



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Food Safe Limited

Highly confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 1 July 2016

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Final Report

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

Name of TEO:	Food Safe Ltd (Food Safe)
Type:	Private training establishment (PTE)
First registered:	13 March 2014
Location:	6b Ponsonby Road, Auckland
Delivery sites:	Surrey Hotel conference facilities, 465 Great North Road, Auckland; also client training facilities
Courses currently delivered:	Basic Food Safety (Level 2)
Code of Practice signatory:	Not applicable
Number of students:	Approximately 200 a year (8.5 full-time equivalent students) See Table 1 below for breakdown of ethnicities.
Number of staff:	One full-time equivalent (director and trainer) Occasional part-time trainers
Scope of active accreditation:	Basic Food Safety (Level 2) Licence Controller Qualification. (Food Safe did not deliver this qualification in the 12 months prior to the external evaluation and review (EER), and the approval and accreditation for this training scheme will lapse.)
Distinctive characteristics:	Food Safe is a small PTE specialising in providing relevant and valued food safety training that meets the requirements of food hygiene regulations. This

enables food premises to gain and maintain registration and provide safe food to customers. In addition to its short, one-day food safety training, the organisation provides subject matter expertise and advice on food safety, health and safety, Hazard Analysis Critical Control Point (HACCP), audit training, internal auditing and continuous improvement to industry training organisations (ITOs), industry stakeholders and other education organisations. This provision was in place for some years prior to Food Safe's registration as a PTE. The director/trainer is also a registered assessor for two ITOs.

Recent significant changes: NZQA approved two training schemes (Basic Food Safety and the Licence Controller Qualification) in early 2014. (As noted, this programme has not been delivered recently and approval will lapse. Food Safe Ltd has indicated that it will seek re-approval to deliver in 2016.)

Previous quality assurance history: NZQA conducted an audit compliance visit on 20 January 2016 (this is a standard process conducted a year after registration). Food Safe was required to correct a statement in the student handbook to include reference to the Education Act 1989. It was recommended that Food Safe document the checks that occur for off-site venues to ensure all requirements for the health and safety of students are met.

These two matters have been satisfactorily addressed.

This is the first EER for the organisation.

Food Safe has met the pre- and post-external moderation requirements for standard-setting bodies Primary ITO and NZITO. NZQA reports that Food Safe met the requirements for unit standard 8086. Assessor decisions could not be verified for the three samples submitted for unit standard 8084. Assessment materials for unit standards 8084 and 8086 will need to be submitted to NZQA before they are used again.

Table 1. Ethnicities of Food Safe students, 2015-2016

Ethnicity	2016 student numbers (actual)	2016 %	Ethnicity	2015 student numbers (actual)	2015 %
	69	100		100	100
New Zealand European	25	36.5	New Zealand European	31	31
European	3	4	European	3	3
Māori	4	6.1	Māori	3	3
Pasifika	6	8.7	Pasifika	13	13
Indian	10	13.5	Indian	13	13
Chinese	9	12.5	Chinese	16	16
Asian (Others*)	11	15.7	Asian (Others*)	20	20
Non- Asian (Other**)	1	3	Non- Asian (Other**)	1	1

*Includes Japan, Vietnam, Korea, Indonesia, Cambodia

**Includes Europe, United States

Scope of external evaluation and review

The scope of the EER included three focus areas:

- Governance, management and strategy. This is a mandatory focus area.
- Basic Food Safety (Level 2). This is the only programme (training scheme) currently being offered to date to approximately 200 trainees per annum. It is a short, one-day course.

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>. 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.

A pre-scoping meeting was held by phone between the team evaluator and the director/trainer. Potential focus areas were identified and a draft agenda developed as a result of this discussion and ongoing communication. The organisation's Performance Management Framework, which includes performance and self-assessment information and a range of other applicable documents, was made available prior to the EER visit.

The EER was conducted over a day and a half at the Food Safe head office and one of the delivery sites. The evaluation team, consisting of two evaluators, reviewed a range of documentation and interviewed the director/trainer and a representative of the governance advisory team, and held telephone discussions with 10 external stakeholders including representatives of the advisory group, Primary ITO, graduates and Food Safe clients.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Food Safe Limited**.

