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External Evaluation and Review Report



Auckland Hotel and Chefs Training School

Not Yet Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 July 2018

Auckland Hotel and Chefs Training School at a Glance

The school specialises in training courses for chefs, and immersion courses to introduce college students to cookery as a career.

Type of TEO:	Private training establishment (PTE)
Code of Practice signatory:	Yes
Location:	8-10 Mountain Road, Newmarket, Auckland
Courses	<ul style="list-style-type: none">• National Certificate in Hospitality (Cookery) (Level 4)• National Diploma in Hospitality (Management) (Level 5)• New Zealand Certificate in Cookery (Level 4)• New Zealand Certificate in Cookery 2017 (Level 4)• New Zealand Diploma in Cookery (Advanced) (Level 5)
Number of students:	Domestic 79; international 93
Number of staff:	Full-time 14; part-time one
Scope of evaluation:	<ul style="list-style-type: none">• International Students: Support and Wellbeing• New Zealand Certificate in Hospitality (Cookery) (Level 4)• New Zealand Diploma in Cookery (Advanced) (Level 5)
MoE Number:	8858
NZQA Reference:	C25933
Dates of EER visit:	7 and 8 March 2018

Summary of Results

Not Yet Confident in educational performance

- Achievement rates at Auckland Hotel and Chefs Training School (AHCTS) have been below targets and show a slight decline recently. Tertiary Education Commission (TEC) targets were not met in 2016.
- Achievement rates for international students have been consistently above 90 per cent.
- Staff and management have strong industry relationships. This has provided valuable interaction between the school and industry to help reinforce the learning.

Confident in capability in self-assessment

- Work placement, which is included in the programmes, often leads to employment.
- AHCTS has a good learning environment for teaching theory and fostering practice.
- The provider meets most of the students' needs and the learning generally provides value for the stakeholders..
- Some self-assessment processes need to be formalised. Recent work has been done in this area, but the processes still need to become embedded.
- More attention is required to comply with The Education (Pastoral Care of International Students) Code of Practice 2016.
- Māori and Pasifika achievement rates are generally in alignment with those of the domestic student group and follow the same trend. Maori achievement at level 5 in 2017 is low at 33 per cent qualification completion.¹
- An advisory board made up of industry and secondary school representatives and senior AHCTS staff meets annually to discuss developments and improvements.

¹ Refer Appendix 1

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Adequate**

Self-assessment: **Adequate**

Findings statement:	Achievement rates are very high for international students, but lower for domestic students. In recent years AHCTS has not been meeting TEC targets and there has been a slight decline in achievement. AHCTS is aware of the contributing factors but has yet to counter this trend.
Supporting evidence:	<ul style="list-style-type: none"> • Achievement rates for courses and qualifications vary between levels. Level 5 (New Zealand Diploma in Cookery) has very good achievement with 82 per cent of students gaining the qualification in 2017. • Level 4 (New Zealand Certificate in Hospitality) course and qualification completion rates are lower (60-70 per cent) and fall below TEC medians. • In 2016 AHCTS did not meet TEC performance targets by a small margin. • There has been a slight decline in overall completion rates in recent years. This downward trend continued in 2017. • Early withdrawal from the level 4 programme is a problem. The provider has explored the reasons for the small decline in achievement but has not yet put in place any remedies. • Achievement rates for Māori and Pasifika students, as separate groups, are generally similar to those of the other student groups and follow the same trends. Māori achievement at Level 5 is lower. • AHCTS management has its own educational performance targets which include 80 per cent course completion and 78 per cent retention. These targets are not being met. The provider is not keeping overall performance figures to compare with group results.
Evaluative summary:	<p>There is a lack of measures and support for countering the effects of student withdrawals.</p> <p>AHCTS needs to ensure that it enrolls students who are more likely to succeed in their study.</p>

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

Performance: **Good**

Self-assessment: **Good**

Findings statement:	There is good value in the programmes for the graduates and their employers. Exit data shows that a significant proportion of students find employment in their area of interest.
Supporting evidence:	<ul style="list-style-type: none"> • Most of the level 4 students sit the City & Guilds assessments, and a smaller number complete these for the level 5 programme. City & Guilds awards international qualifications which are recognised overseas. • The level 4 programme is designed to give the technical skills and knowledge required for working in the industry. It is a prerequisite for the level 5 programme which provides management skills in catering. All the international students who complete level 4 go on to level 5, along with a small number of domestic students. • Work experience is built into the programmes to give the students a taste of working in the industry. • Ninety per cent of students gain employment in the catering industry. Many of these students gain employment through their work experience contacts. • Some employers actively seek students from AHCTS. • International students can gain a post-study work visa in New Zealand. These students said they learned European-style cookery which was in demand in their home countries. • Students gain confidence, important life-skills and work-related attitudes and disciplines. Students also gain industry skills and knowledge for employment in catering.
Evaluative summary:	While there is good gathering of exit data from students when they complete their programmes, it would be useful to gain information about the long-term value of the learning from graduates and employers.

