



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Longlas Limited trading as  
Innovative Hospitality

Date of report: 1 February 2024

# About Longlas Limited trading as Innovative Hospitality.

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*Innovative Hospitality is a small private training establishment offering unit-standard based training in Liquor Licence Controller (LCQ) and food safety, delivered in-person and online.*

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Type of organisation:	Private training establishment (PTE)
Location:	194 Dixon Street, Masterton
Eligible to enrol intl students:	No
Number of students:	Domestic: 1,074, 1 July 2022 – 30 July 2023 (6.29 equivalent full-time students)
	Number of learners who self-identify as Māori 160, Pasifika 49, and disabled 15
Number of staff:	Two – one full-time and one part-time
TEO profile:	<a href="#">Longlas Limited</a>  Innovative Hospitality has a longstanding, NZQA-approved subcontract arrangement with two organisations that support the training and assessment of Innovative Hospitality courses.
Last EER outcome:	In 2020, NZQA was Confident in Innovative Hospitality's educational performance and capability in self-assessment.
Scope of evaluation:	Liquor Licence Controller (LCQ) (Training Scheme) (Level 4) (ID: 114443-1) <sup>1</sup>
MoE number:	8357
NZQA reference:	C55218
Dates of virtual EER:	14 and 15 November 2023

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<sup>1</sup> The LCQ is made up of two unit standards and, once attained, the learner can apply to their local council for a Duty Manager Certificate. An interview by the council's licencing inspector determines if a Duty Manager Certificate is granted. The certificate is required to be a duty manager in licensed premises.

# Summary of results

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*Innovative Hospitality is providing quality education and training. The needs of learners and their employers are comprehensively met through the delivery of courses that match learner and industry needs. Self-assessment is effective; findings are used to make improvements.*

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**Confident in educational performance**

Educational achievement is strong, as validated by effective moderation. Innovative Hospitality could improve its data analysis and review of the fewer online courses to better understand current levels of achievement. This could also be beneficial in identifying other opportunities for improvement.

**Confident in capability in self-assessment**

The value of the training to all stakeholders is compelling. Strong industry networks ensure stakeholder needs are comprehensively met. Although collection of stakeholder feedback is ad hoc, Innovative Hospitality uses the information gained to understand outcomes and inform decision-making.

Extensive sector knowledge and experience underpins relevant and current course design and delivery. The needs of stakeholders are well matched to the course and sector regulatory requirements. Improving some processes, such as gathering quality feedback from online learners, would strengthen self-assessment.

Innovative Hospitality provides strong support to the learners for the one day of training. Responses to the wellbeing needs of learners are appropriate for the context and lead to positive outcomes for learners and employers.

Innovative Hospitality has a clear vision and understanding of its business and provides effective support for educational achievement. The PTE continues to develop its self-assessment processes to improve educational performance.

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Innovative Hospitality has a clear understanding of its compliance accountabilities and has managed these effectively.

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

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Innovative Hospitality collects and tracks data across all courses, demonstrating consistently high rates of achievement since the last EER. Almost all learners who undertake assessments successfully complete the related unit standard. Innovative Hospitality’s analysis indicates no disparity in the success of priority learners, and solid completions are evident across all modes of delivery.</p> <p>The data collected, and the analysis of in-person-based learner achievement occurs systematically and is generally strong. There is room for improvement, specifically in the analysis of the current 12 per cent of online learners in Zoom delivery and self-paced courses.</p> <p>Innovative Hospitality does not systematically compare and review the number of enrolments against the number who undertake and successfully complete the assessment. This is important as factors that contribute to online learner progress, and successful completion, could be better understood.</p> <p>External moderation confirms Innovative Hospitality’s own planned internal moderation findings, indicating that assessment and assessing are valid. Effective processes support learners to achieve.</p>
Conclusion:	Educational achievement is strong, and effective moderation validates this. Improvement in data analysis and review of the fewer online courses to better understand current levels of achievement and identify opportunities for improvement would be beneficial.

