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Report of External Evaluation and Review

New Zealand School of Food and
Wine Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 12 April 2018

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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:	New Zealand School of Food and Wine Limited (NZSFW)
Type:	Private training establishment (PTE)
First registered:	28 February 1995
Location:	Level 3, 104 Customs Street West, Auckland
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Certificate in Cookery (Level 3) foundation• New Zealand Certificate in Cookery (Level 4)• New Zealand Certificate in Food and Beverage Service (Level 4)• Certificate in Professional Wine Knowledge (Sommelier) (Level 3)• Certificate in Hospitality Management (Level 5)• LCQ¹ - Sale of Alcohol (unit standards 4646 and 16705)• Food Safety (standard 20666)• Short Wine (WSET)² courses at levels 1-3

¹ Licence Controller Qualification

- Barista courses
- STAR-funded courses for secondary school students
- Bartending and cocktail short courses

Code of Practice signatory: Yes

Number of students: Numbers at 28 August 2017:

Domestic: 61 full-time students (29 female, 32 male); Māori, eight (11 per cent), Pasifika, five (7 per cent)

International: eight equivalent full-time students from Saudi, India, Philippines and Nepal

Self-funded short courses in 2017: LCQ Sale of Alcohol, 600; Food Safety, 700; Short Wine Courses (WSET), 100; Barista, 500; STAR, 150; Bartending and Cocktail, 120

Number of staff: Full-time, five; part-time, three; casual, eight

Scope of active accreditation: Refer <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=988555001>

Distinctive characteristics: Over past five years, NZSFW has established itself in Auckland (following a move from Christchurch in 2012). The organisation is based in the Viaduct Basin area of Auckland, surrounded by hospitality operations. NZSFW has developed regular and informal consultation with employers and peak bodies.

Extensive growth in short specialist courses – it is predicted that 2,170 people will have undertaken short courses in 2017 including LCQ Sale of Alcohol, Food Safety, Short Wine courses (WSET), Barista, Bartending and Cocktail, and STAR.

NZSFW runs the Wine & Food Celebration (now in its fourth year), as well as the New Zealand Sommelier of the Year competition to showcase key skills in this sector.

² Wine and Spirit Education Trust

Recent significant changes: Additional SAC (Student Achievement Component) funding from the Tertiary Education Commission (TEC) in 2016 and 2017 has enabled enrolment of more New Zealand students.

A new textbook, 'How to Grow your Hospitality Business', was launched later in 2017, and the existing café has been extended.

Previous quality assurance history: At the previous external evaluation and review (EER) in 2013, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of NZSFW. NZQA made two recommendations' that NZSFW:

- 'Consider the value of encouraging teaching staff to gain adult learning qualifications
- Further encourage staff members to engage fully in self-assessment processes that include reflection on the effectiveness of teaching methodologies.'

NZSFW met the requirements of the WSET audit conducted in February 2017.

Auckland Council completed an audit and verification report of the NZSFW food control plan in April 2017. The outcome of this report is acceptable conformance with the plan being implemented satisfactorily.

The finding from the NZQA consistency review for the cookery programmes showed that NZSFW was judged 'sufficient'.

Other: NZSFW works closely with Service IQ for both programme development and moderation.

A memorandum of understanding is held with both the Hip Group and the Nourish Group – groups of restaurants and work placement co-ordinators.

2. Scope of external evaluation and review

The focus areas were chosen in consultation with the director/owner at NZSFW and represent current delivery in Auckland. The following focus areas were included in the EER:

International students: support and wellbeing

This is a mandatory focus area – at the time of the EER there were no international students enrolled. However, eight students had recently completed their qualifications.

New Zealand Certificate in Cookery (Level 3 and 4)

These TEC-funded courses are delivered full-time and part-time and NZQA has recently approved changes to delivery weeks. The level 3 qualification is the first semester of the one-year level 4 programme. These courses have the largest number of full-time enrolments. There is a strong connection between NZSFW and Service IQ to ensure that assessments meet the required standard through well-established moderation process.

LCQ Sale of Alcohol

This two-day course is one of a number of short, specialised courses delivered by NZSFW. Student numbers are increasing in 2017 with approximately 600 people from Auckland hospitality businesses completing this course, which is a prerequisite for gaining an LCQ certificate from Service IQ. The course enables those completing to achieve unit standards 4646 and 16705. Once that certificate is obtained, graduates can apply for the General Manager Certificate from Auckland Council or any local district licensing committee.

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.

Prior to the EER, the lead evaluator and NZQA EER manager met with the owner/director and marketing manager to finalise the scope and agenda and respond to queries regarding EER policies and processes. A self-assessment summary was supplied in advance of this meeting, and further documentation was provided to the EER team to support the plan of inquiry.