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

Performance: **Good**

Self-assessment: **Good**

Findings statement:	Some programme development processes, such as programme committee meetings, were not supported by evidence at the EER visit. However, the programmes appear to be appropriately designed and delivered to meet student and stakeholder needs.
Supporting evidence:	<ul style="list-style-type: none"> • Work experience gives valuable exposure to workplace practice and the expectations of employers. • Learning is integrated into assessment activities, as shown by the research-based projects which enable students to learn about cooking commodities and processes. • Learning activities are based on ‘real-world’ situations. Industry chefs assist with the teaching and assessing of students to give the learning a real-life flavour. • Internal moderation of assessments is appropriately carried out, and systems have been strengthened since the last external evaluation and review (EER). • AHCTS engages in moderation with external agencies as required. The results of industry training organisation and City & Guilds moderation have been positive. Problems with NZQA moderation of literacy and numeracy are being addressed. • ACHTS supports the professional development of staff. • AHCTS uses social media effectively to communicate with students and graduates. • The advisory committee advises on programme development. • End-of-programme reports about achievement and attendance are a recent development and their effectiveness is not yet clear.
Evaluative summary:	<ul style="list-style-type: none"> • AHCTS could formalise and document programme development. • End-of-programme reports should be further developed to include the results of feedback surveys and their analysis.

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

Performance: **Good**

Self-assessment: **Good**

Findings statement:	There is a good level of student support at AHCTS, as shown in the generally good achievement rates, especially those of international students. There is a good standard of teaching, and this is monitored and supported.
Supporting evidence:	<ul style="list-style-type: none"> • The standard of teaching is monitored by a system of peer moderation with feedback. A new system of staff appraisal is being implemented. • Teachers are experienced industry practitioners. All teachers have the required teaching qualifications or are working towards them. • Literacy and numeracy is embedded in lower-level programmes as required. There is some misunderstanding about the type of evidence needed for moderation. AHCTS is working on this with NZQA. • Material for the new level 3 and level 4 delivery is being presented online to accommodate students' changing lifestyles. • Feedback from students is collated and analysed and any issues are acted on. • The student voice is heard by management through student council meetings. • The level of international student support is appropriate for a school of this size. International students' achievement rates attest to the effectiveness of the support. • Staff organised an in-house competition for the students when the national industry competitions adjusted their entry criteria in 2017. • Tutorial appointments are encouraged for those students who require additional assistance.

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

Performance: **Good**

Self-assessment: **Good**

Reasons for ratings:	Governance and management at AHCTS is generally effective. The AHCTS director is actively involved in the running of the school.
Supporting evidence:	<ul style="list-style-type: none"> • The director oversees the school's finances. There is a governance and management succession plan. • Student participation is invited through the student council and advisory board. • There is a low rate of staff turnover. This has created stability and consistency in the teaching. • Better management of international agents has increased the proportion of international student visas being accepted. • Management encourages cross-cultural sharing through events such as pot-luck lunches. • The emphasis on international students is diminishing, and the provider is seeking to rebuild the domestic market. • ACHTS is attempting to build the computer competence of the international students who require it. • The general manager will co-opt consultants to provide additional expertise as needed. • There have been recent refinements such as the development of a strategic plan, but these are still evolving. • There are good, inclusive communications between management and staff. An example is the in-house Best Practice magazine. • Student work is tested for plagiarism.
Evaluative summary:	<p>There is increasing formalisation of self-assessment processes, but more analysis and evidence of improved outcomes is required.</p> <p>AHCTS should collect and analyse data for to support development and improvement. A lot of data collection is currently for TEC reporting.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance: **Adequate**

Self-assessment: **Adequate**

Reasons for ratings:	AHCTS could improve in some aspects of compliance management.
Supporting evidence:	<ul style="list-style-type: none"> • An annual review of the Code of Practice is being conducted, but there is inadequate evidence of how the organisation knows that it is compliant with the code in every aspect. One area that needs attention is the information required in international student files. • There is a system to check and record student attendance; however, the policy could show how the students are notified of attendance requirements. • The Best Practice newsletter helps promote compliance awareness among staff and management, but the message needs reinforcement at all levels. • The quality management system is adequate for purpose and is reviewed periodically. Some areas need updating. • The provider has developed quality assurance measures for international agents to ensure they are more accountable. • The provider responds well to legislative changes to ensure they are reflected in the programmes. • The provider has good awareness of health and safety requirements.
Evaluative summary:	<p>Better implementation of the Code of Practice self-review is required to identify areas of non-compliance and attend to them.</p> <p>Student files should be reviewed and any missing documents should be inserted.</p> <p>Ensure that all staff are aware of Code of Practice and quality management system requirements so they become part of everyday staff consciousness.</p>

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Hospitality (Cookery) (Level 4)

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

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

2.2 Focus area: New Zealand Diploma in Cookery (Advanced) (Level 5)

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: International Students: Support and Wellbeing

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

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

Requirement

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

NZQA requires Auckland Hotel and Chefs Training School to:

- Review the international student files to ensure that all information required by the Code of Practice and the NZQA rules is contained in the files.

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud²*
- *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.*

² NZQA and the TEC comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Appendix 1

AHCTS achievement rates for Level 4 and Level 5 Cookery classes in 2017.

	Course	Enrolment Numbers	Course completion %	Qual Completion %	Maori Course Completion %	Pasifika Course Completion %	Maori Qual Completion %	Pasifika Qual Completion %
Outcome 2017	Level 4 Cookery	All						
		135	78%	60%				
		SAC						
		80	56%	58%	70%	55%	54%	55%
	Level 5 Cookery	All						
		76	93%	82%				
		SAC						
		9	78%	56%	41%	100%	33%	100%

- supplied by the provider during the EER visit.

Appendix 2

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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