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

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>All stakeholders are gaining excellent value from Innovative Hospitality’s training delivery and industry expertise. The LCQ training provides a training pipeline, preparing learners with essential knowledge which is demonstrated during an interview with the local council’s licensing inspector. The awarding of a Duty Manager Certificate to the learner recognises their capability to enforce the Sale and Supply of Alcohol Act 2012. The proportion of learners who have completed the LCQ unit standards and have then attained a Duty Manager Certificate is very high. This is the most important outcome for all stakeholders.</p> <p>Learners’ employment is often linked to successfully obtaining the Duty Manager Certificate. Employers require staff to hold the certificate and food safety unit standards to ensure the provision of safe and legal services to the public. Businesses are highly motivated to have quality training for their employees as the consequences of an employee breaching the Act carries potentially significant financial and restraint on trade consequences. Long-term relationships and repeat business by employers signify that they value the outcomes for their employees and businesses. A structured approach to gathering useful feedback from this important stakeholder<sup>3</sup> is an area for improvement.</p> <p>Innovative Hospitality owners have expertise and significant experience in the sector. Stakeholders gain added value through the consultancy services, provision of updates about the Act<sup>4</sup> – its impact and application for businesses – and additional support for anxious employees preparing for the interview with local council licensing inspectors.</p>
Conclusion:	The value of training to all stakeholders is compelling. Strong industry networks ensure stakeholder needs are comprehensively met. Although collection of stakeholder

<sup>3</sup> Employer registrations make up 65 per cent of all Innovative Hospitality learners.

<sup>4</sup> Sale and Supply of Alcohol (Community Participation) Amendment Act 2023

	feedback is not systematic, the information gained is used to understand outcomes and inform decision-making.
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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:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Stakeholders recognise and value the credibility that Innovative Hospitality has in the industry. All trainers hold adult education and training qualifications and have extensive knowledge and expertise in the sector, and specifically with the legislation. These attributes inform programme design, delivery and assessment, ensuring learners are receiving the latest information related to LCQ unit standards, the Act and its implementation within the parameters of their employment.</p> <p>Programmes are regularly reviewed, resulting in a series of changes and improvements to workbooks, resources and assessment. The introduction of accelerated learning techniques to improve learning and teaching strategies in the classroom by the trainers has been well received by the learners.</p> <p>Learner feedback and rating of the programme and teaching is consistently very high, and the survey questions invite a range of worthwhile feedback. The survey is less coherent for the online learning environment and learners. Although feedback received to date is very positive, Innovative Hospitality recognises the need to improve the survey tool and response rate from online learners.</p> <p>Academic standards are well maintained, the moderation process is robust, and Innovative Hospitality has detected the attempted submission of fraudulent assessments. Trainer observations occur on an ad hoc basis and need to be structured and planned to realise the full benefit of this process.</p>
Conclusion:	Extensive sector knowledge and experience underpins relevant and current course design and delivery. The needs of stakeholders are well matched to the course and

	sector regulatory requirements. Improving some processes, such as gathering quality feedback from online learners, would strengthen self-assessment.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Within the context of one-day, in-person courses, Innovative Hospitality is positively engaging learners, most of whom are working in the sector. Effective support ensures learners achieve the unit standards and attain the most important outcome, the Duty Manager Certificate.</p> <p>Trainers focus the learning by using storytelling and relatable workplace scenarios based on real-life experiences, highlighting the impact and importance of the knowledge and its application. Trainers provide one-to-one support in the classroom setting. Class sizes are small, with no more than 12 learners, and frequently only one or two.</p> <p>Online learners in the Zoom course can have increased engagement online, and self-paced learners are followed up weekly. The effectiveness of this level of support is not clearly understood and, as discussed previously, this is an area Innovative Hospitality is looking to focus on and improve.</p> <p>Innovative Hospitality has reviewed its performance against the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 and identified strengths and areas for development. A conscious effort to respond to learners who identify as having a disability or diverse learning needs is evident. The learner survey has been updated to include questions that reflect the intention of the Code.</p> <p>Innovative Hospitality's owners – who are also trainers – have been active in professional development aligned to the pastoral care of learners, and to teaching approaches that recognise the Māori and Pasifika learning experience. Understanding how trainer professional development has</p>



