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External Evaluation and Review Report

Hospitality Training Coy Limited
trading as Hospitality Training
Company

Date of report: 30 October 2020

About Hospitality Training Coy Limited trading as Hospitality Training Company

Hospitality Training Company Limited (HTC) is a small provider, offering short course training in Auckland, Wellington and Christchurch, focussed on liquor licensing and the Licence Controller Certificate.

Type of organisation:	Private training establishment (PTE)
Location:	7 Whares Court, Silverdale
Code of Practice signatory:	No
Number of students:	Domestic: 2019 – 490 International: nil
Number of staff:	One full-time equivalent, four part-time
TEO profile:	Hospitality Training Co. Ltd
Last EER outcome:	<ul style="list-style-type: none">• Educational performance: Not Yet Confident• Capability in self-assessment: Not Yet Confident
Scope of this evaluation:	Licence Controller Certificate (Training Scheme) (Level 4)
MoE number:	7302
NZQA reference:	C41608
Dates of EER visit:	Virtual EER 4 and 5 August 2020

Summary of Results

Educational performance: Many important needs of learners and other stakeholders are being met. Effective processes contribute to valued outcomes. Gaps or areas of weakness are not serious and are effectively managed. There is strong evidence that performance will continue to be consistent and sound.

Capability in self-assessment: There is some identification and review of areas of priority need. Self-assessment information and processes are of good quality. Findings are used to make a range of improvements and achieve valued outcomes. There is evidence that self-assessment will continue to guide and inform performance.

Confident in educational performance

- HTC is in a constant state of self-review since a change of ownership. Existing relationships and business acumen have guided the developmental changes to date.
- HTC has a clear strategic direction which has resulted in improvements to systems and processes. The PTE has a strong and experienced governance and management team supported by a clear strategic plan and experienced staff.

Confident in capability in self-assessment

- Developments across the organisation have been embedded, including oversight and monitoring of important education and business functions. This also includes regular communication with staff, and an improved assessment system.
- The provider has a limited understanding of detailed achievement across its delivery sites – and the value of the learning and outcomes – to inform its effectiveness as an education organisation and within the industry.
- HTC is building the capability of staff, and monitors the effectiveness of the teaching, learning and assessment through observation.
- Staff are experienced and knowledgeable about the programme and trainee/stakeholder expectations, and tutors are reputable, with industry experience.
- Teaching is effective, with positive feedback from trainees; it includes interactive activities and industry representatives as guest speakers. Notably, learning is tailored to unique employer needs and contexts such as

restaurants, cafes and bars.

- HTC has improved its systems to monitor and manage important compliance matters and has improved self-assessment systems to better understand teaching and learning. This includes regular and timely communication with stakeholders and staff regarding training.
- Important compliance matters are prioritised and planned, and progress is monitored through an improvement plan.
- Subcontracting arrangements require clarification by the provider to ensure a clear differentiation of responsibility and role between HTC and subcontractors delivering the training.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement rates are a positive and accurate reflection of the training and recent changes in ownership, which resulted in a new and comprehensive student management system.</p> <p>Improved data collection provides accurate student information across the delivery sites. The provider has an improved understanding of the student body, and a process to better understand programme data. However, further analysis of the data may help identify trends and the impact and value of the learning.</p> <p>Training matches the skills and knowledge required by the workplace, as it currently supports trainees who are already in employment in hospitality or retail.</p> <p>Stakeholders indicate that HTC training prepares staff well for the local council test towards a Duty Manager Licence.</p> <p>A system exists for tracking trainees and achievement, with data organised to highlight performance for two delivery sites. However, a meaningful understanding of the full data set for all delivery sites is not yet fully apparent.</p> <p>External moderation results are strong. Internal moderation practice and external moderation supports the reliability and validity of assessment and achievement.</p>
Conclusion:	The achievement rate is positive at 83 per cent, and learners progress to the council licensing test. However, a deeper understanding of achievement data may provide insights to inform provider effectiveness and efficiencies.

