External Evaluation and Review Report

Hospitality Training Company Limited

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 31 August 2018

Hospitality Training Company Limited at a Glance

Hospitality Training Company Limited (HospoTrain) has been registered with NZQA since November 1999. It is a small, Wellington-based provider which offers the Licensed Controller Certificate as a one-day short course.

Type of TEO[1]:	Private training establishment (PTE)
Code of Practice[2] signatory:	No
Location:	31 MacDonald Crescent, Te Aro, Wellington
Courses:	Licensed Controller Certificate (Training Scheme) (Level 4)
Number of students:	Approximately 550 students in 2017
Number of staff:	One full-time, one part-time; three contracted trainers
Scope of evaluation:	Licensed Controller Certificate (Training Scheme) (Level 4)
MoE Number:	7302
NZQA Reference:	C25932
Dates of EER visit:	27 and 28 February 2018

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[1] Tertiary education organisation

[2] Education (Pastoral Care of International Students) Code of Practice

Summary of Results

NZQA is Not Yet Confident in educational performance

- The director maintains very strong relationships with the local hospitality industry and confines his activities to a specific geographical and subject area.

- Course trainers are very experienced and well respected in the hospitality industry.

- HospoTrain continues to maintain a high level of course completions.

- The provider matches industry needs for this type of training.

NZQA is Not Yet Confident in capability in self-assessment

- The provider makes good use of technology and social media.

- Assessment has not been moderated externally for several years.

- Internal moderation is informal and not documented. This throws uncertainty on the soundness of the assessment outcomes.

- Some outcomes are not being measured, such as the number of graduates who gain a manager's certificate, and the reasons that some people withdraw from the course.

- HospoTrain needs to develop a systematic and documented oversight of the quality and consistency of delivery.

- The annual self-review process as stated in the quality management system should be carried out and documented.

- There are misunderstandings about sub-contracting arrangements that have been confusing for the provider.

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	The evaluators found that although the rates of achievement are high – 97 to 98 per cent of those who complete the learning gain the certificate – the lack of meaningful self-assessment gives little assurance of the validity of the outcomes.
Supporting evidence:	• It is difficult to gain assurance about the validity of assessment because internal and external moderation processes are not effective. External moderation has not occurred for several years, and there is no documentation for internal moderation. • There are deficiencies in the collection of data to help the provider to better understand the nature and effectiveness of the learning. This data should include the demographic make-up of the student body as well as those who gain the manager's certificate, which is one of the main objects of the programme. • There is little known about students who withdraw from the programme before completion. This knowledge would help HospoTrain to develop strategies to improve retention. • The provider does not keep records of Māori and Pasifika students as discrete groups, and so cannot give specific achievement details for these groups. • Approximately 10 per cent of the students do not complete the assessments. This is generally due to trainees changing employment, or lack of interest in gaining the manager's certificate. Two per cent of trainees do not pass the assessment because of errors, lack of guidance, or dropping out.
Evaluative summary:	HospoTrain needs to adopt targeted self-assessment to learn more about the nature of the student body and be actively engaged in external and internal moderation. These processes should be documented. More analysis of achievement results to compare different trainers, demographics and course locations would be beneficial.

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

Performance: **Good**

Self-assessment: **Good**

Findings statement:	HospoTrain provides considerable value to employers and trainees. The primary value is acquisition of the knowledge and skills to deal with the difficult situations that can occur in licensed premises.
Supporting evidence:	• Employers gain workers with a manager's certificate which helps them to meet their compliance needs. Gaining the Licensed Controller Certificate is a prerequisite for gaining the manager's certificate. • Younger employees gain skills and the confidence to deal with challenging situations involving older and intoxicated people. • Employees gain a better understanding of their industry. This is evident where the successful learner does not apply for the manager's certificate but still sees the value of the learning. This was also noted by employers. • Another value is the ability to assure customer safety. • The provider has limited information on the numbers of graduates who want to apply for the manager's certificate, or of those who achieve this. This means it does not know how well it is meeting specific needs. • Anecdotal feedback is gained by networking and through industry contacts. • The manager/director maintains good contact with local industry. He has connections with prominent industry personalities and sits on the boards of several prominent hospitality event organisers. • Student feedback is gathered using an electronic app in class. Not all students complete this because of the time involved. Any issues identified are responded to quickly. A more visual style of teaching has been adopted as one result.
Evaluative summary:	Industry feedback is not systematic, and it is not clear how it informs programme development or management decision-making. This area needs improvement.

