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External Evaluation and Review Report

Food Safe Limited

Date of report: 22 October 2020

About Food Safe Limited

Food Safe delivers food safety training to a range of organisations and individuals to improve their food handling and food safety practices.

Type of organisation:	Private training establishment (PTE)
Location:	6B Ponsonby Road, Grey Lynn, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 437 (2019) – 18 EFTS (equivalent full-time student) New Zealand European – 36.5 per cent; Indian – 13.5 per cent; Asian (other) – 15.7 per cent; New Zealand Māori – 6.1 per cent; Pasifika – 8.7 per cent
Number of staff:	One full-time; two part-time support roles
TEO profile:	See: NZQA – Food Safe Limited
Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of Food Safe at the previous external evaluation and review (EER) in 2016.
Scope of evaluation:	Basic Food Safety Training Scheme
MoE number:	7180
NZQA reference:	C38518
Dates of EER visit:	11 and 12 August 2020

Summary of Results

Food Safe has a clear purpose, supported by an experienced, capable and qualified owner-operator who engages with organisations and learners to tailor training effectively. Learners and client organisations achieve relevant and valued outcomes.

Highly Confident in educational performance

- The Basic Food Safety training scheme has a high pass rate.
- Māori and Pasifika achieve at similar rates to other cohorts. The reasons for non-achievement are well understood by Food Safe.
- The programme provides valuable outcomes for learner organisations and learners, including improved audit practices and understanding of legislative requirements.

Highly Confident in capability in self-assessment

- Programmes are structured and tailored for learners and client organisations. Strong relationships with graduates and client organisations ensure programme delivery is effective.
- Students are well supported in an appropriate and inclusive learning environment. Food Safe also ensures venues are appropriate for training.
- The owner-operator is experienced and passionate. He is supported by a range of advisors who give operational and strategic support.
- Compliance is mostly managed effectively, which includes input from external advisors.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Food Safe's achievement for 2016-2019 was consistently strong. Pass rates have been consistently high (over 98 per cent) since the last EER, and students gain useful skills and knowledge.</p> <p>There is a slight difference in pass rates for non-European learners, but it is not statistically significant. Food Safe achievement data does not separate Māori and Pasifika.</p> <p>The organisation strives for a 100 per cent completion rate. Food Safe has a good understanding of its completion data, and the main reason for non-completions is learners not arriving for training. Given the training is one-day, non-attendance is difficult to manage, particularly when delivered online. However, Food Safe has put in mechanisms to follow up on learners who do not attend the online courses and to ensure technology is not a barrier to achievement.</p>
Conclusion:	Achievement of the Food Safe training scheme is high and self-assessment is thorough and ongoing.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Graduates gain relevant skills and knowledge through the tailored training that are directly applicable to their workplaces. Graduates are able to better understand and apply audit practices and become aware of relevant legislative requirements. They also gain soft skills, including self-</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>confidence, through completing the courses.</p> <p>The skills gained improve general well-being and are able to be applied to whānau and community contexts. The graduates gain food storage and preparation practices that can be applied personally as well as in the workplace.</p> <p>Many benefits for client organisations are reported through case studies. The owner-operator maintains relationships with graduates and organisations to gain an understanding of the benefits and value of the training. One of the reported outcomes for learner organisations is an A-Grade rating, which is documented through photographs of the ratings that the owner-operator takes when he visits the organisation. The aggregate information and data are not formally documented. However, given the size of the organisation, the owner-operator is able to monitor this key indicator of value at an individual level.</p>
Conclusion:	<p>The skills and knowledge gained by graduates improve their work and personal lives. The owner-operator maintains a close relationship with client organisations and is aware of the value provided. However, some key outcomes (such as organisations with A-Grade ratings) are not formally documented.</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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Food Safety training scheme is contextualised and tailored to individual learner needs, while still maintaining the content required for the training scheme. The summative assessment reflects the learning and training scheme content.</p> <p>Learning activities are interactive and engaging, and learners interviewed confirmed that online training is also interactive and appropriate.</p> <p>The resit procedure allows two resits, which is appropriate for the context. Incorrectly answered questions are replaced with similar, rephrased questions to give learners an opportunity to give the correct answer. However, there has been a low need to resit annually – only one or two learners require a resit. The</p>