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 students?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The Licence Controller Certificate leads to the Duty Manager Licence following the licensing test.</p> <p>This training also contributes to wider harm reduction strategies around the sale of liquor.</p> <p>Most trainees gain a Duty Manager Licence to assist with the legal provision of alcohol on relevant premises. While HTC has only a limited understanding of the graduate success rates for those who progress to the council licensing test, industry and trainee feedback on graduate pathways is positive. An understanding of the range of successful progressions made by graduates, such as the council licensing test, would add insights into the value of the programme.</p> <p>Employers said the training and licensing is a valued outcome to support business expansion and economic growth.</p> <p>Trainee success in attaining the Duty Manager Licence ensures restaurants, bars, cafes and events can function in accordance with compliance obligations regarding the serving of alcohol.</p> <p>Trainees are supported by the provider to prepare for the interview leading to the Duty Manager Licence.</p> <p>Changes to the gathering and analysis of trainee feedback has led to improvements in the response rate, and an understanding of the effectiveness of the programme delivery.</p> <p>Various and regular engagement activities with industry, including employers and stakeholders, provide some understanding of programme value.</p>
Conclusion:	<p>There is sufficient value of outcomes for key stakeholders and trainees, particularly in enabling premises to function in accordance with their compliance obligations regarding the provision of alcohol. However, further and consistent analysis of graduate pathways is needed for a better understanding by HTC of the value of outcomes to the trainees and stakeholders.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The programme and delivery are informed by industry input, supporting HTC to maintain the relevance and currency of the learning and industry expectations.</p> <p>Assessment is supported by a developing moderation practice to validate learning material and assessor capability, including ITO (industry training organisation) corroboration.</p> <p>A strengthened and effective system has been adopted to roll out the trainee exam, resulting in a clear assessment process that is regularly monitored. This is an ITO-moderated ‘take the test when ready’ platform and gives the tutors good insight into trainee understanding within a managed timeframe.</p> <p>Learning is supported by clear learning pathways with appropriate study and course information; experienced and knowledgeable tutors including guest speakers; relevant learning content and learning materials; and clear industry expectations.</p> <p>An improved and developing student feedback system is in place; however, the effectiveness of the programme would be further informed by a deeper analysis of feedback.</p> <p>Management oversight and feedback on teaching effectiveness and the appraisal system – while in place – is still developing.</p> <p>Regular staff communication mechanisms provide insights into decisions and teaching and learning activities. Similarly, external communication strategies assist consistent messaging for staff, trainees and stakeholders.</p>
Conclusion:	<p>Programme delivery and design and assessment are matched to the needs of stakeholders through strengthened feedback processes, appropriate learning environments and moderation, and effective internal and external communication strategies. The full impact of the recent organisational developments on outcomes for trainees is yet to be realised, and could be supported by a deeper analysis of teaching and learning activities.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>HTC has strong and enduring partnerships to effect positive learning outcomes for trainees.</p> <p>Barriers to learning are reduced through improved online assessment, interactive learning environments and knowledgeable tutors.</p> <p>Trainees are supported with interview techniques to assist and prepare for the council interview for the Duty Manager Licence.</p> <p>HTC has maintained support for trainees by fostering positive learning environments across the different sites, and ensuring ongoing access to the appropriate knowledge and skills required for the programme. Industry stakeholders who have observed the training describe it as interactive, engaging and professionally run.</p> <p>Changes to trainee feedback surveys, now paper-based, has resulted in improved responses. Further analysis and evaluation of the findings may provide insights to better understand the impact of the teaching and learning.</p>
Conclusion:	HTC supports the trainees to be involved in their learning, and to acquire skills and knowledge to successfully gain the Duty Manager Licence. Further analysis of trainee and staff feedback will help the provider to understand the impact of its support on teaching and learning.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Since the change of ownership of HTC, improvements have included a strengthened organisational structure, supported by managerial oversight and regular formal and informal, external and internal communication. This includes prompt responses to change that ensure important education matters and compliance responsibilities are met.</p>

