

**Qualification Title:** New Zealand Diploma in Cookery (Advanced) (Level 5) with strands in Cookery, and Patisserie

**Qualification number:** 2102

**Date of review:** 29 June 2020

This report refers to graduates awarded this qualification for the period: 1 January 2016 – 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, in a professional/commercial kitchen environment:

- Can manage the operational requirements of the kitchen relative to their area of responsibility, and
- Have some responsibility for managing the learning and performance of others, and
- Design, plan and produce advanced dishes and menus using well-developed preparation, cookery and presentation techniques.
- The dishes and menus should include a broad range of:
  - Advanced larder, meat, poultry and fish dishes (Cookery Strand) or
  - Advanced patisserie and yeast goods (e.g. gateaux, torten, hot and cold deserts) (Patisserie Strand).

#### Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
7530	Aspire2 International Hospitality and Healthcare Limited	Sufficient
6012	Northland Polytechnic Limited	Sufficient
6019	Waikato Institute of Technology Limited	Sufficient
8661	New Zealand Management Academies Limited (including North Shore International Academy - 7526)	Sufficient
6006	Ara Institute of Canterbury Limited	Sufficient
6007	Eastern Institute of Technology Limited	Sufficient
7455	Professional Business and Restaurant School	Sufficient
6014	Whitireia Community Polytechnic Limited	Sufficient
6009	Universal College of Learning Limited	Sufficient
6011	Nelson Marlborough Institute of Technology Limited	Sufficient
6666	Le Cordon Bleu Institute New Zealand Limited	Sufficient

## Final Consistency Review Report

6013	Otago Polytechnic Limited	Sufficient
6010	Manukau Institute of Technology Limited	Sufficient
9885	New Zealand School of Food and Wine Limited	Sufficient
6025	Toi Ohomai Institute of Technology Limited	Sufficient
6017	Western Institute of Technology at Taranaki Limited	Sufficient
6015	Southern Institute of Technology Limited	Sufficient
6008	Wellington Institute of Technology Limited	Sufficient

### Introduction

The New Zealand Diploma in Cookery (Level 5) is a 120-credit qualification designed for those individuals who are employed, or will be employed, as chefs in senior positions to enhance their employment opportunities in a commercial kitchen across the hospitality sector. The strands of this qualification allow graduates to attain advanced general cookery skills or to specialise in patisserie.

The qualification may be delivered via a pre-trade programme or to those already working in the hospitality industry. Graduates may obtain employment as chefs in senior positions producing advanced dishes in a professional kitchen. Whilst there is no formal educational pathway from this Diploma, graduates may progress to Culinary degrees or other related study, for example, business studies.

The qualification was approved in June 2013 and was previously subject to consistency review in 2016. National Consistency was confirmed for this qualification at the first review.

There were 18 education organisations with graduates, who had representatives participating in a virtual consistency review meeting. Four video conference reviews were held over one day.

All providers had offered programmes leading to the award of the qualification in the Cookery strand, whilst a few had offered the Patisserie strand. Many providers' programmes were designed for or marketed to international students, with some only enrolling international students. There were 2977 graduates during the reporting period for this consistency review.

ServiceIQ is the qualification developer and a representative took part in two of the four video conference reviews.

The qualification was due for review in 2018 and the ServiceIQ indicated that this review will take place in 2021.

### 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

## Final Consistency Review Report

- 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 included:

- Confirmation that each education organisation had a coherent programme of study which ensured that programme components (courses, learning outcomes and assessments) were aligned to the graduate profile
- Evidence of relevant real-world experiences including work placements, work in training kitchens and restaurants; catering of public events; and competition participation
- Capstone assessments which assessed against all the elements of the graduate profile e.g. degustation dinner
- Internal and external moderation reports that assured that the programmes were assessed at an appropriate level and that assessment was valid. For those programmes with embedded City and Guilds qualifications, the annual verification reports were provided to support other moderation evidence
- Feedback from employers and graduates, confirming that the programme had provided students with a range of skills and knowledge aligned to the graduate profile and appropriate to chef positions in professional kitchens
- Destination data relating to graduate's employment and, in few instances, further education
- Self-evaluation, which included programme evaluation reports with evidence of ongoing improvements to programmes, delivery and learning materials, and identification of areas of weakness and plans to improve.

### **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 prior to, and at the review meeting, that could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold. This included programme matrices showing the GPO alignment, assessment and moderation evidence, graduate and employer feedback aligned to the GPOs, and destination data demonstrating graduate employment in a range of roles in the hospitality industry.

Overall, the education organisations provided good evidence related to the alignment of their approved programmes of study with the GPOs, and of the quality and validity of assessment activities including capstone events such as degustation dinners, and the involvement of industry personnel to validate competency. The education organisations provided evidence that their programmes had good opportunities for learning and assessment within realistic contexts aligned to the qualification, including work-experience, work-placements and internships.

Generally, evidence relating to moderation was strong, demonstrating good internal moderation processes and results. Those education organisations with embedded City and Guilds qualifications and outcomes in their programmes, provided the annual validation reports as evidence, or additional evidence of external moderation. Given that City and Guilds

## **Final Consistency Review Report**

has recently announced its withdrawal from New Zealand alternative external moderation arrangements will need to be established for those who have been reliant on this.

Most educational organisations presented strong destination data, which showed that the majority of graduates were working in roles related to the employment pathway of the qualification, if not in senior position they were working towards these. The evidence showed that whilst some graduates were employed in positions with responsibility in commercial kitchens, for example, senior chefs, most started in lesser positions, working their way up the ladder. A small number of graduates had progressed to further study at degree level in Culinary studies or in the business domain.

Feedback from graduates was variable, with some education organisations presenting representative evidence that clearly indicated graduates had attained and were using the skills and knowledge outlined in the graduate profile, and others evidence was less representative and of lesser quality. The same variation applied to the quality and quantity of feedback from employers. Those that had obtained feedback from employers, found that they were generally positive that graduates matched the qualification outcomes, however many of them felt that more practical experience was required to move into senior roles upon graduation.

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.

### **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 employers. Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

One organisation had mapped their guest speakers/industry visits and field trips (external 'real world' influences) to the GPOs, clearly indicating how each links with the GPOs and how this contributes to the learning, and in turn, ensuring all skills and knowledge are acquired by completion of the programme.

### **Issues and concerns**

Several education organisations had delayed actively seeking feedback and engagement with graduates and employers until the Consistency Review date approached, leading to difficulty contacting many graduates and employers with subsequent limited value from the feedback they provided. This was further complicated by national lockdown due to Covid-19, in the first quarter of the year. Engagement with graduates and their employers should be done as a part of normal business each year and used to inform ongoing improvements to programme design and delivery, as well as contributing to Consistency Review submissions.

### **Recommendations to Qualification Developer**

The qualification developer participated in two of the four virtual meetings. The education organisations strongly recommend that the qualification review is conducted as there is a need to adjust some of the language and expectations set by the qualification. For example, a review of the Graduate Outcome Statements 1-4. It is suggested the qualification review reconsiders the use of phrases such as 'Performance targets', 'Manage operating procedures', 'Manage staff relationships.'