



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Hospitality Training Co Limited

Date of report: 3 July 2025

About Hospitality Training Co Limited

Hospitality Training Co Limited is a small provider offering short courses to the hospitality industry and school students in Auckland, Wellington and Christchurch. Training programmes include liquor licensing and barista training.

Type of organisation:	Private training establishment (PTE)
Location:	184 Maidstone Road, Avonhead, Christchurch
Eligible to enrol international students:	No
Number of students:	Domestic: 694 students in 2024
Number of staff:	One full-time director and two contracted trainers
TEO profile:	Hospitality Training Co
Last EER outcome:	Confident in both educational performance and capability in self-assessment at the last EER in 2020.
Scope of evaluation:	All training including the Licence Controller Certificate [ID: 114854-1]
MoE number:	7302
NZQA reference:	C57442
Dates of EER visit:	10 and 11 December 2024

Summary of results

Hospitality Training Co is meeting the most important needs of students and other stakeholders. Blended delivery of liquor licensing training delivers high value to students and employers. Students develop hospitality and customer service skills, with some gaining employment at the completion of their courses. The PTE changed ownership in May 2024, and some systems and processes are still being embedded by the new owner.

Confident in educational performance	<ul style="list-style-type: none">• Hospitality Training Co understands and meets the needs of students and stakeholders. The training provides value for students and employers and contributes to a trained and educated hospitality workforce.• The PTE collects achievement data and monitors it site by site. Stronger collection and analysis of feedback from graduates and employers is planned and will provide stronger evidence of the value of outcomes.
Confident in capability in self-assessment	<ul style="list-style-type: none">• The PTE has a clear strategic direction that includes plans to grow the business in new areas. The planned growth of online learning opportunities – combined with quality classroom-based delivery – will extend the accessibility of training for a range of students and their employers.• Fit-for-purpose systems and processes provide sufficient information about performance to enable the PTE to understand their strengths and challenges and to know where improvement is most needed. Enhancements to data and information processes are ongoing.• Effective academic leadership and quality training resources ensure consistency of delivery across sites. The PTE maintains quality and compliance systems across the business. The owner is working to develop a deeper knowledge of NZQA expectations, and some processes are still being established.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students achieve well, with an average of 85 per cent of students completing unit standards and the training scheme in 2024. Almost all students who attend training and attempt the assessments complete successfully. This rate of achievement has been consistent across the period since the last EER.</p> <p>Students on the Licence Controller Qualification (LCQ²) are assessed online following face-to-face training. Most students who are not awarded the certificate do not attempt the assessment. Hospitality Training Co follows up with students to encourage them, and communicates with employers when students do not complete.</p> <p>Students acquire useful knowledge and skills that they use to enhance their opportunities to gain employment or apply immediately on the job. Students completing the LCQ understand the importance and relevance of legislation in the workplace.</p> <p>Hospitality Training Co collects and uses achievement data to monitor student achievement for each cohort. Reasons for non-completion are tracked, and priority students and special learning needs are noted. However, achievement rates of priority students were not specified. Analysis of achievement data at an organisational level would help to provide an understanding of overall</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.

² LCQ is a nationally recognised certification that demonstrates a manager's knowledge of the Sale and Supply of Alcohol Act 2012. It recognises their ability to manage a licensed hospitality establishment responsibly. It is a prerequisite for obtaining a Duty Manager's Certificate, which is needed to manage a licensed establishment.

	business performance trends and more effectively identify specific areas for improvement.
Conclusion:	Students achieve unit standards, gain useful, industry-relevant skills and complete programmes of training. Reasons for non-completion are understood, and Hospitality Training Co follows up to encourage these students to complete. Analysis of achievement data at an organisational level would enhance self-assessment of educational outcomes.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Hospitality Training Co's training is highly valued by students, employers and the industry because of the quality and relevance of the training, and the immediate applicability of skills and knowledge in the workplace.</p> <p>School students undertaking STAR and Gateway programmes in Christchurch and Wellington are retained in school and gain credits towards NCEA, with some obtaining employment in the hospitality industry.</p> <p>Most students who complete the LCQ achieve their Duty Manager's Certificate within a short period. However, Hospitality Training Co's knowledge of these rates is gathered through ongoing relationships and informal conversations with employers and alcohol licensing inspectors, and is not systematically recorded.</p> <p>A long-standing contractual relationship with Mojo cafes in Wellington provides ongoing employment opportunities for students while they are retained at school. Valued outcomes include improved communication and teamwork skills, confidence and realistic expectations of the requirements of roles in hospitality.</p> <p>Employers recognise the immediate value to both staff and their organisations, with improved skills and knowledge, their ability to meet regulatory requirements, and the opportunity for staff to progress to more senior positions.</p>

Conclusion:	Hospitality Training Co has high levels of return business and is the preferred training provider for many employers and schools in three different regions. Students gain employment and apply relevant skills and knowledge to enhance their performance in the workplace. Hospitality Training Co could improve self-assessment with a more systematic approach to collecting and analysing feedback from stakeholders and graduates about the value of the training.
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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:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Previous and current Hospitality Training Co directors have developed and maintained strong relationships and established networks within the industry. These connections help to ensure the training is current, relevant and meets sector needs.</p> <p>Hospitality Training Co's training is relevant for students and employers, able to be applied immediately in workplaces, and is meeting regulatory and quality expectations of employers.</p> <p>Hospitality Training Co uses quality pre-moderated training resources developed and maintained by an external body for all delivery sites. The workbook is highly regarded by students and is used as a workplace resource following completion of the programme.</p> <p>Experienced trainers have extensive knowledge of the sector and customise sessions to meet the needs of specific groups. The LCQ programme has a focus on legislation, and students told the evaluators that the course presentation was interesting, using real-world examples and scenarios that provided useful contexts to help them understand regulatory requirements.</p> <p>A range of delivery methods provide flexibility to meet student and employer needs, although face-to-face training is a more popular option for most students. Industry-specific training can be designed for individual</p>