The on-site visit was conducted over two days in Auckland by a team of two lead evaluators. Interviews were conducted with the owner/director, advisory board chair, marketing manager, IT manager, teaching staff, current and past students, administrator, external stakeholders including Service IQ, Auckland Council Alcohol Licensing and employers. A range of documentation was reviewed and student files and other records were checked for compliance with regulations.

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 fraud³*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

³ NZQA and the 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.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **New Zealand School of Food and Wine Limited**.

NZSFW is achieving a high standard of educational performance.

- Students acquire relevant, up-to-date skills and knowledge for a range of positions in hospitality workplaces. The organisation understands employer requirements for its specialist training areas through its industry connections and strong relationships with key stakeholders in the hospitality sector, particularly in the Auckland region.
- Achievement is consistently high across the two key delivery areas: NZQA-approved full-time programmes, and specialty short courses in food, wine and hospitality. Teaching staff provide an engaging, supportive and applied learning environment, blending theory and its application to practice, ensuring students meet the required level of achievement. Students are actively engaged in their learning and are gaining confidence in their practical skills and capabilities. Small class sizes, a well-resourced learning environment and industry-experienced staff contribute to individualised learning opportunities and success.
- Ongoing, proactive engagement with industry has resulted in a range of partnerships and collaborations relevant to the specialist delivery areas. These strong links mean the programmes are relevant, current and match the needs of the industry and students. NZSFW is a preferred training provider for key hospitality businesses in Auckland, with the workplace components of programmes enabling the students to have real-world experience in the industry as part of their training. Students are matched with employers to meet the students' career goals and aspirations and maximise the opportunity for employment at the end of the programme.
- NZSFW works to preserve its specialist niche training and makes a significant contribution to the sector through its membership of ATEED⁴, and as an influencer through the production of a textbook, the Wine & Food Celebration event and the New Zealand Sommelier of the Year competition.
- In alignment with its mission, 'to be recognised as a leader of hospitality education and a centre of culinary arts in New Zealand', and its commitment 'to excellence in hospitality education', the organisation is effectively managed with strategy and direction carefully considered to ensure that graduates are

⁴ ATEED (Auckland Tourism, Events and Economic Development)

prepared for current and future trends in the hospitality sector. The advisory board is made up of highly qualified industry people who are experts in their field, and appropriately provides advice and support at governance and management levels.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **New Zealand School of Food and Wine Limited**.

- NZSFW focuses on individual student achievement and understands each student's progress, employment and career goals and graduate outcomes. Regular formal and informal feedback is gathered from students to review and analyse achievement, value and relevance. This analysis shows a high level of satisfaction with their achievement, career and personal development.
- Reflective practice and self-assessment are embedded within the organisation's operational systems and processes. Innovation and ideas are encouraged and shared to support consistency and high-quality performance.
- A recent review of the management of the organisation has led to more regular reporting and strengthening of roles. The 2017 computer and IT report provides clear timelines for planned improvements to IT systems including the introduction of a new learning management system in 2018 to improve the online learning aspects of delivery.
- The strength of the industry relationships is a result of the organisation's proactive research and review of trends and future employment to meet the significant growth and skilled labour shortages in the food, wine and hospitality sectors. This knowledge informs teaching and learning and is regularly shared with students.

Findings⁵

1.1 How well do students 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**.

Overall achievement is strong and reflects the organisation's commitment to excellence.

- The purposeful and systematic review of short course enrolments through the comprehensive monitoring dashboard indicates achievement is consistently above 95 per cent for LCQ courses and WSET awards.
- Overall successful course completion for full-time programmes is 92 per cent (2015), 77 per cent (2016) and tracking at 80-85 per cent in 2017. Qualification completion is 83 per cent (2015) and 91 per cent (2016) according to the TEC educational performance indicators. Valid comparisons are difficult because of the introduction of some New Zealand qualifications in 2016 and some in 2017 as well as the small numbers enrolled in courses. When students do not complete, it is for legitimate reasons, such as entering employment (often from their work placement).
- Students acquire useful skills and knowledge for a range of situations including how to operate legally (LCQ), working confidently under time pressure and self-assessing outcomes (cookery). Personal skills gained include working in teams, flexibility, self-management and presentation skills.

The organisation places a high priority on individual progress and outcomes and graduates are highly regarded by industry. A more systematic analysis of achievement data over time and for groups of students could provide insights to inform areas for improvement.

⁵ 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?

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 **Excellent**.

Students highly value the positive and engaging real-world learning environment and gain confidence to apply new skills and knowledge in the workplace. There is good evidence of pathways to employment, and employers value the key capabilities of NZSFW graduates including flexibility, customer focus and clear understanding of current trends in hospitality.

