

# Report of External Evaluation and Review

Longlas Limited  
trading as Innovative Hospitality

Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 March 2016

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*Final Report*

# 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:                   | Longlas Limited trading as Innovative Hospitality  |
| Type:                          | Private training establishment (PTE)   |
| First registered:              | 1 September 1996   |
| Location:                      | 237 North Manakau Road, R D 31, Levin  |
| Delivery sites:                | 11 Prouse St, Levin (occasional delivery site)   |
| Courses currently delivered:   | <ul style="list-style-type: none"><li>• Licence Controller Qualification</li><li>• Food Safety courses</li><li>• National Certificate in Hospitality (Cookery) (Level 4) – unit standards assessment only</li></ul>  |
| Code of Practice signatory:    | No   |
| Number of students:            | Domestic – 142 students  |
| Number of staff:               | Two full-time  |
| Scope of active accreditation: | Please use the following link:<br><a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=835708001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=835708001</a>  |
| Distinctive characteristics:   | Innovative Hospitality is a small organisation which provides short courses for the hospitality industry throughout New Zealand. These courses are mainly in the fields of liquor licensing and food safety. As an important part of its business, Innovative Hospitality assesses candidates in the workplace against unit standards to assist the candidates to gain the National Certificate in |

Hospitality (Cookery) (Level 4).

Recent significant changes: Innovative Hospitality has downsized significantly in the past decade. The provider has since been streamlined and rationalised to suit the changing requirements of the owners. It no longer includes any TEC (Tertiary Education Commission)-funded programmes. The trainers are now all contractors, and the administration has been streamlined so that a single person can do it.

Previous quality assurance history: The previous NZQA external evaluation and review (EER) report for Innovative Hospitality was published in May 2012, and at that time NZQA was Confident in the organisation's educational performance and Confident in its capability in self-assessment.

Innovative Hospitality gained consistently good results for NZQA external moderation of assessment standards for 2012-2014. Innovative Hospitality was exempt from NZQA moderation in 2013, and again in 2015.

External moderation by the Hospitality Standards Institute (HSI) and its successor Service IQ has also been very positive, with no apparent shortcomings.

## 2. Scope of external evaluation and review

The agreed scope of the EER of Innovative Hospitality included the following mandatory focus area:

- Governance, management and strategy

The other focus areas were:

- National Certificate in Hospitality (Cookery) (Level 4)

This programme was selected because it is the most popular programme at Innovative Hospitality. The programme is not specifically accredited to the provider, but it is being assessed using the provider's accreditation for the relevant unit standards. It was selected as an example of how the provider manages a full programme. Most of the candidates that are assessed are already working as chefs in the industry, and hope the qualification will help them gain permanent residency in New Zealand.

- Licence Controller Qualification

The Licence Controller Qualification gives the evaluators a good example of how the provider manages a short programme of delivery. It mostly involves a different student demographic to the above.

### 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.*

Two NZQA evaluators visited the Innovative Hospitality office in Levin over two days. Prior to the EER, the NZQA lead evaluator and directors of Innovative Hospitality discussed the possible focus areas and EER procedures. Innovative Hospitality supplied the lead evaluator with descriptive information about the organisation and a summary of its self-assessment activities, including the changes that have occurred since the previous EER. This assisted the lead evaluator in developing the scope of this EER, in collaboration with the directors of Innovative Hospitality.

During the on-site visit, the evaluation team interviewed the directors and owners, trainers and trainees on the short courses, some of the employers of trainees, and a representative of Service IQ.

A range of documents was examined to clarify items that arose from the discussions.

# Summary of Results

## Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **Longlas Limited trading as Innovative Hospitality**.

On the evidence presented to the evaluators, Innovative Hospitality has a consistently high level of trainee achievement. This level of achievement is further reinforced by almost completely positive feedback from trainees and stakeholders, attesting to the value of these achievements.