	<p>client groups or as public classes open to a range of employers. Assessment for the LCQ is online, with measures in place to assure the integrity and validity of student submissions.</p> <p>Internal moderation systems are comprehensive and fit for purpose. However, since the change of ownership there has arisen a need to develop internal moderation capability within the training team so that consent and moderation requirements continue to be met. External moderation results demonstrate confidence in the validity of assessment results and assessor practice.</p>
Conclusion:	The PTE uses quality teaching and learning resources to support trainers who deliver relevant, engaging, industry-focused training. Internal moderation capability needs further development since the change of ownership to ensure consent and moderation requirements continue to be met.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are well supported during their short-duration, unit standard-based training. Face-to-face sessions are engaging, with suitable resources and environments for practical skills barista and front-of-house training. Trainers consider the needs and goals of the students.</p> <p>LCQ is mainly delivered face to face, with online assessment to be completed within a defined period of time. Hospitality Training Co maintains engagement with the students until the assessment is completed. The trainers available for advice between the face-to-face sessions and the online assessment. Support is given where needed if students experience technical difficulties during their assessment.</p> <p>Students provide feedback, and this is considered and used to inform improvements. Consideration could be given to how priority students can be better supported. Professional development for trainers on identifying and</p>

	<p>addressing barriers to learning could enhance engagement with priority students in training settings.</p> <p>The directors engage with the trainers regularly through conversations and observation of classes. It could be beneficial to bring the trainers together to share good practice and to ensure trainers at all sites are providing the same level of support for the students, specifically between the face-to-face sessions and their preparation for online assessment.</p>
Conclusion:	<p>Students are well supported and engaged in the short-duration training. Feedback is gathered and used to make improvements. There are opportunities for an enhanced focus on priority students, and to bring trainers together to share good practice and further develop consistency across all delivery sites.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Hospitality Training Co has had two changes in ownership in a short period and has managed the transitions well. The current director has extensive experience in the hospitality industry as a business owner and trainer, and was previously a long-term subcontractor to Hospitality Training Co.</p> <p>Hospitality Training Co has very well-established networks and strong connections to national industry agencies. The new owner has developed a clear strategic plan with a focus on developing and growing the business.</p> <p>A key area of focus noted by the evaluators is the need to work towards integration of data and reporting, ensuring consistency of training and support across sites and trainers. The new owner is aware of the need to strengthen relationships nationally rather than relying on partners, which was the previous business model.</p> <p>Hospitality Training Co is recognised as a high-quality provider of training. Many employers note that Hospitality Training Co is their provider of choice, indicating strong</p>

	<p>relationships and sustainability in all three delivery regions: Auckland, Wellington and Christchurch.</p> <p>Hospitality Training Co has effective business processes and manages data well. Enhanced analysis and reporting of data to aggregate and understand educational performance data and reporting across all delivery sites will provide a clear view of business performance overall. There is emerging evidence that the new owner intends to enhance data use and reporting to inform business improvement.</p> <p>Highly experienced, contracted trainers feel respected and valued and have long tenure with Hospitality Training Co through previous and current owners.</p>
Conclusion:	<p>Educational performance has been consistent through the recent changes of ownership with the retention of experienced and well-supported contract staff. The director has significant training experience and is well connected to industry. Processes are being developed to strengthen data analysis for overall organisational performance reporting, and also to ensure consistency across delivery sites.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Hospitality Training Co manages its most important compliance accountabilities well.</p> <p>The recent change of ownership has enabled the new owner to review and update systems and processes to manage compliance:</p> <ul style="list-style-type: none"> • Credit reporting timeframes have been met, and all attestations have been submitted as required. • Subcontracting agreements have been developed where needed and submitted to NZQA for approval. • The Code of Practice self-review has been completed and publishing requirements met.

	<ul style="list-style-type: none"> • Delivery sites have been approved. <p>The current quality management system would benefit from review to ensure it meets the changing needs of the organisation and is fit for purpose.</p> <p>Hospitality Training Co has identified a need to focus on understanding the requirements of PTE ownership and management during the next six months to position the business to effectively meet NZQA expectations.</p>
Conclusion:	<p>Hospitality Training Co has a strong focus on managing compliance effectively and has strengthened some processes. Key requirements are met. There are some areas where Hospitality Training Co is developing and consolidating knowledge so they can continue to effectively meet NZQA compliance expectations.</p>

Focus areas

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

2.1 All training including the License Controller Certificate [ID: 114854-1]

Performance:	Good
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 Hospitality Training Co Limited:

- Develop a system to gather and analyse feedback from stakeholders and graduates on the value of training outcomes.
- Undertake regular analysis of achievement data by delivery site, and at an organisational level to better understand overall business performance.
- Ensure trainers at all sites are providing the same level of support for the students, specifically between face-to-face sessions and their preparation for online assessment.
- Develop processes to identify the needs of priority students and monitor their achievement.
- Consider barriers to learning in the training environment and identify strategies to mitigate these to increase student success rates.
- Develop internal moderation capability to ensure requirements continue to be met.
- Review and simplify the current quality management system to ensure it is fit for purpose and aligned with current practices and processes.

Requirements

There are no requirements arising from the EER.

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 fraud³*
- *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.*

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.

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). 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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