

Report of External Evaluation and Review

The Professional Bar and Restaurant School

Confident in educational performance

Confident in capability in self-assessment

Date of report: 3 July 2013

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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:	The Professional Bar and Restaurant School (PBRS)
Type:	Private training establishment (PTE)
Location:	144 Hobson St, Auckland CBD
Delivery sites:	Head office and training centre as above. Additional delivery site in Dixon St, Wellington.
First registered:	20 December 2001
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Hospitality (Operations Supervision) (Level 4)• Diploma in Hospitality (Operational Management) (Rooms Division Management) (Level 5)• Diploma in Professional Cookery (Level 5) (Auckland only)• Diploma in Hotel Management (Level 6) (Auckland only)• PBRS Diploma in Hospitality (Level 5)
Code of Practice signatory?:	Yes – for over 18-year-olds only
Number of students:	Domestic: 264 International: 24
Number of staff:	33 full-time equivalents

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Scope of active accreditation:	PBRS holds consent to assess in a variety of domains and unit standards in the area of hospitality, up to level 6.
Distinctive characteristics:	PBRS student demographic is approximately 50 per cent Māori and 25 per cent Pasifika.
Recent significant changes:	<p>In the past 12 to 18 months PBRS has undergone significant change, which has included:</p> <ul style="list-style-type: none"> • Ownership and governance – PBRS is now owned by only one of the previous partnership. There is a new board of directors. • Management – there is a general manager and senior management team. • Staff – numbers have been downsized from 57 to 33. Several new staff have been engaged. • Strategy – there has been significant change to the mission and values of the organisation. • Student numbers – the school has reduced intakes and overall student numbers by more than 50 per cent. • Campuses – the school has consolidated from four Auckland campuses to one. The Wellington campus remains the same.
Previous quality assurance history:	PBRS underwent an initial external evaluation and review (EER) in June/July 2012, at which time NZQA was Not Yet Confident in PBRS's educational performance and Not Confident in capability in self-assessment. Concerns expressed at the time included significant changes to approved programmes, resourcing, inconsistencies in training quality, and moderation history.

2. Scope of external evaluation and review

The scope for the EER consisted of the mandatory focus area:

- Governance, management and strategy
- International students.

In addition, the following focus areas were selected:

- National Certificate in Hospitality (Operations Supervision) (Level 4). This is PBRs's biggest programme (by enrolments)
- Diploma in Hospitality (Rooms Division) (Level 5). Selected as an exemplar of diploma-level delivery. Many level 4 students staircase to this diploma.

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.

The EER was conducted in May 2013. Prior to the EER visit, the lead evaluator visited the Auckland site and met with the general manager and members of the management team. The evaluation team consisted of three evaluators. A one-day EER visit was made to the Wellington site, followed by a two-day visit to the head office and campus in Auckland. The evaluation team reviewed a range of documentation and met with the owner, members of the board, management staff, teaching staff, administration staff, students and external representatives. The evaluators also visited Service IQ, the industry training organisation responsible for this sector, where they met with the provider engagement manager.

After the release of the draft report, NZQA staff had follow-up meetings with PBRs and Service IQ to validate the progress of improvements put in place by PBRs after its first EER.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **The Professional Bar and Restaurant School**.

Students at PBRS are now achieving acceptable results. Qualification completion rates have steadily increased over the past year. Completion rates for 2012 are 63 per cent for level 4 qualifications and 59 per cent for level 5 and 6 qualifications. Indications are that 2013 results will be further improved. Between December 2012 and February 2013, 36 PBRS students sat City & Guilds examinations which are an integral part of the course. All students passed and of the 36, 24 gained distinction and 10 passed with merit.

The organisation is strongly employment-focussed and driven by the aim of producing graduates who have not only completed an academic programme successfully, but who are also knowledgeable, confident, capable and work-ready. This is borne out by, for instance, the fact that 100 per cent of the last cohort of Diploma in Hospitality graduates is now in relevant employment.

The improved quality of the training provided at PBRS was affirmed by a range of stakeholders, who described recent graduates as work-ready, well presented and with well-developed skills and knowledge. Employers reported that the skills and knowledge gained are immediately applicable to the workplace and are valued by both the graduate and employer.

The EER team found consistent evidence of solid teaching throughout the organisation. PBRS has student support structures that are appropriate to the needs of the students and help to minimise barriers to achieving their goals. Both international and domestic students are very well supported, both pastorally and academically. External moderation results for standards overseen by the industry training organisation, Service IQ, have much improved, and PBRS hopes for a similar improvement in relation to results for NZQA-managed standards.