Students are making life-changing career decisions and commented that they specifically chose NZSFW for its industry connections, small class sizes, reputation for high standards of practice, and the practical application style of delivery. Positive outcomes for all graduates include progressing to further areas of study at NZSFW such as the wine/sommelier courses, or to higher-level study or into employment.

The theory-based LCQ qualification is a prerequisite to sitting the General Manager Certificate test with Auckland Council. NZSFW works closely with the alcohol licensing section of the council and is attracting increasing numbers to complete this qualification because of its strong reputation for quality delivery.

The organisation's strong emphasis on industry can be seen through its collaborations and partnerships with key stakeholders. These include employer groups such as Hip and Nourish, and Service IQ, the industry training organisation responsible for arranging training in the hospitality sector. NZSFW is constantly seeking to extend relationships to new employers to increase the number of suitable workplaces for students to experience real-world practice. Students have opportunities to apply knowledge and skills in a variety of contexts such as serving at external hospitality events, the Wine & Food Celebration, the New Zealand Sommelier of the Year awards dinner and the launch of Celia Hay's (NZSFW founder and director) new textbook. The feedback from organisers of both internal and external events has been very positive and the students value the work experience.

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

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**.

NZSFW is meeting many of the most important needs of its students and stakeholders. The robust enrolment and initial interview process gives students confidence that they are enrolled in the right programme. Satisfaction surveys show that students are very satisfied with their programme, course materials and resources and delivery. Employers are consulted as part of programme review processes and state their high regard for the quality of NZSFW graduates.

Significant programme development has been undertaken over the past three years as part of the NZQA Targeted Review of Qualifications (TRoQ), with further development planned to enable students to pathway to higher-level diploma qualifications. NZQA has consistently approved changes to existing NZSFW programmes, and NZSFW has kept these programmes current through regular staff and industry reviews.

On the other hand, all NZSFW's applications for higher-level diploma programmes have been declined or withdrawn, so some opportunities for improvement remain, since all future applications will need to meet the requirements of the 'post-TRoQ' New Zealand Qualifications Framework.

Learning and teaching are well planned and structured to align real-world learning in a fit-for-purpose environment with a strong focus on theory integrated with practice. Small class sizes support individual learning with a range of approaches to monitor progress and achievement. For example, in the cookery programmes students discuss their progress with their tutor on a daily basis. A mid-term review meeting with the director is used to discuss progress and career plans. This information is then used to allocate students to their work placement to support career goals and to match the students' skills with those required by the employer. NZSFW needs to continue to identify ways to ensure that Māori students have an inclusive learning experience.

Highly experienced, professional and committed staff provide a supportive and positive learning environment. There are clear processes to ensure quality assessment is occurring – including review and collaborative development of assessment activities – and students receive useful feedback that guides their learning. The organisation has a robust, authentic approach to moderation using external experts as internal moderators and obtaining external moderation feedback from Service IQ. This leads to improved assessment practice which is shared across tutors and gives the organisation assurance of the quality of their assessment practice. Reflecting upon the consistency review meeting for the

cooking qualifications identified over-assessment in the NZSFW programme. Assessments were reviewed and reduced, reapproved and moderated, resulting in effectively giving more time for practical work.

Short courses are regularly delivered in response to employer requests and specific sector groups. The organisation offers flexibility to run courses at times that work for those interested in attending, for example evening and school holiday barista courses and wine knowledge courses for a large employer at times to suit employees. This is a key strategy to provide quality training to meet industry needs.

NZSFW has developed a strong culture of review and reflection, obtaining feedback from students and industry using a range of approaches: surveys, meetings, interviews, events and other networking opportunities. Students record consistently high rates of satisfaction with their learning environment and achievement, and feedback from employers strongly supports the quality of the training. These confirm the organisation's effectiveness in meeting student needs.

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

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 **Excellent**.

NZSFW has created a learning environment where full-time students are known individually to all staff who take an interest in supporting them to achieve their study and career goals. Comprehensive study information is provided in student handbooks, course materials, on the website and in posters around the campus. This information is regularly reviewed and updated to ensure accuracy and clear information to support students. Social media is also used to communicate with students to more effectively share information.

NZSFW supports international students' safety and wellbeing very effectively. Staff have clear responsibilities for providing personal support to the students when this is required. The small number of international students are well integrated into their classes and value the opportunity to experience New Zealand culture through their fellow students. Opportunities to share cultural experiences through food events such as urban hangi day and cultural days add a further dimension to the learning environment to build inclusiveness.