	<p>Governance and management have a clear direction for the organisation through a strategic plan that drives continual improvements, which will expand and improve education outcomes for trainees and the industry. This is supported by effective partnerships and meaningful engagement with stakeholders to meet industry needs.</p> <p>HTC has effective leadership, guided by strong business and education principles. Both governance and management continue to develop their educational knowledge to better understand expectations and outcomes.</p> <p>Developments for learning are effective in ensuring resources and teaching are appropriate and fit for purpose. The introduction of the online testing system is a strong example of this.</p> <p>The organisation is supported by effective recruitment processes to ensure a skilled and knowledgeable staff base and consistency in teaching practice.</p> <p>Effective relationships include formal arrangements to ensure effective teaching and learning and resources.</p> <p>HTC is in a constant state of self-review since the change of ownership. The governance and management team continues to learn and develop their understanding of educational expectations, including quality assurance and compliance obligations.</p> <p>The provider has a limited understanding of overall and detailed achievement across its delivery sites, and the value of the learning and outcomes, to inform its effectiveness as an organisation and within the industry.</p> <p>Trainees and stakeholders do not have a clear understanding of the PTE's identity and functions. Governance is working towards ensuring that subcontracting arrangements are transparent and clearly understood by both stakeholders and subcontractors. This includes clear communications so that stakeholders know HTC is the education provider.</p>
<p>Conclusion:</p>	<p>Governance and management have made improvements to the organisation and are in a state of development and growth in understanding. However, there are still areas across the organisation that require more in-depth understanding, such as overall achievement, value of the learning, and the impact of outcomes on trainees and stakeholders.</p> <p>The responsibilities of HTC and subcontractors require further attention to make it clear to stakeholders and trainees that HTC</p>

	is the provider of the programme.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>HTC uses internal and external expertise and professional advice to inform its financial, legal and educational obligations. These include both formal and informal arrangements.</p> <p>The management of key compliance matters is supported by a quality management system that addresses all relevant requirements, including the PTE's health and safety responsibilities. This is supported by governance and management oversight and reporting. As time and resources allow, continued review and simplification of the quality management system will benefit the provider.</p> <p>Important compliance and organisational matters are prioritised through a system of regular oversight and monitoring, and a timely response and management system.</p> <p>HTC is aware of the need for clear communications with stakeholders and trainees to ensure they understand who is the provider of the programme. Further clarity on the requirements of subcontracting arrangements will strengthen the provider's understanding of its responsibilities.</p>
Conclusion:	Overall, HTC manages most of its important compliance accountabilities. Where there are areas requiring strengthening, the provider is taking steps to improve and understand its responsibilities better.

Focus Areas

2.1 Focus area: Licence Controller Certificate

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The training scheme is delivered as approved by NZQA, and is subject to ITO moderation (using commercial learning materials and an online examination that has been externally moderated and approved). Teaching is effective. The needs of trainees and stakeholders are well matched, and there are credible wider benefits from the training.</p> <p>Some improvements are still occurring in relation to data capture, analysis and use for improvement purposes. There is some lack of clarity among trainees and stakeholders as to which organisation is actually delivering the training (and reporting the results), mainly in Auckland. While the organisation is working on this, continued clarification is needed.</p>

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 Hospitality Training Coy Limited, trading as Hospitality Training Company:

1. Ensure clear communication regarding the name of the accredited provider of any programmes delivered by HTC.
2. Consistently analyse data to understand the impacts and effectiveness of developments, including teaching and learning for all 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.

NZQA requires Hospitality Training Coy Limited, trading as Hospitality Training Company to:

- Maintain an updated subcontracting arrangement with the NZQA-approved subcontractor to ensure the clarity of roles and responsibilities of each party, and clear service provision including graphical area of provision, curriculum materials, observations, and moderation frequency.
- Regularly monitor that responsibilities are being met in all subcontracting arrangements, by HTC and all subcontractors.

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 fraud²*
- 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.*

² 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). 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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