and to the one-to-one assistance provided to overcome barriers to learning such as literacy and numeracy and difficulties with the English language. More formal training in literacy and numeracy, adult teaching and learning, and assessment and moderation would help the trainer become even more effective in these areas.

Trainees appreciated the ongoing feedback they received as they learn and the responsiveness of the trainer to their questions. Assessments were made accessible and, where reading and writing were not being assessed, questions were explained and clarified and oral assessment or a writing support person were available, including in cases such as dyslexia. Attendees also appreciated that they could contact their trainer for advice or as a sounding board after the training, and the trainer maintains ongoing informal relationships with trainees through the website and newsletters and email alerts about future hospitality events and opportunities. Hospitality Training Company provides focused in-house training of staff as required by clients and supports the hospitality industry by its involvement in the capital awards and commitment to improvement in standards of hospitality.

End-of-course trainee evaluations give the Hospitality Training Company sound information as to how well trainees think they are guided and supported. Further development of relationships with trainees, employers, and other industry stakeholders, as well as post-training feedback should also provide further information and contribute to further strengthening the guidance and support given before, during, and after training.

1.6 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**.

The leadership of Hospitality Training Company is effective. Its purpose and direction have been clarified recently by setting goals and objectives. However, how the organisation intends to achieve these goals and objectives is a work in progress. This is partly because the goals and objectives are not all readily measurable, and SMARTER² goals and objectives would help as would key performance indicators. These initiatives would help Hospitality Training Company ensure it achieved its goals and objectives and know when it had done so.

While Hospitality Training Company has considered the possibility of growth and employing more staff, it has decided not to do so at the moment for sound personal as well as professional reasons. However, while more robust future-scanning would help any such reconsideration in the future, Hospitality Training Company would also benefit from developing a formal business plan and related marketing, assessing success against the plan from calendar year to year, and undertaking some form of succession planning. The organisation could also consider how it addresses a situation where its one trainer is not available at short notice on the day of training.

Much of the operation of Hospitality Training Company is efficient and effective, including its use of evaluations, the reporting of results, and in particular the provision of sufficient resources for its current LCQ training (it could consider developing food hygiene resources to the same level). However, the governor/manager/trainer would benefit from the development of administrative support and an external perspective on matters such as teaching and learning and assessment and moderation as well as running the business and marketing. This could include some form of mentoring. Hospitality Training Company has begun this process by developing its relationship with HSI and could also develop its relationships with other providers in Wellington or the region or elsewhere in the country.

Further development of self-assessment should benefit Hospitality Training Company considerably given the abilities of its governor/manager/trainer. Given the organisation's success and commitment to date, the evaluation team believes that if Hospitality Training Company carries out its intentions based on its achievements and potential, it should continue to develop, improve, and deliver even higher-quality training.

² Specific, Measurable, Achievable, Relevant, Time-based, Evaluated, Reviewed

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Licence Controller Qualification (LCQ)

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

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

2.3 Focus area: Food Hygiene courses

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

There are no recommendations arising from the external evaluation and review other than those implied or expressed within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring non-university TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses 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 policies and criteria approved by the NZQA Board.

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).

*Information relevant to the external evaluation and review process, including the publication *Policy and Guidelines for the Conduct of External Evaluation and Review*, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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