



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Food Safe Limited

Date of report: 25 February 2025

# About Food Safe Limited

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*Food Safe Limited is a small Auckland-based private training establishment which delivers one NZQA-approved training scheme: Basic Food Safety Training Scheme (Level 2). The organisation also delivers a range of specialised food safety courses in areas such as dryer safety and dust explosion, hazard analysis and critical control points, heat treatment and halal training.*

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Type of organisation:	Private training establishment (PTE)
Location:	6B Ponsonby Road, Grey Lynn, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: in 2023, 1067 students (39.51 equivalent full-time students) – 60 Māori, 140 Pasifika, 12 students with disabilities
Number of staff:	Two full-time staff (two full-time equivalents)
TEO profile:	See: <a href="#">Food Safe Limited</a>
Last EER outcome:	At the last external evaluation and review in 2020, Food Safe Limited was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	Basic Food Safety Training Scheme (Level 2) ID: 116610-2
MoE number:	7180
NZQA reference:	C57514
Dates of EER visit:	30 and 31 July 2024

# Summary of results

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*Food Safe Limited's usage of data is comprehensive in identifying and responding to areas of priority need. The PTE has strong food safety industry expertise, highly effective course and delivery review, and continuous engagement with students, client organisations and industry groups. This ensures that the most important needs of these stakeholders are met in a comprehensive manner.*

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## **Highly Confident in educational performance**

- Students complete courses at very high rates across all priority groups. Food Safe Limited uses completion data very effectively for self-assessment. External moderation validates achievement across all of Food Safe Limited's unit standard-based courses. Moderation validates achievement of the Basic Food Safety Training Scheme, though an issue was identified in this area with a staff member moderating their own assessments. The PTE is taking action to enhance its overall moderation capability in response to this issue.

## **Highly Confident in capability in self-assessment**

- Students gain skills and knowledge about food safety that are highly valued in workplace and everyday contexts. Strong processes are in place for understanding student perspectives. Consistently positive student survey feedback and Google reviews indicate that the training is highly valued by the students. Engagement with industry groups and iwi leads to improvements in Food Safe Limited's training capability.
- Industry needs are well understood, and the PTE develops training and assessment materials that are highly relevant to students and stakeholders. Formal and informal course review processes enable the updating of course materials to accommodate changes in relevant legislation. The PTE tailors the training well to students from a range of contexts. Moderation ensures that assessments are fair, valid, consistent and appropriate, and informal academic integrity

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processes support the authenticity of learner work.

- Food Safe Limited understands students' learning goals, and tailors its training support to meet those goals. Key information and advice are communicated effectively to the students. The PTE responds very effectively to student wellbeing needs, creates an inclusive learning environment for the students, and takes action to minimise barriers to learning. The PTE also takes a very effective approach to review of the Code of Practice<sup>1</sup>, given the PTE's context as a short course provider.
- Food Safe Limited has very effective decision-making processes, which include consideration of the PTE's capability, expertise and desire to not compromise on quality. Food Safe Limited is very effective in using data to support educational achievement. The PTE very effectively allocates resources to teaching and learning. Important improvements in this area include the introduction of a revamped website.
- Food Safe Limited has generally effective monitoring and management of its important compliance accountabilities. Issues identified at the EER indicate that Food Safe Limited's processes in this area can be further improved. All identified issues have since been rectified.

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<sup>1</sup> [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Student achievement is an area of strength at Food Safe Limited, with the students completing courses at very high rates. The completion rate for the Basic Food Safety Training Scheme was 100 per cent, 99 per cent and 100 per cent for 2021, 2022 and 2023 respectively.<sup>3</sup> The completion rate was 100 per cent for all other courses delivered in 2021-23.</p> <p>In response to recommendations from the previous EER, Food Safe Limited now collects and analyses enrolment and completion data very effectively across all priority learner groups (Māori, Pasifika and learners with a disability). The completion rate for each group was 100 per cent for 2021-23. Food Safe Limited also investigates and understands the reasons for each non-completion. The PTE has used this understanding to support review of student support mechanisms.</p> <p>External moderation validates achievement across all of Food Safe Limited's unit standard-based courses. Across 2023 and 2024, Hanga Aro Rau Workforce Development Council (WDC) completed moderation for unit standards across these courses. For each unit standard moderated, every result indicated alignment between assessor and moderator judgments across all samples.</p> <p>Moderation validates achievement relating to the Basic Food Safety Training Scheme. Food Safe Limited has a relationship with an external moderation partner that moderates the training scheme annually. The EER identified that the lead trainer also carries out moderation more frequently, on assessments they have also marked.</p>

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>3</sup> The 99 per cent completion rate for 2022 resulted from a single non-completion during that year.