This level of confidence is supported by the following factors:

- Consistently high student achievement rates of over 90 per cent course completion.
- Very flexible systems of training and assessment.
- Effective systems for supporting trainees with their learning and assessment.
- Employers benefit from meeting industry compliance requirements and gaining qualified operators.
- Workplace systems are enhanced and made more effective by the skills and knowledge gained by the trainees.
- Feedback from trainees and employers is collected regularly and systematically, and shows that the training is of a generally high standard.
- The management of Innovative Hospitality monitors training effectiveness and teaching practice on a regular basis, but the evaluators note that an effort could be made to share the analysis and conclusions drawn from the monitoring with the contracted trainers in a systematic and formalised way. This would help the contracted trainers to meet their contractual self-assessment and self-development responsibilities.
- The other services associated with the training, such as the implementation of food safety systems or registers for staff food-related illnesses, and checks that compliance standards are being met, add value to the clients' businesses.
- Innovative Hospitality does well to meet clients' needs, and shows its flexibility by being able to adjust the training to suit the hours and conditions of the workplace.
- The evaluators noted a lack of management focus on future development of the business; rather, the emphasis is on streamlining what is already in operation.

- There is an attitude of inevitability about the achievement of high completion rates (a typical outcome for short courses of this nature) which could lead to complacency.
- There are good lines of informal communication between management and the contracted trainers, but there is little in the way of regular formal meetings to enable a shared interactive discussion on topical issues of the day. Such meetings would be beneficial for new contractors to introduce them to the team culture and enable existing contractors to develop and be linked into the Innovative Hospitality systems.
- The provider's management shows that it maintains a good network of industry connections which allow it to keep abreast of industry trends and changes in compliance requirements.
- There is good management awareness of performance against the performance of similar providers in the same field.

These factors are the main reasons the evaluators conclude that Innovative Hospitality has a generally strong educational performance which produces good achievement results. Self-assessment is used to understand this performance and there is evidence of some improvements as a result. Self-assessment is informal but generally effective in maintaining the level of performance.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

There is a consistently high standard of trainee/candidate achievement in the short courses and assessments facilitated by Innovative Hospitality. This type of high achievement is typical of short courses which require less commitment over time. The trainees' employer pays for and requires the courses as a condition of employment, which improves the motivation for the trainees to attend. In the case of Innovative Hospitality, the significance of learner achievement is strengthened by evidence that the training/assessment enhances the careers and lives of the trainees/candidates. This importance is borne out by the feedback sampled by the evaluators during the EER visit. Nearly all trainees in the past four years have obtained the licence they were seeking from the Licence Controller Qualification course. The chef candidates gain their hospitality qualification, which allows them to gain valuable immigration points which may allow them to stay in New Zealand.

The situation is quite different for the other programme selected as a focus area for this EER. Assessment of the National Certificate in Hospitality (Cookery) without engaging in teaching is an unusual activity for a PTE in New Zealand, and this situation is described more in Findings 1.2. Because of the nature of this kind of practical assessment, almost all candidates gain the qualification in the end. The 2014 completion rate for chef assessments in the National Certificate in Hospitality (Cookery) is 96.8 per cent, with 208 candidates completing the assessments in that year. The high achievement rates are sustained by the nature of the programmes, only assessing the cookery candidates when they are ready, and the high degree of motivation of the trainees/candidates in these carefully selected niche areas.

The Licence Controller Qualification course is usually one day in duration and covers two unit standards. These courses are run regionally by contracted trainers who promote the courses locally and find the clients. Achievement at these courses is also very high at over 90 per cent in 2014, with 692 trainees completing. Achieving the Licence Controller Qualification is a prerequisite to applying to the local body for a manager's certificate, and the evaluators learned that nearly all of the trainees who complete the course and apply for a manager's certificate are issued with one.

Innovative Hospitality collects comprehensive data on the completion of unit standards, and regularly reports the results to NZQA. There is an attitude of

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

inevitability to the high achievement outcomes and the evaluators did not get a firm sense that the data was being used to facilitate continuing improvement and development of the programmes. An improvement could be made in this area. Licence Controller Qualification trainees are monitored and followed up if required to ensure the highest possible achievement rates are maintained.