The organisation is well run overall, engages well with its industry, is providing high quality training and is valued for the positive contribution it makes. The various problems identified at the last EER have been systematically addressed.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **The Professional Bar and Restaurant School**.

There is clear evidence that in the past 15 months PBRS has significantly reflected on its strategy, purpose and operation. It is embracing the self-assessment process and is using it effectively. A number of substantial quality initiatives have been introduced and implemented within an environment of continual reflective self-

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assessment. All staff members are involved in reviewing the purpose and direction of the training and how well it is meeting stakeholders' needs. Staff members also have plenty of opportunities for reflection on their individual roles, which benefits students through improved teaching techniques. PBRS has comprehensive systems to gather and collate feedback from learners and client organisations. This information is then used to inform improvements to teaching practice and course delivery. Although recent performance is encouraging, higher ratings for many key evaluation questions and focus areas were precluded by the fact that self-assessment and improvement is in the early stages at PBRS.

The organisation has set performance targets against external and internal benchmarks and has systems in place to systematically monitor performance.

PBRS is working closely with its client organisations to help identify the learning needs of the industry and students and is addressing these needs well through responsive customer service, good teaching and appropriate student support.

The combination of these initiatives has resulted in PBRS becoming better informed about its internal and external stakeholder needs, and able to arrive at evidence-based decisions to guide the organisation's development. Detailed analysis of the outcomes from these decisions is in the early stages, but the evaluation team noted that there is sufficient evidence to show that, through improvements made from the results of self-assessment activities, PBRS has substantially improved the quality of the education it now provides and has made a positive contribution to the motivation and commitment of its students and staff.

Findings¹

1.1 How well do learners achieve?

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

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

The data collected by PBRs, and corroborated by Tertiary Education Commission educational performance data from 2010 to 2012, shows that on average, qualification achievement at level 4 has been above national averages. However, qualification completion for diploma-level qualifications was 28 per cent in 2010 and 29 per cent in 2011. This figure increased to 59 per cent in 2012, but is still well below expectations. The outstanding results achieved for City & Guilds examinations (see Summary of Results) signals that those students who choose to sit the external examination have acquired a good level of skills and knowledge.

The improved results being achieved by students at PBRs have come about through committed teaching, good support and a greater emphasis on achieving positive quality outcomes for its learners. Every member of PBRs staff, whether teaching, management or ancillary, is expected to provide active support to the students.

Learner achievement is now actively monitored through set targets and benchmarking. Staff have a formal meeting once per week, at which minutes are taken, and ideas for improving course delivery and learner achievement are discussed and agreed. Staff at PBRs demonstrated a good understanding of the factors that lead to student achievement and regularly analyse and discuss ideas for improving achievement. For instance, one of the first shifts that PBRs made to improve achievement, as a result of specific analysis of early withdrawals, was the creation of a student checklist to be used during the enrolment process. Although the level 4 programme is open-entry, the checklist is used to facilitate thinking and discussion about what each intending student needs to prepare/organise so they are able to successfully complete their studies. The checklist covers everything from what is required during the enrolment process, through to finances and orientation. The other main function of this checklist is to enable students to share what is happening and required by PBRs with their whānau so they have extra support. PBRs has learnt that one of the keys to student success is engaging family. Feedback from students indicates that they find the checklist helpful, and PBRs staff members contend that it has been a significant contribution to reduced early attrition since it was introduced.

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

Students reported that they received timely, accurate and supportive feedback on their progress from PBRs staff. This was also evident in the progress charts displayed on classroom walls. Students are focussed on their qualifications and are highly motivated to achieve. Staff and employers reported that students are learning useful skills and staff see positive changes in students as they progress.

PBRs has a good student management system which provides student performance data that is readily accessible and is now being used continuously and systematically to inform improvements to teaching practice and course delivery.

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 **Good**.

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

Students gain worthwhile skills in the programmes that PBRs delivers, which make them employable in the hospitality industry. Recent graduates and employers report that the skills and knowledge gained are immediately applicable to the workplace and are valued by both the employee and employer. Additionally, students gain valuable life skills such as confidence, self-esteem and numeracy and literacy skills. PBRs also puts significant emphasis on employment-related disciplines such as punctuality, attendance and work experience. Employers and staff acknowledged that these attributes had improved substantially in the past year and that the organisation had adopted a strong employment focus.

PBRs conducts an exit meeting with every student and then follows up with a conversation with all graduates three months after graduation to ascertain their destination, but also to gain feedback from graduates and their employers with regard to how well their programme prepared them for work or further education. The organisation also keeps in touch with graduates through Facebook and Twitter and a variety of informal communications. All of this information is then systematically gathered, analysed and used appropriately to make improvements. PBRs has set a target that 70 per cent of graduates will be in relevant employment or further study within three months of completion. Although 2012 National Certificate in Hospitality graduates reported difficulty in finding employment, recent cohorts are exceeding this target.