	This activity conflicts with NZQA's expectation that staff who mark assessments do not moderate their own assessment decisions. <sup>4</sup> After NZQA's expectation regarding moderation was brought to Food Safe Limited's attention, the PTE enrolled its support staff member in training leading to unit standard 11551 <sup>5</sup> . The PTE is encouraged to ensure that this training is completed, so that its support staff member can moderate the lead trainer's assessment decisions, and so that that the PTE can better adhere to NZQA's expectation regarding moderation.
Conclusion:	Students complete courses at very high rates across all priority groups, and completion data is used very effectively for self-assessment purposes. External moderation validates achievement across all of Food Safe Limited's unit standard-based courses. Moderation validates achievement relating to the Basic Food Safety Training Scheme, though an issue was identified in this area, of a staff member moderating their own assessments. The PTE is taking action to enhance its overall moderation capability in response to this issue.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	An important outcome of Food Safe Limited's training is the gaining of important skills and knowledge on food safety – skills and knowledge that are useful to students in both the workplace and everyday contexts. This outcome is valued highly by the students, who report that the PTE's training provided them with a deep understanding of the 'why' and 'how' of food safety practices. A further important outcome is the provision of free interactive learning resources on Food Safe Limited's website, including videos. Students

<sup>4</sup> See [Who conducts internal moderation](#).

<sup>5</sup> Unit Standard 11551 – Moderate Assessment – is a 10-credit, level 5 unit standard. People credited with this unit standard are able to moderate assessment materials and assessor decisions.

	<p>and graduates can use and revisit these resources after the completion of training.</p> <p>Food Safe Limited has strong processes for understanding the perspectives of students on the quality and value of its training in the workplace. The PTE received 2167 survey responses from its 2920 students across 2021-23. Every survey response received a score of 5/5 in response to all survey questions, including a question regarding the training's relevance to the workplace.</p> <p>In addition to student surveys, Food Safe Limited uses Google reviews from students and stakeholders as an indicator of the value of its training. The PTE received 223 5-star reviews in 2021, 561 in 2022, and 829 in 2023.</p> <p>In addition to its strong relationships with students and client organisations, Food Safe Limited also engages with a range of other stakeholders. Food Safe Limited's lead trainer has been a keynote speaker at several food safety, risk and compliance conferences.</p> <p>Food Safe Limited has also engaged with Ngāti Tūwharetoa iwi on the training needs of students in remote communities. As a result of this engagement, the PTE has improved its capability in delivering online training to better meet Māori community needs.</p>
Conclusion:	<p>Students gain skills and knowledge on food safety which are highly valued in the workplace and everyday contexts. Strong processes are in place for understanding student perspectives. Consistently positive student survey feedback and publicly accessible Google reviews indicate that the training is highly valued by the students. Engagement with industry groups and iwi leads to improvements in Food Safe Limited's training capability.</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:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Food Safe Limited has a strong understanding of the food safety industry's needs through ongoing engagement with students, client organisations and industry groups. This understanding, together with the lead trainer's significant industry-related experience, enables the PTE to develop training and assessment materials that are highly relevant to students and stakeholders.</p> <p>Food Safe Limited reviews its courses informally at least three times a year on an iterative basis, to ensure they maintain currency. These courses are also reviewed formally once a year, to ensure that iterative changes have been captured. Examples of improvements resulting from course review include the ongoing updating of materials to accommodate changes in relevant legislation, such as food labelling rules.</p> <p>Food Safe Limited delivers food safety training to students from a range of different training and employment contexts, including marae, kohanga, dairy farming and hospitality. Food Safe Limited tailors its training well to meet the needs of students from each context, and to engage the students in their learning. Tailored delivery includes discussions on relevant legislation as appropriate, as well as training on context-specific food practices such as māra kai.</p> <p>Students at Food Safe Limited complete open-book assessments throughout their training, and can re-sit these assessments as needed. As indicated in 1.1., moderation ensures that assessments are fair, valid, consistent and appropriate.</p> <p>Food Safe Limited does not have formal policies or processes to assist its management of academic standards and integrity regarding assessment. Despite this, the PTE does have an informal process to ensure the authenticity of learner work, including the requirement that students complete certain assessment tasks verbally. It would be</p>



	beneficial for the PTE to consider formalising its processes regarding academic standards and integrity.
Conclusion:	Industry needs are well understood, and the PTE develops training and assessment materials that are highly relevant to students and stakeholders. Formal and informal course review processes enable the updating of course materials to accommodate changes in relevant legislation. Training is tailored well to students from a range of different contexts. External moderation ensures that assessments are fair, valid, consistent and appropriate, and informal academic integrity processes support the authenticity of learner work.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Food Safe Limited understands the learning goals of students from different training and employment contexts well. Additionally, the PTE tailors its training very well to support those students in reaching their goals, as indicated in 1.3. Food Safe Limited also communicates key information and advice to the students very effectively. The PTE's student handbook is comprehensive and includes information on policies and procedures regarding assessments, re-sits and complaints, as well as information regarding external support services.</p> <p>Food Safe Limited responds very effectively to the wellbeing of the students who attend the short courses. An important improvement resulting from Food Safe Limited's self-assessment in this area is the introduction of Sir Mason Durie's Te Whare Tapa Whā Māori health model into its approach to wellbeing. The PTE's lead trainer provided useful examples of the inexplicit use of this model in its teaching, and students triangulated the use of those examples.</p> <p>Food Safe Limited creates an inclusive learning environment for the students. Students report that the PTE places an emphasis on building personal connections and is respectful to students from all backgrounds.</p>