Tutors also use examples of their own experiences in industry to engage and motivate students – this is appreciated by the students and contributes to their enjoyment of learning. The organisation is engaging with the adult literacy and numeracy assessment tool, although a more practical approach may need to be found to ensure a student's literacy and/or numeracy gaps are identified early.

Students are confident and positive about their progress and how well they are supported. Informal and formal feedback is provided by teaching staff during the course, at the mid-term appraisal with the director, and at their exit interview. Students commented positively on the quality of feedback which is constructive and motivating, identifying strengths and providing suggestions for improvement.

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

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 **Excellent**.

Management is highly effective in supporting educational achievement. There is clear evidence that the organisation has a strong reputation for providing high-quality training in cookery, hospitality and wine in partnership with key sector groups. The partnerships and collaborations developed with employers, secondary schools, small, medium and large enterprises, local and national initiatives such as ATEED, along with the employment groups Hip and Nourish, inform the strategy and direction of NZSFW. There is good evidence that the organisation understands its specialist training areas and is effective at managing change. There is a clear strategy for continuing to build relationships with key stakeholders in innovative and collaborative ways which are solution-focused and support the high expectations of excellence.

External advice on strategy and direction and a range of other matters is provided to management by the three-member advisory board, each member contributing expert knowledge in the areas of governance, education and marketing respectively. Management has undertaken a number of reviews to identify areas for improvement. There is a clear plan for the IT and computing areas to introduce additional software and strategies to improve data collection and analysis similar to the dashboard in use for short course enrolments. Members of the senior management team have roles and responsibilities for specific areas to implement and monitor changes to lead to worthwhile improvements.

High-quality, industry-experienced staff are recruited and participate in a comprehensive induction which includes learning and teaching and assessment training. The ongoing effectiveness of staff is reviewed through a performance process including peer observations, self-review, feedback from student evaluations, review meetings, ongoing processes to support staff development, and annual review meetings to enhance teaching and learning practice. A strongly collaborative culture of shared practice and support is developing across staff.

NZSFW is fully engaged with Education New Zealand and ATEED to develop regional strategies for international education. The director is proactively exploring

international opportunities in a number of countries to increase the international market. A recent initiative – the Coffee Summit meeting – discussed the possibility of introducing an American qualification for barista. However, the outcome of that meeting was a decision not to proceed.

The organisation relies on the extensive professional and industry networks of the owner/director, and the organisation is strongly relational. This works very well for the current size of the organisation. However, if numbers grow as planned, the PTE will need to ensure current processes and practices are sufficient for the extra numbers, particularly in future programme development. A review system similar to an internal reviewer or auditor would be of benefit to identify where systems are working well and where some may need strengthening.

NZSFW is a reflective organisation and gathers data and a range of informal and formal feedback from students, staff and other stakeholders to inform management decision-making.

1.6 How effectively are important compliance accountabilities managed?

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 **Excellent**.

NZSFW manages its various compliance accountabilities and responsibilities very effectively.

- The quality management system has policies and processes to identify key areas of compliance. These policies are reviewed when needed.
- Systems and processes to maintain compliance with the Education (Pastoral Care of International Students) Code of Practice (the Code) are in place. Self-reviews against the Code were completed in 2016 and 2017 and are an ongoing part of the internal review process. The PTE needs to keep up to date with changes to ensure consistency and accuracy in documentation and on the website. The checklist approach to ensuring student files are complete is generally working well, although some minor gaps were identified and immediately rectified. International students enrol directly with NZSFW, not through agents.
- Current documentation and records show that TEC and NZQA requirements for maintaining PTE registration are met in a timely manner with no risks or issues identified by either the TEC or NZQA.
- Other legal requirements being met include:

- keeping up to date with legislation and local bylaw requirements for the LCQ
- audit of NZSFW food control plan by Auckland Council
- health and safety manual incorporating a hazard management register.

In arriving at its findings for this question, the evaluation team reviewed minutes and action plans for management meetings, as well as reports and other relevant documentation. A compliance check of a random sample of international and domestic student files was completed on site. These files support the decisions made and appear to meet immigration and NZQA requirements.

Focus Areas

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

2.1 Focus area: International Students: Support and Wellbeing

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

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

2.2 Focus area: New Zealand Certificate in Cookery (Level 3 and 4)

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

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

2.3 Focus area: LCQ Sale of Alcohol (Short Course)

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

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

Recommendations

NZQA recommends that NZSFW:

- Continue to develop a more systematic analysis of achievement data over time and for groups of learners to inform areas for improvement.
- Continue to identify ways to ensure that Māori students have an inclusive learning experience.
- Consider the implementation of a review system similar to an internal review or audit to identify where systems are working well and where there is a need for strengthening.
- Review NZQA's approval and accreditation guidelines to ensure the success of NZSFW's future programme applications.

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).

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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