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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance: **Good**

Self-assessment: **Good**

Findings statement:	HospoTrain satisfies the needs of the hospitality industry well in terms of its requirement for licensed managers and skilled employees. The course content and model for assessment has been developed by the industry training organisation (Service IQ) with industry input.
Supporting evidence:	• The training takes place in licensed commercial premises which provides a realistic learning environment and helps to reinforce the principles being taught. • To maintain consistency of delivery, the same resources and materials are used across sites. • Most of the workbooks and assessment are pre-moderated by Service IQ and are therefore deemed fit-for-purpose. The assessments are open-book, to further ensure students succeed. • A contractor delivers the course in Christchurch. The contractor quality assures their own performance in accordance with HospoTrain requirements and provides regular reports. • There has been no external moderation of assessments for several years. • Observations of the trainers' delivery take place on an ad hoc basis. There is no schedule and no documentation for this. • The director/manager marks all assessments. Internal moderation takes place regularly. The trainers meet around three times a year to exchange ideas. There is no documentation for these processes.
Evaluative summary:	The trainees could receive more information about the specific requirements for gaining a manager's licence before they enrol. It is inappropriate to enrol a person for training if they are not eligible to gain the licence for reasons such as age, criminal record, etc. HospoTrain should develop a system to record monitoring to maintain consistency of delivery. It is desirable to have some external assurance of processes and have a contingency plan if Service IQ is not providing this function.

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

Performance: **Good**

Self-assessment: **Good**

Findings statement:	HospoTrain helps students to achieve through constructive, applied support. However, there are limits to the amount of support that can be offered in such a short course.
Supporting evidence:	• English language proficiency, literacy and numeracy issues are not a focus of attention during the course. There is little attempt to identify these issues prior to the course. Trainers deal with these factors as required to improve the trainees' ability to understand the lessons and pass the assessments. • More visual and role-play examples have been introduced to cater to learner needs. • Trainers spend extra time after the lessons in one-to-one engagement with students who are having difficulty. Trainees can bring a support person to explain or translate assessments. Difficult jargon and technical terms are carefully explained to the trainees. Re-sits of assessments are available when needed. • HospoTrain has engaged trainers who are passionate about the hospitality industry and are very experienced and qualified in their fields. The trainers are trained in the use of unit standards or were gaining this training at the time of the EER. • New trainers are mentored by an experienced counterpart until they master the job. • Class sizes are generally kept to 12-15 trainees, this being a manageable size for a trainer. • Trainees are telephoned if the marker requires clarification of assessment answers.
Evaluative summary:	It would be useful to ascertain whether prospective trainees have any learning difficulties before the course is delivered. This would allow the trainers to prepare for these situations.

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

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	Most areas of governance and management are effective and help to understand the operations of the provider. However, there are other areas, mainly education-centred, that are not systematically monitored and well understood.
Supporting evidence:	• There are good links at governance level with industry. The director speaks at conferences. He is a board member of an events organisation and sits on the advisory board of an international culinary school based in Wellington. These links provide ongoing knowledge of industry trends. • There is very good awareness of the role of social media in communicating with trainees and promoting industry awareness. • The director has no desire to expand the business currently. He believes that the strength of the business is the focus on the subject area that he is passionate about. • HospoTrain has produced a risk management plan and a business plan for 2018 and has revised its quality management system since the previous EER. This is a positive development. • Governance has some areas of self-assessment and staff communications that need attention. These are outlined in the evaluative summary below. • An administration position has been established and filled. This has improved processes.
Evaluative summary:	HospoTrain needs to concentrate on the following: • finding external moderation to validate internal processes. • formalising and documenting internal processes, including staff meetings. • creating formal processes for the collection and analysis of feedback from stakeholders. • developing systems for the quality assurance of delivery. • meeting NZQA requirements for sub-contracting the delivery of programmes.

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1.6 How effectively are important compliance accountabilities managed?

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	HospoTrain manages its compliance responsibilities effectively, but there are some areas that need attention.
Supporting evidence:	• The conditions for the consent to assess the unit standards being used, as stipulated by Service IQ in the Consent and Moderation Requirements (CMR), are met. However, HospoTrain did not show much understanding of CMR conditions. • The quality management system is being reviewed and updated periodically. • The provider is engaged with Service IQ, but there has been no external moderation for some time. • HospoTrain meets most of its obligations to Service IQ and NZQA, as outlined in the CMR and the conditions of registration as a PTE. A few areas could be tightened. • The approved training scheme is being offered more than once a year. • Hospotrain has engaged in sub-contracting arrangements with other providers/individuals, without the required approval from NZQA. • There is an inconsistency in the learning hours of the training scheme (50 nominal hours taught in nine hours), but it is being delivered much as it was approved. This is common to similar compliance courses elsewhere. • Training venues need to be notified to NZQA. • Attestations are made to NZQA in a timely fashion.
Evaluative summary:	The management of HospoTrain could increase their overall awareness of Service IQ's CMR conditions, NZQA rules, and the conditions of continued registration as a PTE.

Focus Areas

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

2.1 Focus area: Licensed Controller Qualification

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

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

Requirement

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.

NZQA requires Hospitality Training Company Limited to:

- Notify or apply for approval to NZQA for the use of delivery sites, depending on whether the sites are permanent or temporary.

- Comply with the NZQA Consent to assess against standards on the Directory of Assessment Standards Rules 2011: Part 8: Use of sub-contractors. This section covers the requirements to seek approval for the use of sub-contractors to assess standards.

Appendix 1

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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/. *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[3]*

- *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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[3] 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.

Appendix 2

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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Final Report