The following reasons contribute to this confidence:

- Food Safe is meeting the most important needs of its learners and stakeholders. It is achieving excellent results, averaging 98 per cent course completions. Māori and Pasifika trainees, although small in number, have achieved 100 per cent completions.
- Food Safe has met the external moderation requirements of its respective standard-setting bodies, which validates its assessment processes and judgements and the high achievement rates.
- Graduates and their employers value the training as it enables them to meet the requirements of food hygiene regulations and they can immediately apply the knowledge and skills learned.
- The trainer is a well-qualified and experienced educator who is responsive to trainee and client feedback, continually seeking to improve his facilitation of the course. The other arm of the Food Safe business undertakes audit and consultancy with some of the same employers where training takes place. The training activities and consultancy/auditing work complement each other, and the trainer uses consultancy/auditing experience to inform course delivery.
- The course is well resourced. Information is provided prior to the course, on site and post-training, to provide learners with every opportunity to succeed.
- The trainer has developed very strong industry relationships, building rapport and trust alongside successful course delivery leading to repeat business.
- Food Safe provided numerous examples demonstrating that self-assessment is ongoing, authentic and robust and has led to worthwhile improvements. All policies and practices are recorded in the organisation's Performance Management Framework, with encrypted links to additional evidence. The trainer's willingness to seek, collate and respond to feedback from everyone he engages with has strengthened his practice.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Food Safe is meeting the most important needs of its learners and stakeholders. It is achieving excellent results, averaging 98 per cent course completions (Table 2). Māori and Pasifika trainees, although small in number, have achieved 100 per cent completions. The small number of trainees who have not completed the course struggle because English is not their first language. To assist these learners the trainer now provides translated (Mandarin, Vietnamese, Hindi) teaching resources to support their learning.

Table 2. Achievement (course completions) 2014-2016

	All students (actual numbers)	Completions %	Māori students (actual numbers)	Completions %	Pasifika students (actual numbers)	Completions %
2014	154	97.4%	(not tracking at the time)	100%	(not tracking at the time)	90%
2015*	103	98%	3	100%	13	100%
2016**	69	98.5%	4	100%	5	100%

Data source: Food Safe Ltd

*Tracking from May-December

**January-April

Food Safe has met the external moderation requirements of its standard-setting bodies, validating these excellent achievements.

Students gain basic food safety qualifications and useful skills and knowledge pertaining to food safety. They understand the importance of personal hygiene and its critical link with food safety, allergens and their management, temperature monitoring as a control, and the knowledge and the prevention of cross-contamination.

Food Safe benchmarked itself against PTEs offering food safety training, and based on post-training reviews considers it compares very well.

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 **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The very positive feedback received from graduates and clients through evaluations and social media reviews are evidence that the training is valued. Learners can immediately apply gained skills and knowledge and meet the requirements of food hygiene regulations.

Learners are encouraged to develop a culture of understanding the importance of food safety, risk mitigation to reduce risk of reputational damage in a café, takeaway or restaurant, as well as safety awareness in work environment. Learners are informed of changes in legislation, such as the recent changes to the Food Act 2014 which came into force in March this year (2016). Food control plans are now a requirement of local authorities. Food Safe has incorporated this record-keeping into the course, enabling learners to complete the food control plan which they do as a separate requirement of Auckland Council.

Companies value the training for enabling its employees to comply with council requirements as exemplified in Auckland where 50 per cent of workers in cafes and restaurants must have a basic food safety qualification. Companies also use the training to gain a positive council food safety grading. These companies operate in an environment that is very conscious of costs and benefits and continue to purchase services from Food Safe as they believe it is providing good value for them.

Food Safe has also provided a valued community service delivering food safety training to volunteers in community organisations such as the Auckland City Mission and Salvation Army which serve meals to the public. The organisation has also worked with iwi and the Ministry of Social Development to try to secure work for unemployed learners, but found it challenging to get long-term unemployed graduates into work after a one-day course.

Members of the public enrol on the course to learn about meeting legislative requirements while they build businesses selling food (such as at farmers' markets). A positive added value is the learning these groups share with others, further reducing the risk of unsafe food.

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 **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Learner and stakeholder needs are identified and responded to with positive effect. In addition to the generic food safety course needs, learners self-identify their learning style – visual, aural, read/write or kinaesthetic (VARK) – on the completed enrolment forms and share individual goals with the trainer. The trainer provided examples of how he was able to incorporate the realisation of individual goals into the programme. He also uses observation to identify literacy and numeracy support needs. This attention to learner needs improves the motivation to achieve.