There are few Māori and Pasifika in the programmes, but their achievement rate is similar to the rest, and the very high achievement rates indicate that there are no specific problems with these groups. It is notable that in the National Certificate in Hospitality (Cookery) programme, many candidates do not pass their assessments on the first attempt, but pass on the re-sit. Licence Controller Qualification assessments also have a 90 per cent rate of reassessment. This is due to the specific wording requirements of the answers required by the industry training organisation, and the need for complete competence. Feedback from employers shows that the trainees have an appropriate level of skills and knowledge after the training.

## 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 **Excellent**.

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

There is considerable value in the outcomes of the courses for the principal stakeholders. The focus area involving the National Certificate in Hospitality (Cookery) covers a unique scenario because Innovative Hospitality provides only assessment services. It does not teach the candidates for this programme, who are all already very experienced chefs (a minimum of five years' experience is required). Innovative Hospitality uses its accreditation to assess against the unit standards that make up the qualification. The certificate is a valuable qualification for migrant chefs who are new to New Zealand, so that they can gain equivalence for qualifications and skills gained abroad. The majority of the candidates that are assessed are in this category, but a few are New Zealanders working in the hospitality industry who have not gained appropriate qualifications. Gaining the qualification provides the candidates with a pathway to permanent residence and enhances their career, job prospects and pay. This enables them to stay in New Zealand and, in some cases, bring their families over. Many of the learners are aspiring immigrants who will buy their own restaurants and create jobs for themselves, their families and others. By doing this they will contribute to the economy of New Zealand.

There is considerable value in the ability and expertise of Innovative Hospitality to apply recognition of prior learning for cookery skills gained in the candidate's country of origin. As the New Zealand certificate is based on 'Western' cuisine styles, any skills that are not transferrable from the candidate's cooking repertoire

are made into a practical exercise for assessment. In this way, previous skills and experience are recognised and count towards the outcome.

Gaining the Licence Controller Qualification is a requirement for applying to local bodies for a manager's certificate to supervise in premises that sell alcohol to the public. The Licence Controller Qualification course has value to the trainees as they often enhance their employment prospects by gaining the manager's certificate. The course is run throughout New Zealand, either for specific clients or by public enrolment. Achievement rates are very high, although Innovative Hospitality is aware of a small dropout rate from the courses due to family commitments, change of jobs, migration, etc., and monitors this situation. The trainers follow up with employers to get all the trainees to complete the programme.

The Licence Controller Qualification and Food Safety courses are also available to secondary school groups. This enables these students to get exposure to the hospitality industry and gain an understanding of some of the requirements of a career in this industry. This has value in that it enables students to make decisions about further training options beyond secondary school.

The provider conducts student evaluations and collects employer feedback to show that it understands and enhances the value of the training, mostly through individual support of the trainees and candidates during the process.

Innovative Hospitality is very conscious that its training results in a 'change in practice' in hygiene standards which is evident in the area of food safety, and it 'creates awareness' of host responsibility, as in the Licence Controller Qualification.

### 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 **Excellent**.

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

Innovative Hospitality provides very good services to meet the needs of the trainees and assessment candidates. The streamlined mode of operations, which focuses on the training requirements of two or three specific areas of hospitality, enables Innovative Hospitality to become very effective in those areas.

In the case of the National Certificate in Hospitality (Cookery), assessing the unit standards satisfies the requirements of the candidates to have their previous experience and training recognised and to gain a New Zealand qualification. Some are able to remain in New Zealand. This qualification is listed in Immigration New Zealand's Long Term Skill Shortage List March 2015 as being one of the benchmark qualifications for gaining entry into New Zealand. While Innovative Hospitality does not have accreditation for the programme leading to this qualification, it is able to assess the unit standards that lead to it, through its extensive accreditation of standards in this discipline. Recognition of prior learning

acknowledges previously gained skills by using comparable skills in the home country cuisine of the candidate. For those skills that are not able to be translated, a special menu is designed for the candidate to be assessed.