	<p>Additionally, Food Safe Limited has policies and procedures that minimise barriers to learning, and the PTE has taken several actions to minimise those barriers in practice. Examples include the increased provision of online training noted in 1.2, and the use of a mix of training resources to accommodate different learning styles.</p> <p>Food Safe Limited takes a very effective approach to completing its annual review of the Code, given the PTE's context as a short course provider. Food Safe Limited's approach is both analytical and detailed, with the PTE covering each specific outcome and process, and providing evidence in relation to each.</p> <p>Food Safe Limited's annual Code self-review is publicly available on the PTE's website. This document reports that there have been no formal complaints since the previous EER, and it also outlines plans for responding effectively to critical incidents and emergencies.</p>
Conclusion:	<p>Student learning goals are well understood, and tailored training supports the students in meeting those goals. Key information and advice are communicated very effectively to the students. The PTE responds very effectively to student wellbeing needs, creates an inclusive learning environment for the students, and takes action to minimise barriers to learning. The PTE also has a very effective approach to its review of the Code, given the PTE's context as a short course provider.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Food Safe Limited's organisational purpose and direction are clear, and the PTE's organisational decision-making processes are very effective. Food Safe Limited is a small, short course provider which primarily targets its training to students working in roles relating to food safety. The PTE also provides a range of specialised technical food safety courses which are targeted at organisations in this sector.</p> <p>Food Safe Limited's director manages all aspects of the organisation and also holds the role of lead trainer.</p>

*Final*

	<p>Decisions regarding the PTE's portfolio of offerings are made carefully, with consideration of the PTE's capability, expertise and desire to not compromise on quality.</p> <p>Food Safe Limited is very effective in its use of data to support educational achievement. In putting together an annual review, the PTE collates and reviews data regarding student completions, student and stakeholder feedback, programme review, programme delivery, moderation and strategic business plans. The PTE also uses this data to identify organisational improvements that have occurred on a year-by-year basis.</p> <p>Food Safe Limited is very effective in allocating resources to support teaching and learning, and in responding to changes within its environment. After discussions with client organisations and students in 2021, the PTE identified a need for more online resources that could be easily accessed by the community. In response, the PTE invested in a new website in 2022 to meet this need.</p> <p>As noted in 1.2, the PTE's website now contains several free interactive learning resources, including videos. Additionally, the PTE updates teaching and assessment materials regularly to accommodate changes in relevant legislation, as indicated in 1.3.</p>
Conclusion:	<p>Organisational decision-making processes are very effective, and include consideration of the PTE's capability, expertise and desire to not compromise on quality. Food Safe Limited is very effective in its use of data to support educational achievement. Resources are allocated to teaching and learning very effectively, and important improvements in this area include the introduction of a revamped website.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>In line with Food Safe Limited's context as a small provider, the PTE's director is responsible for managing all of its important compliance accountabilities. The PTE is generally effective in managing these accountabilities.</p> <p>Food Safe Limited monitors its compliance accountabilities by way of an annual checklist, though issues identified during the enquiry phase of the EER indicate that the PTE's processes in this area could be further strengthened.</p> <ul style="list-style-type: none"> <li>At the EER, it emerged that Food Safe Limited had been advertising unit standard 4831 on its website despite not having the required consent to assess for this unit standard. The PTE promptly applied for consent to assess and did not deliver the unit standard until gaining the required consent from NZQA.</li> <li>At the EER, it also emerged that Food Safe Limited had been delivering its Basic Food Safety Training Scheme online, despite only having approval to deliver this training scheme in face-to-face mode. The PTE rectified this issue by applying for and gaining the required approval from NZQA to deliver the training scheme in online mode.</li> </ul> <p>Despite the issues noted, there are other indications that Food Safe Limited is managing its compliance accountabilities effectively, including the timely submission of declarations, forms, audits and attestations to NZQA. The PTE also updates its quality management system as required, and documents the details of these changes.</p>
Conclusion:	Monitoring and management of important compliance accountabilities is generally effective. Issues identified at the EER indicate that Food Safe Limited's processes in this area can be further improved. All identified issues were promptly rectified.

## Focus areas

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

### 2.1 Basic Food Safety Training Scheme (Level 2) ID: 116610-2

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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:

- Ensure completion of moderation-related professional development for support staff, to reinforce the PTE's adherence with NZQA's expectation regarding moderation.<sup>6</sup>
- Consider formalising processes regarding academic standards and integrity.

## 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.

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<sup>6</sup> As noted in 1.1, this is the expectation that staff who mark assessments do not moderate their own assessment decisions.

# 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 fraud<sup>7</sup>*
- 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.*

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<sup>7</sup> 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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](http://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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