Qualification Title: New Zealand Certificate in Food and Beverage Service (Level 3) with strands in Café Services, Bar Services, Restaurant Services, Buffet Services, Functions Services, Barista, and Quick Service

Qualification number: 2104

Date of review: 13 and 14 November 2017

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:
A graduate, in a hospitality establishment under limited supervision, being able to:

- Apply health and safety, food safety and security practices to ensure own safety and minimise potential hazards.
- Communicate effectively and behave in a professional manner with colleagues, managers and customers.
- Follow standard operating procedures to deal with familiar problems

AND graduates of the following strands[1] will be able to:

- <u>Services strand:</u> Prepare and serve food and beverages in a café.
- <u>Bar Services strand:</u> Provide alcoholic beverages and food service in a bar.
- <u>Restaurant Services strand:</u> Provide food and beverage service in a restaurant.
- <u>Buffet Services strand:</u> Provide and maintain a buffet service.
- <u>Functions Services strand:</u> Provide food and beverage service for in-house functions.
- <u>Barista strand:</u> Prepare and present a range of espresso beverages for customers.
- <u>Quick Service Restaurants Services strand:</u> Prepare for and provide food service in a quick service restaurant.

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[1] Not all strands were represented

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Rating
ServiceIQ	Sufficient
Universal College of Learning	Sufficient
Wellington Institute of Technology	Sufficient
Southern Institute of Technology	Sufficient
Tai Poutini Polytechnic	Sufficient
Avonmore Tertiary Institute	Sufficient
Ara Institute of Canterbury	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Eastern Institute of Technology	Sufficient
Western Institute of Technology Taranaki	Sufficient
Manukau Institute of Technology	Sufficient
Northland Polytechnic	Sufficient
EmployNZ	Sufficient
MSL Training Limited	Sufficient
People Potential Limited	Sufficient
Waikato Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Professional Bar and Restaurant School (Employment Focus Limited)	Sufficient
Ignite Colleges	Sufficient
New Zealand Management Academies Ltd	Sufficient

Introduction

The purpose of this Level 3 qualification is to provide the hospitality sector with competent employees who, (depending on their graduate strand) can provide different kinds of food and beverage services in a range of contexts. Graduates require 40 credits to be awarded this qualification. There were 21 tertiary education organisations who had graduates from 2014 through to the end of 2016. Graduates had been trained and assessed in the workplace or

in a 'real world' hospitability environment (café, restaurant or bar) typically run by the tertiary education organisation. Consistency review meetings were held in Wellington and Auckland on consecutive days. A separate representative of the ServiceIQ attended the review meeting as the qualification developer.

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

The key evidence provided included:
1. Programme related evidence
    - Real world work environment: Organisations provided a range of evidence that the training occurred in a real-world environment including photos of training restaurants/café/expresso machines, student logs books, tutor observation sheets, completed procedural checklists, attestations from event organisers about student participation and work experience feedback (some linked to the graduate profile outcomes)
    - Programme documentation: Documents included descriptions of the programme delivery context and the level of engagement the organisations had with industry stakeholders. Some provided clear mapping of the programme learning outcomes and/or the unit standards against the graduate profile outcomes.
    - Moderation processes and results: Some provided a few samples of moderated assessment and others assessment and moderation plans and policies. A few provided a detailed table showing the internal and external moderation schedule, a record of the results and follow up actions taken, and moderation coverage across campuses, and a few their mapped moderation activities against the graduate profile outcomes. Moderation is relevant evidence that the assessment, of the graduates matching graduate profile outcomes, was valid and reliable.
2. Destinational related evidence
    - Many organisations provided lists of graduates and where they were employed or their workplace role and some provided both. Similarly, many provided a list of where graduates had undertaken further training and some provided the name of programme and some provided both.
3. Stakeholder feedback evidence
    - Graduate feedback mostly came from surveys. Surveys provided good evidence when respondents were asked to express their level of confidence that they matched the required graduate profile outcomes and stated how

many graduates had responded to the surveys. Course satisfaction surveys had little value as consistency review evidence.

o Businesses: Some submissions provided business feedback on performance of the graduates during work experience or work placement. Rating them against the graduate profile outcomes was the most relevant evidence. Asking businesses similar questions to those posed to their graduates provided good triangulation of evidence.

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Nearly all the education organisations provided good evidence that the food and beverage services training was being delivered and assessed in real-world type environment, using equipment commonly found in the industry, usually in training cafés/restaurants and/or fully functioning commercial restaurants. The strongest cases clearly demonstrating the graduates match the graduate profile outcomes at the appropriate threshold, were the tertiary organisations that had a well-organised summary, clearly referencing each key claim with a mix of evidence that included programme related, destinational and stakeholder feedback evidence. The evidence provided was directly linked to the graduate profile outcomes and represented well the overall graduate cohort and or the campuses or workplaces where the graduates had trained or worked.

Programme related evidence that was most convincing showed how the learning outcomes and/or unit standards matched each graduate profile outcome and that all the related materials and assessments had been or would be internally and externally moderated in a specified duration. The moderation results were clearly reported and the standards were generally met or required minor modification. The quality of education organisation submissions in this area varied considerably and additional evidence was requested from those that had serious gaps. The additional evidence provided was convincing and gave confidence that those organisations had adequate moderation processes.

Representative feedback, from graduates and/or employers to what extent the graduate had demonstrated the graduate profile outcomes, was the most convincing evidence. The strongest further education related destinational evidence stated the name of the course the graduates had enrolled on, its level and the name of the training organisation. Similarly, for those graduates in work, the workplace role they had, whether it was a hospitality-related role and the name of the organisation. Some organisations needed to better track their graduates.

Evidence that the education organisation understood the evidence gathered and made changes to their training or assessment or other processes was a sign of authentic self-assessment and of an organisation looking to improve the work readiness of their graduates. Some organisations had their training and assessment externally verified by City and Guilds London Institute, an industry recognised standard setting body. This benchmarking strongly evidenced the capability of their graduates. The two consistency review meetings developed a threshold that differed only a little from the graduate profile outcomes stated in the qualification. Those organisations whose submissions included most of these components noted above, made a convincing case that demonstrated that their graduates matched the graduate outcomes at the appropriate threshold.

Examples of good practice

One education organisation asked the workplace to rate student performance against each graduate profile outcome using a numbered rating scale while on work experience. The education organisation calculated the average rating for the cohort achieved for each graduate profile outcome as evidence that the cohort as group had matched the graduate outcomes. Another education organisation developed a useful 3-point scale for rating the graduate profile outcome performance of the graduates: the graduate [is] learning the outcome, the graduate demonstrates the outcome, the graduate consistently demonstrates the outcome.

One education organisation hosted an industry event with national and international industry participation. Feedback was given on the students' performance. The was strong evidence of exemplary level real-world performance.

One education organisation clearly and robustly mapped the qualification graduate profile outcomes against the inhouse workplace training of organisations providing hospitality services. The education organisation periodically and robustly reviewed the training to ensure the currency of the training assessment, including moderating a range of assessment samples and interviewing the trainees and trainers.

One education organisation used a closed online social network page to effectively track destinational outcomes and gather graduate feedback.

Another education organisation provided a table showing the internal moderation schedule, clear record of results and follow up actions taken. Others mapped how well the moderation covered the graduate profile outcomes.

One education organisation provided a table of evidence supplied and keys conclusion reached from analysing this evidence.

Issues and concerns

No significant issues.

Recommendations to Qualification Developer

Consider the threshold statement when reviewing the qualification.