	<p>learning support and feedback to learners supports the high first-time achievement rate.</p> <p>Learning materials are regularly updated to include legislative requirements and stakeholder feedback. The owner-operator has a good understanding of legislative requirements and logs the changes at the beginning of the learning workbook.</p>
Conclusion:	The training Food Safe offers is structured and tailored to meet the needs of learners and learner organisations. Strong relationships enhance programme development and review.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The owner-operator is experienced, capable and qualified in the food safety environment. This helps ensure that learner and client needs and goals are well understood from the time the learners enrol to when they complete the training.</p> <p>Learners interviewed confirmed that the learning environment is inclusive, including supporting learners with disabilities, ensuring that all learners are able to achieve. Learner needs during Covid-19 have also been well considered in choosing a suitable venue for training, including ensuring sufficient physical distancing and appropriately cleaned venues.</p> <p>One of the barriers to learning identified was English as a second language. In response, Food Safe has translated learning resources into multiple languages.</p> <p>Annual teaching observations are conducted, and the owner-operator considers recommendations and implements changes as applicable. For example, the PTE has a support person in online workshops to troubleshoot technical issues that learners may encounter.</p> <p>Learners are well supported before, during and after training. To support learning before the training starts, a library of frequently asked questions has been developed so learners are able to find answers quickly to common questions, which streamlines the training. After the training, Food Safe stays in contact with graduates through a range of mechanisms including a Facebook</p>

	<p>group to keep graduates up to date with food safety and sector information.</p> <p>Feedback from learners is gathered from a range of sources, including written and verbal feedback and social media. The feedback is well understood and used to inform improvements, such as to resources.</p>
Conclusion:	The PTE has a structured and inclusive learning environment for learners to ensure their goals are met. Feedback from learners is gathered and well understood to inform improvements.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Food Safe is a well-managed organisation with a clear purpose and vision. The owner-operator is well experienced in the relevant subject matter, and is passionate and resilient. He is supported by advisors who provide a range of strategic and operational expertise that adds value to the organisation.</p> <p>Food Safe has a clear purpose and a focus on quality and continuous improvement. The stakeholders that the NZQA evaluators spoke to emphasised and valued these features.</p> <p>Self-assessment and reflection, benchmarking against other like organisations, and analysis of trends are proactively used to inform strategic direction and innovation. For example, online virtual reality resources that the PTE developed enable learners to experience a work environment virtually. This has enabled Food Safe to be proactive while working in an online environment.</p>
Conclusion:	Food Safe is managed effectively by the owner-operator, and continuous improvement is embedded in the organisation. This supports high achievement for learners and graduates.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance accountabilities are generally managed well, and the relevant legislation, including health and safety, is understood and implemented effectively.</p> <p>Inputs into understanding compliance accountabilities come from a range of sources, including Food Safe advisors, other external stakeholders, and benchmarking against other providers.</p> <p>The evidence presented at the time of the EER showed conflicting information supplied to learners regarding the number of learning hours delivered for the training scheme. The information available did not clearly represent the learning hours delivered and required for the training scheme. However, there was some evidence of the full learning hours being delivered, and the impact of the conflicting information was low. The owner-operator immediately updated the information regarding on-site learning hours to remove ambiguity for learners.</p>
Conclusion:	Food Safe manages most important compliance accountabilities well. During the EER there was conflicting information presented regarding learning hours. However, this was remedied during the EER.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Basic Food Safety Training Scheme

Performance:	Excellent
Self-assessment:	Good

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 Food Safe Limited:

- Measure Māori and Pasifika achievement separately to support achievement data analysis.
- Review and enhance collection of self-assessment information to ensure that important outcomes, and the extent of their attainment, are well evidenced.

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.

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

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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