Company needs are identified prior to engagement and, where required, the course is customised to particular needs such as the management of allergens when catering on boats.

The very positive verbal and written feedback by clients, the repeated engagement and the retention of Food Safe as the preferred provider affirm that the organisation is identifying and responding well to needs.

Food Safe promotes a food safety culture within organisations (how, when, why food safety is practised) and shares examples with clients, such as the recent publicity around cases of contaminated frozen boysenberries and dysentery in restaurants. These cases show the immediate negative impact on reputation of food safety scares. Development of this culture demonstrates the importance of food safety meeting the needs of learners, companies and the country.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Positive feedback and repeat business attest to the effectiveness of the teaching. The trainer is well qualified and experienced in the field of food safety. He has also completed an adult literacy and numeracy qualification from a Māori perspective and is a registered assessor for two ITOs.

The trainer regularly updates training materials in response to learner, client and advisory group evaluations. Some examples include turning the learner handbook into an interactive workbook, using less textual information and more pictures, and noting that the use of scientific terms for bacteria was too complex.

Feedback is collated from learners, graduates, company clients through evaluations based on the EER key evaluation questions, and social media reviews. The training has already attracted 65 social media reviews, averaging 4.7 out of a 5-star rating. Food Safe has trialled a post-training quiz form to gain feedback on the value of the course to the trainees. The trainer uses case studies to build a databank of information to demonstrate the usefulness of the course. Very useful case study examples demonstrating this usefulness (a takeaway establishment implementing a strong food safety culture, and cake making at home to gain Ministry of Primary Industries (MPI) registration) were shared with the evaluators. The trainer also invites peer observations which he follows up.

Companies, especially those in rural areas, appreciate the flexibility of the trainer. He will stay on to complete a contract – mindful that any delays have an impact on business – even if it means after-hours or weekend work. He has access to all areas of the client company's premises, and this breaks down operational silos in the interests of safety.

Learner and stakeholder feedback attested to the responsiveness of Food Safe to make improvements. It is clear that teaching practice is informed by feedback and used to make effective improvements.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The learners are well supported and motivated to complete the course successfully. As mentioned, the very useful enrolment form and pre-course information and student workbook help the learner to identify support needs, which the trainer responds to.

As some learners have English as a second language, Food Safe provides translations of teaching resources (into Mandarin, Hindi and Vietnamese). The trainer is monitoring the use of these resources to gauge their impact, especially on those learners who are not completing the course. As noted in client feedback, the trainer will also return to client sites to provide further support to those learners who have struggled, especially if there is a language barrier.

Based on feedback, the trainer has improved teaching resources, including embedded literacy and numeracy, less written information, acknowledging the difficulty of scientific terms for bacteria, and adding more illustrations.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Food Safe is a well-managed organisation with systems for governance and management fit for purpose for this small owner/operator. The sole director/trainer uses a group of advisors to provide a range of expertise (marketing, governance, education, research, industry input, practical application and internal audit) to provide strategic planning, clear direction and effective review and internal audit practice. The value of this arrangement was demonstrated to the evaluators. This group is involved in reflective practice with the trainer, intent on continuous improvement to maintain high achievement results.

The research advisors are from a local university and the trainer works collaboratively with them to inform both organisations. Food Safe is proactive and responsive to change, as reported earlier (legislative changes), and is innovative. Food Safe is currently piloting virtual reality (Headset) technology – a New Zealand first in the area of food safety training. The Headset device will assist learners to overcome learning (literacy) barriers and enable them to be virtually transported into a workplace to better understand the context of their learning through a 360-degree view. The evaluators used the headsets to get a sense of what the learners would experience.

Sound policies and processes underpin Food Safe's practices and are recorded in the organisation's Performance Management Framework, with encrypted links to additional evidence.

The organisation has very strong industry and company relationships which provide useful feedback to training, which the trainer follows up on. The trainer's responsiveness to this feedback and customising in some cases has led to repeat business and identification as a 'preferred provider'. This reflective practice was evident with all learners and stakeholders.

Many examples of ongoing, robust self-assessment leading to worthwhile improvements were shared with the evaluation team, demonstrating that the organisation is keeping its course content interesting and up to date. This is particularly important where there are changes to legislation which have an impact on food safety.

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 **Excellent**.

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

2.2 Focus area: Basic Food Safety (Level 2)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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