PBRs has a subsidiary organisation called Functionality operating from its campus, which supplies hospitality staff for events in Auckland. This arrangement enables students to gain part-time work while they study and to learn valuable skills such as better communication, personal responsibility and skills that provide them with the opportunity to become work-ready and to gain employment. Students reported that they valued the opportunities offered through Functionality, not only for the experience but also for the potential to supplement their income.

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 **Adequate**.

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

PBRS has in the past year put in place processes to ensure that regular interaction with its stakeholders by all levels of the organisation is a core feature of its operation, and that all key needs are appropriately addressed. For the most part, these interventions appear to have been successful.

Positive mechanisms developed include on-going contact with employers and industry professional bodies, client surveys, graduate surveys, participation in professional bodies and industry forums. Members of professional bodies are regularly utilised as guest speakers and to critique student work. In fact, the key performance indicators for tutorial staff include organising one industry guest speaker and one industry visit per block.

Prior to the previous EER, PBRS introduced a modularised format to allow multiple intakes. Evaluator discussions with staff, students and stakeholders indicates that this format better meets the needs of prospective students and that the staggered graduation dates provide better opportunities for graduate employment.

There are some unit standards that are common to both the level 4 certificate and the level 5 diploma. While it may be valid to have the same units in both qualifications, there are course design changes required to ensure that students who staircase from level 4 to level 5 are not duplicating effort and cost.

The introduction of a process of keeping one tutor with each cohort of students has been particularly well received by the students. The tutors' engagement with the students is maintained by the system of key performance indicators, which gives targets and responsibilities to the tutoring staff, and which makes each tutor responsible for the student outcomes.

PBRS utilises a variety of mechanisms to understand what students want and regularly invites feedback from them via written surveys and class discussions. Staff and students interviewed at this evaluation confirmed that this process was valued and contributed well to their overall progress. As well as the formal student feedback process, PBRS staff members are contactable by telephone or email, and it is clear that students approach them to discuss problems and issues. Students also reported receiving clear information about assessment tasks and receiving detailed, timely feedback about their learning progress.

Tutorial and support staff contact students who have withdrawn to ascertain why. As a result, improvements have been made to enrolment, induction and pastoral

support processes to remove barriers that were identified as inhibiting student success.

All PBRS teaching staff have worked extensively in their respective industries and have maintained their industry networks, which they use to help provide opportunities for student work experience and employment. PBRS also employs a senior business development manager, whose role is to facilitate engagement between industry, employers and PBRS staff. Although it is early days, the role has resulted in improved relationships with employers and increased employment opportunities for students.

PBRS has engaged with the current NZQA Targeted Review of Qualifications (TRoQ) process, including recent representation on one of the expert advisory groups. Evidence from stakeholders indicates that PBRS has recently been engaging well with its industry and is valued for the contribution that it makes.

1.4 How effective is the teaching?

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

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

There was clear evidence of positive teaching practice at PBRS in the past year, characterised by a strong collegial atmosphere and a focus on student achievement. Staff members are enthusiastic and passionate about their curriculum and teaching and are well supported by management. Teachers and students relate well to each other and students spoke highly of PBRS's teaching staff. They liked the open, friendly style and have good access to the teaching staff outside of class hours. Students noted that staff members are responsive to the concerns or issues they raised. The strong rapport between students and staff was evident from discussions and evaluation survey outcomes.

PBRS teaching staff have good industry experience and are well qualified in their respective disciplines, and all teaching staff hold, or are studying towards, an appropriate teaching qualification and are supported by management to do so.

There was evidence of the whole organisation purposefully engaging in meaningful discussion and reflection about teaching practice and student progress. The Tuesday morning meetings are a good example of this. Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions, staff meetings, peer observations and professional development activities. The evaluation team saw lots of evidence of regular feedback being gathered about each class and every teacher, and the information being used effectively to bring about improvements to content and delivery and ultimately to student outcomes.

PBRS has recently introduced a formal peer observation procedure in which all the teaching staff participate. In fact, staff members informally engage in peer observation on an ongoing basis. Teaching staff commented on the value of the peer observation process and were able to cite examples of how they had improved teaching delivery as a result.

All staff members are formally performance-reviewed on an annual basis, but this does not preclude regular and ongoing feedback of a formative nature. All staff members have a performance plan, which for teaching staff includes key performance indicators for student outcomes, industry engagement, student satisfaction, internal/external moderation and professional development. PBRS management encourages the staff to engage in professional development activities and supports them to do so.