	changed practice and the resulting impacts is a work in progress.
Conclusion:	Learners are experiencing strong support over the one day of training. Responses to the wellbeing needs of learners are appropriate for the context and lead to positive outcomes for learners and employers.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The PTE underwent a change of ownership in 2020. The new owners steered the PTE through the Covid lockdowns and decimation of the hospitality sector, while maintaining relationships with hospitality stakeholders. The owners have a clear purpose and direction, focusing on courses that reflect their expertise, and are taking a measured approach to opportunities for expansion.</p> <p>A self-assessment improvement plan includes organisation goals and priority areas. All previous recommendations from the previous EER have been acted on. Plans to mitigate the impact of changes – internal and external – to ensure sustainability of the small PTE have merit.</p> <p>The PTE is well resourced and focused on trainer development via NZQA and Ako Aotearoa workshops. Alongside adult education and training, the workshops have guided improvements. A new student management system has led to efficiencies. The extraction of data and analysis has further potential for development and review.</p> <p>Innovative Hospitality has a longstanding and effective relationship and engagement with two subcontracted trainers, who have extensive sector knowledge. All parties are motivated to provide quality education, and Innovative Hospitality has clear oversight of consistency in assessment and learner feedback.</p> <p>Management has introduced initiatives, for example, inclusion and increasing use of te reo and literacy and numeracy activities. Processes to gauge the uptake of these recent initiatives by all trainers – and any impact or benefit – are not yet evident. Innovative Hospitality needs</p>

	to further develop relationships in the tertiary education sector to ensure the PTE stays current with changes. Examples include engaging with NZQA to clarify the parameters of legitimate online delivery to a small number of learners off shore; and connecting with the relevant workforce development council to stay up to date with unit standard reviews, the transition from training schemes to micro-credentials, and the future direction of tertiary education.
Conclusion:	Innovative Hospitality has a clear vision and understanding of its business and provides effective support for educational achievement. Self-assessment processes to improve educational performance are continuing to develop.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Important compliance accountabilities are generally well understood and managed. Innovative Hospitality has a schedule for meeting its compliance accountabilities and maintains contact with NZQA and industry to remain current with changes.</p> <p>Areas where compliance has been managed include:</p> <ul style="list-style-type: none"> <li>• Participating in external moderation and implementing recommended changes</li> <li>• Delivery of training scheme as approved</li> <li>• Reviewing performance in relation to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021</li> <li>• Timely submission of NZQA attestations and returns, and reporting of credits</li> <li>• Current and NZQA-approved subcontract arrangements and contracts</li> <li>• Managing and resolving learner complaints</li> </ul>

	<ul style="list-style-type: none"><li>Up-to-date permanent delivery sites; temporary delivery sites were not initially reported to NZQA, but have now been addressed.</li></ul>
Conclusion:	Innovative Hospitality has a clear understanding of its compliance accountabilities and has managed these effectively.

# Focus areas

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

## 2.1 Liquor Licence Controller (LCQ) Training Scheme

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Conclusion:	Achievement is strong, and moderation validates this. Learners who complete the LCQ course almost always gain the Duty Manager Certificate awarded by local councils. The programme delivery and learner support are excellent. There are opportunities to improve self-assessment activities and processes.

## 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 Longlas Limited:

- Establish connections and communications with the relevant workforce development council and NZQA to keep up to date with changes in tertiary education.
- Consider what type of data, and when data is collected to gain further understanding of achievement in all modes of delivery, including factors that may impact progress in self-paced online courses.
- Develop a structured process for the observation of trainers. Include the changes and initiatives introduced to the teaching that are important to Innovative Hospitality.
- Review the current survey tool used for all learners and make changes that will yield useful feedback relevant for both the Zoom and self-paced online learners.
- Consider how to gather useful feedback from employers, who are a key stakeholder.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>5</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>5</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

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

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

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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