Candidates are assessed in their own workplaces, which suits the needs of the candidate and their employers. The candidate is able to work in a familiar environment, with familiar equipment, at their own pace. The candidate, or their employer, provides the materials for the assessment, and there is no difficulty for the employer in having their employee absent from the workplace for the event. The candidate organises their own training in areas of the assessment they are not familiar with, and informs the assessor from Innovative Hospitality when they feel ready to be assessed. These systems recognise the self-motivated qualities of adult learners, and having the assessment in the workplace helps keep the training and assessment relevant. Many of the trainees stay in New Zealand, but a number are also taking their New Zealand qualification back to their country of origin where international experience is sought after and pays well.

Training sessions for the Licence Controller Qualification and Food Safety courses also take place in the workplace or in leased premises. These courses are organised locally by the contracted trainers and designed to meet the needs of the employer and employee by meeting industry compliance requirements and making the businesses more effective as a result. Gaining the Licence Controller Qualification gives the trainee distinct career opportunities in the hospitality industry.

Innovative Hospitality further meets the needs of its clients by offering additional advice on the workplace systems required for health and safety or liquor licensing. This service includes the provision of templates for monitoring employees' illnesses, and schedules for conducting cleaning of the premises. These are compliance requirements. In some instances, the training workbooks issued during training become handy workplace reference manuals.

There is much formal and informal feedback from candidates and employers which is all positive and supports the meeting of stakeholders' needs.

## 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**.

During the EER visit the evaluators saw evidence that Innovative Hospitality maintains a good teaching environment. A complete picture of teaching effectiveness is hampered by the lack of delivery of the National Certificate in Hospitality (Cookery), which is assessed only. The migrant chefs use YouTube, private teachers or friends to learn the Western dishes they need to complete the assessments.

In the short courses delivered for the Licence Controller Qualification and Food Safety, the learning environment is generally very relaxed, enjoyable and leavened with a hint of appropriate humour. The effectiveness of this atmosphere was apparent in the feedback from past trainees.

For the National Certificate in Hospitality (Cookery), if the candidate is not up to speed, the assessment is halted and the candidate is given time to upskill and re-sit. There is good recognition and understanding of ethnic cuisine styles. This is shown in the matching of these skills (recognised as prior learning) with the skills contained in the content of the qualification. The language of some of the documents is adjusted to take into account the ESOL (English as a second language) aspect of the trainees, and to meet the idioms of the workplace. New Zealand industry standards are reinforced for the migrant workers at every opportunity through training and assessment, which helps them get accustomed to their new surroundings.

The three or four Licence Controller Qualification trainers are contractors, a status which eliminates the responsibility for professional development and performance reviews. The trainers are employed under an annual contract which comprehensively stipulates training standards and education responsibility. New trainers are supported through a system of informal mentoring by the more experienced trainers. Peer observations of teaching practice take place at Innovative Hospitality and reports are produced, although it is not apparent that written feedback is given to the contractors. A new trainer was being fostered to take up instruction in Auckland at the time of the EER. She was a native Mandarin speaker to provide for the needs of the local market.

It's not clear whether teaching practice is being informed by learner feedback so that improvements can be implemented and monitored. It is also not clear whether the provider holds regular formal meetings of the contract trainers to communicate and allow for the interchange of ideas. Doing so would benefit new contractors for induction purposes and established staff members for a formal exchange of ideas. While it is true that, legally, the contractors work for themselves, there is professional usefulness in gaining formal feedback. There is a lot of communication by phone and email, but not necessarily in a structured way. Structured feedback would be useful to enable the contractors to engage in

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reflective practice. Positive feedback could be used to attract more business. These aspects should be managed for the benefit of contractor and provider. There is no professional development instigated by the provider because the trainers are all self-employed, so there is no obligation.