PBRS has made significant efforts to develop its internal assessment practices, and improve its record in national external moderation. All assessment material is now pre-moderated before use. Service IQ reported that PBRS engaged very positively with moderation activities in the past year, with generally positive results. This had not previously been the case.

Results for standards managed by NZQA are still mixed, particularly in the higher-level communication skills standards. The evaluation team acknowledges, however, the considerable effort that PBRS has recently expended in training its staff in good assessment practices. It is hoped that this will result in further improved results at the next moderation round.

1.5 How well are learners guided and supported?

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

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

The improvements that PBRS has made to student support systems are a stand-out feature of this EER. The high early attrition statistics that were a negative feature of the last EER have been largely turned around.

PBRS staff and management are highly student-centred and committed to the success and well-being of their students. The support systems at PBRS are also student-centred, well-resourced and well intentioned, and are beginning to be formulated from an evidential base. PBRS is closely monitoring progress and achievement in order to profile students so that staff are able to anticipate which students will need support, what support they will need and when they will likely need it. This will enable them to proactively plan and provide support on an individual basis and ensure that it directly contributes to student achievement. Given the high proportion of Māori and Pasifika students (approximately 50 per cent Māori and 25 per cent Pasifika), it is essential that PBRS continues to develop

its understanding of the unique cultural and learning needs of these students and provides appropriate support to enable their success.

PBRS has adopted a strategy of providing holistic pastoral and academic support to all students, both international and domestic. As well as the good support provided by teaching staff, PBRS has also employed a designated pastoral support coordinator who works one-to-one with the students. This collaborative approach ensures a wrap-around, seamless academic and pastoral support structure that students obviously appreciate. Students have access to PBRS staff outside of class hours either in person, by telephone or by text. Students reported that they feel comfortable contacting staff and always receive a helpful response.

PBRS has recognised the positive correlation between student attendance and achievement and has begun monitoring student attendance closely. Students are required to report in each morning if they are sick or otherwise unable to attend. If they are not in attendance and have not made contact, the organisation follows up immediately to ascertain why and how they can get the student back to class. Students themselves reported that they really liked this regime. Student retention so far for 2013 in the Diploma in Hospitality is over 90 per cent.

PBRS is a signatory to the Code of Practice for the Pastoral Care of International Students for students over the age of 18 years. The international student strategy has been well thought through, ensuring a managed approach to international education. PBRS has reviewed its practices to ensure that it meets the requirements of the Code of Practice and also meeting the compliance requirements of the Code Office. The international student induction programme is detailed, well thought through and effective. It involves a three to four-hour walk around the Auckland central business district, visiting the likes of banks, cafes and public transport.

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

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

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

PBRS's management recognises that the key to success of the business lies in the success of the students and the value they gain from their study. The strategy to move from 'quantity to quality' has been driven from the owner and directors down and universally adopted throughout the organisation. The evaluation team commend the organisation for their courage in making wholesale change to the mission and values of the company and their determination to embed it at all levels. The reasonably significant problems identified during the last EER have now been addressed.

The organisation has developed, and is embedding, effective systems for monitoring student achievement and supporting staff to improve educational achievement. Effective resourcing is planned and provided for all courses, and repairs and maintenance of resources are well budgeted for.

Over the past 15 months, PBRS has had significant changes in staff, including the chief executive, the majority of senior management and many teaching and administration staff. The new direction has seen a significant reduction in staff numbers. Factoring in the appointments to new positions, only about one quarter of the staff that were with PBRS at the time of the last EER are still employed there. PBRS now has a smaller complement of competent, well-qualified and dedicated staff who are working hard but obviously enjoy the student-centred environment. Staff members said they felt valued.

PBRS has developed systems for monitoring organisational and individual performance at all levels of the organisation and intends this monitoring to be regular, transparent and determined against internal and external benchmarks. The organisation is enthusiastically encouraging opportunities for reflection on its role and how to better meet stakeholder needs. Evidence indicates that this is leading to a highly reflective environment and culture throughout.

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 **Good**.

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

2.2 Focus area: International students

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

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

2.3 Focus area: National Certificate in Hospitality (Operations Supervision) (Level 4)

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

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

2.4 Focus area: Diploma in Hospitality (Rooms Division) (Level 5)

The rating in this focus area for educational performance is **Adequate**

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

Recommendations

NZQA recommends that the Professional Bar and Restaurant School:

- Invite NZQA Support Services to visit in 12 months' time, to provide feedback on progress with self-assessment processes, improvements and results.
- Undertake ongoing analysis of the teaching, learning and support needs of Māori and Pasifika students and ensure that services are in place to ensure Māori and Pasifika achievement is at least as high as their counterparts.

Appendix 1

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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