

**Qualification Title:** New Zealand Certificate in Cookery (Level 3)

**Qualification number:** 2100

**Date of review:** 2 June 2020<sup>1</sup>

This report refers to graduates awarded this qualification prior to: **31 December 2019**

**Final decision on consistency of the qualification: National consistency is confirmed**

#### Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who:

- Work safely, with limited supervision in a cookery environment
- Work collaboratively, communicate effectively and behave in a professional manner
- Understand and follow health and safety and food hygiene processes
- Can apply fundamental cookery skills to prepare, cook and present a range of basic dishes in a commercial kitchen.

#### Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
251	Heretaunga College	Sufficient
6006	Ara Institute of Canterbury Ltd	Sufficient
6007	Eastern Institute of Technology	Sufficient
6008	Wellington Institute of Technology Ltd	Sufficient
6010	Manukau Institute of Technology	Sufficient
6012	Northland Polytechnic Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
6014	Whitireia Community Polytechnic Ltd	Sufficient
6015	Southern Institute of Technology Ltd	Sufficient
6017	Western Institute of Technology at Taranaki Ltd	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
7502	Ignite Colleges	Sufficient
7694	Queenstown Resort College Ltd	Sufficient
8661	New Zealand Management Academies Ltd	Sufficient
8693	Workforce Development Ltd	Sufficient
8925	KIWA Institute of Education	Sufficient

<sup>1</sup> This review was originally scheduled to take place 24-26 March 2020. Due to Covid-19 restrictions the review was postponed and completed by desktop review and follow-up video conference sessions with small groups of education organisations.

## Final Consistency Review Report

MOE Number	Education Organisation	Final rating
9068	ServiceIQ	Sufficient
9535	Horowhenua Learning Centre Trust	Sufficient
9885	New Zealand School of Food and Wine Ltd	Sufficient

### Introduction

The New Zealand Certificate in Cookery (Level 3) is a 60-credit qualification designed to provide for those individuals who are employed or will be employed as chefs in junior positions, a qualification that will support their employment opportunities in a commercial kitchen. The qualification may be delivered pre-trade or to those already working in the hospitality industry. Graduates may obtain employment as chefs in junior positions producing basic dishes in a professional kitchen or progress to the New Zealand Certificate in Cookery (Level 4) [Ref: 2101].

There were 20 education organisations with graduates, who had representatives participating in a virtual consistency review meeting. 5 video conference reviews were held over two days. The qualification was approved in 2013 and was previously subject to a consistency review in 2016. The qualification was due for review in 2018. ServiceIQ is the qualification developer and a representative took part in three of the five video conference reviews.

### Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence provided included:

- Confirmation that the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.
- Evidence of internal and external moderation that assured that the programmes were assessed at an appropriate level.
- Records of feedback from employers and graduates, confirming that the programme had provided students with a range of skills aligned to the graduate profile and appropriate to an entry level role in the cookery industry.
- End user data – both employment and education. For those TEOs that had graduates who had moved to higher study, most had sought feedback on their graduates from the tutors who taught graduates at a higher level. For some TEOs this evidence was informal and

## Final Consistency Review Report

anecdotal although it did indicate that graduates were coping at the higher levels. This evidence is most convincing when it specifically addresses the component parts of the graduate profile.

### **How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?**

Education organisations submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme: GPO alignment, graduate, next-level tutor and employer feedback, and destination data.

The education organisations provided good evidence related to the alignment of their approved programmes of study with the GPOs, and of the quality and suitability of the programmes and assessments in terms of supporting graduate consistency with the graduate outcome. The education organisations provided evidence that their programmes provided opportunities for assessment within realistic contexts aligned to the qualification.

Generally, evidence relating to moderation was strong, demonstrating good internal moderation processes. Most education organisations provided evidence of external moderation.

Destination data supported that graduates were working or studying in roles that required the application of skills and knowledge required by the graduate profile.

Graduate and employer surveys confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

### **Special Focus** (includes special focus on a strand or outcome)

None

### **Examples of good practice**

Some education organisations presented well-organised, relevant, and clearly analysed evidence that was triangulated between programme information, graduate destination and feedback data, and data from end-users (employers and next-level tutors). Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

A few organisations provided thoughtful interpretations of anecdotes and conversations with graduates and aligned them to the GPOs. This was especially important when engaging with graduates whose work priorities limit their capacity and inclination to provide specific and detailed written feedback. Education organisations who are getting their teaching staff to engage with graduates and employers are receiving useful information about attainment of GPOs and of the effectiveness of the training offered.

## **Final Consistency Review Report**

### **Issues and concerns**

Several education organisations had delayed actively seeking feedback and engagement with graduates and graduate employers until the Consistency Review date approached. One education organisation, who had ceased delivering this qualification in 2016 was unable to provide sufficient evidence to confirm consistency as it had not engaged at the time with graduates and graduate employers to determine whether graduates met the GPOs, and 4 years on had largely lost contact with both graduates, and staff who had taught on the programme.

Engagement with graduates, and graduate employers, should not be left until the next Consistency Review but rather be done as a part of normal business each year and used to inform ongoing improvements to programme design and delivery.

### **Recommendations to Qualification Developer**

Four education organisations requested that external moderation occur more systematically. All recognised the value and support this quality process contributes to the programme and education organisations.

In addition, as the qualification is overdue for scheduled review some education organisations noted the challenges they face with expiring unit standards and the limited number of relevant unit standards available to replace them with.