The written feedback from students and stakeholders is nearly all positive (approximately 95 per cent), and the EER telephone interviews were all positive. There was some feedback that secondary school students who are occasionally added to the Licence Controller Qualification classes to make up the numbers can be mildly unruly and disruptive.

The directors/owners of Innovative Hospitality spend time travelling to some of the countries of origin of their trainees, for cultural immersion. They attempt to keep up with the latest developments in training requirements. There is good use of posters and visual aids in the classroom to promote English terminology.

## 1.5 How well are learners guided and supported?

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

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

Within the limited time available, there is good direct support of learners by management and the contracted trainers. Trainers and assessors are available after hours and in the weekend to accommodate the work commitments of the trainee, and to help those who fall behind in their work. One-to-one training and assessment is a regular feature of the relationship with the trainees when extra assistance is required.

Innovative Hospitality goes to some trouble to simplify the language in its written resources to make them more user-friendly. Translation of generic resources into Hindi, Punjabi, Vietnamese and other languages has been undertaken to assist migrant trainees.

There is evidence of much useful support in the National Certificate in Hospitality (Cookery) in guiding the candidates through the assessment process and conducting the assessment in the workplace, as mentioned earlier. This support is especially evident in the transformation of ethnic content to meet the requirements of the local qualification. The provider shows good cultural understanding and educational flexibility to assist the trainees and candidates. This is shown in the system of flexible, self-paced learning/assessment, which allows for pauses in the programme for upskilling and re-sits if required. There is one-to-one support for trainees needing extra instruction, and for those who cannot gain access to classroom courses. Reader/writers are available to assist trainees who have learning or literacy issues. The industry training organisation (Service IQ) has reverted to offering open-book examinations to make them more user-friendly. The trainers are very willing to explain learning concepts and use learning props and

live examples to illustrate the training. The provider puts effort into creating an enjoyable learning environment.

## 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**.

Governance and management of Innovative Hospitality is good considering the organisation is no longer the same size and complexity as in the past. Innovative Hospitality has been downsizing over the past five years or so. Several measures have hastened this downsizing, starting with the sale of the contracts for the funded programmes, and limiting the business to the current format. The directors/owners have been drawing back from teaching by engaging regional contractors. Some of the services have been streamlined away from training and now focus on assessment only, as in the National Certificate in Hospitality (Cookery).

With the Targeted Review of Qualifications (TRoQ) process, the possibility of continuing with the National Certificate in Hospitality (Cookery) diminishes, and so the activity of the provider will be confined to the two short courses for the foreseeable future. The directors have found a distinct market niche in the training field and are performing a needed service in filling it. They are still looking for opportunities within this niche, like tailoring the National Certificate in Hospitality (Cookery) for Korean candidates. Innovative Hospitality is a prominent national provider in the busy Licence Controller Qualification training field and has a stated mission to enhance people's lives through providing hospitality qualifications.

The provider has good systems of documentation and good understanding and knowledge of the local hospitality and training sectors. While the current contractors are committed to the training, and were each bound by a comprehensive memorandum of understanding, the evaluators felt that more could be done to motivate reflective practice and enhance the commitment of the contractors. Management gathers good feedback from trainees and employers, of which much is formal, and some is anecdotal. There are good links with local industry. The systems of governance and management are fit for purpose for a small owner-operator. Feedback from the students could be collated and conveyed in some formal way to the contractors to provide official feedback, and should form part of a systematic professional communication.

## 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: National Certificate in Hospitality (Cookery) (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**.

### 2.3 Focus area: Licence Controller Qualification

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

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

# Recommendations

NZQA recommends that Innovative Hospitality

- Focus on meeting professional obligations to give systematic formal feedback to its contracted trainers.
- Undertake to have regular formal meetings for management and contracted trainers to discuss topical issues of the business.

# Appendix

## 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](http://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/>.*

NZQA

Ph. 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)