



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

New Zealand School of Food and
Wine Limited

Date of report: 19 June 2025

About New Zealand School of Food and Wine Limited

The New Zealand School of Food and Wine (NZSFW) delivers hospitality training programmes at levels 3-6 for those aspiring to work in formal restaurant settings. These programmes are conducted in a simulated restaurant environment and are available to both domestic and international students.

Type of organisation:	Private training establishment (PTE)
Location:	Level 3, 104 Customs Street West, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 70 equivalent full-time students (2023); 8 per cent Māori and 5 per cent Pacific International: four full-time students
Number of staff:	Seven full-time, 10 part-time
TEO profile:	See NZSFW on the NZQA website.
Last EER outcome:	The previous external evaluation and review (EER) of NZSFW, held in November 2017, resulted in summative judgements of Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following focus areas: <ul style="list-style-type: none">• New Zealand Certificate in Cookery (Level 3) [103515-04] leading to qualification 2100; and New Zealand Certificate in Cookery (Level 4) [118635-3] leading to qualification 2101• Secondary School Partnership Programmes• International Students: Support and Wellbeing

MoE number:	9885
NZQA reference:	C56291
Dates of EER visit:	21 and 22 May 2024

Summary of results

Comprehensive evidence shows that NZSFW delivers quality education and support, resulting in high levels of satisfaction and positive outcomes for its students, graduates and the industry.

Highly Confident in educational performance

- NZSFW has excellent course and qualification completion rates, coupled with high levels of student satisfaction with their education. Students successfully achieve their academic and personal objectives, attaining qualifications that pave the way for valued and long-lasting employment opportunities.

Confident in capability in self-assessment

- NZSFW effectively leverages its expertise and longstanding industry connections to develop, deliver and regularly enhance programmes that closely align with the needs of students and stakeholders.
- The PTE contextualises the learning to suit the requirements of both the industry and the students. Through the work placement and capstone assessment model, students can finalise their training in a real-world setting. Stakeholders affirm that NZSFW graduates possess job-ready skills and qualifications.
- School partnership students are acquiring credits towards NCEA¹ and gaining skills and qualifications that enable them to gain part-time employment in the hospitality industry.
- Students are engaged in their learning and experience a supportive and nurturing learning environment that realistically prepares them for working in the industry.
- There are some gaps in NZSFW's supporting processes. The PTE manages its core compliance responsibilities well and has effective systems for overall compliance management. However, it falls

¹ National Certificate in Educational Achievement

short in meeting certain specific quality accountabilities, such as pre- and post-assessment moderation (see section 1.3).

- NZSFW has effective self-assessment that evaluates the programmes and learning activities on an ongoing basis and generally uses the findings insightfully to maintain high performance.

Key evaluation question findings²

1.1 How well do students achieve?

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Self-assessment material reviewed by the evaluators – alongside commentary from students, graduates and external stakeholders – confirms the success, extent and value of the educational outcomes.</p> <p>NZSFW students achieve well. Full-time course completion rates have historically averaged around 90 per cent.³ Students on school partnership programmes are achieving at 100 per cent. Achievement rates for priority learners⁴ are comparable to those of the overall cohort.</p> <p>The programmes offered by NZSFW equip students with valuable skills that pave the way for a successful career in the hospitality industry. Every full-time programme graduate from 2022 to the present has secured employment in this field, with many gaining positions in highly regarded hospitality establishments. Employers say the skills and knowledge acquired through NZSFW programmes are immediately applicable in the workplace and are greatly valued.</p> <p>NZSFW collaborates closely with the alcohol licensing section of the Auckland Council in the delivery of the theory-based Licence Controller Qualification.⁵ This is a</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Refer achievement statistics, Appendix 1.

⁴ Priority learners include Māori, Pacific people and students with disabilities.

⁵ The Licence Controller Qualification shows that a person has knowledge of the Sale and Supply of Alcohol Act (2012), and the host responsibility skills to be a manager of a licensed premise.

	<p>prerequisite for individuals seeking to take the General Manager Certificate test administered by city councils. The significant growth in enrolment for this programme, offered both online and face-to-face, attests to the high level of client satisfaction.</p> <p>School partnership students are earning credits towards NCEA while gaining skills and qualifications that enhance their potential to secure part-time employment in the hospitality industry. Schools also report that these students show growth in confidence and interpersonal skills after attending NZSFW courses.</p> <p>Staff at NZSFW demonstrate a good understanding of the factors that lead to student achievement, and regularly analyse and discuss ideas for improving achievement. The PTE has weekly staff meetings where ideas for improving course delivery and student achievement are discussed and agreed. These discussions are underpinned by comprehensive, real-time data showing individual student and cohort achievement.</p> <p>NZSFW effectively engages with graduates through social media, newsletters and industry networking. The PTE uses feedback from alumni to continuously improve its programmes, although incorporating more qualitative data could further enhance this process.</p>
Conclusion:	NZSFW has a focus on achievement and has a clear understanding of the factors that influence it. This focus is reflected in strong student outcomes as well as the high value students, partner schools and employers gain from the programmes and services provided.

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 and supporting evidence:	NZSFW's processes are highly effective in ensuring that stakeholder and student needs are understood and met, and appropriate standards are maintained. The learning management system provides an engaging platform for

	<p>students and enables the organisation to monitor its engagement effectively.</p> <p>Regular and ongoing interaction with a broad stakeholder group is fundamental to NZSFW's operations. This includes various mechanisms such as surveys, focus groups, regular staff meetings, discussions with industry partners, participation in industry networks, hosting events, and various advisory boards. Insights from these interactions is fed back through the organisation to inform future strategy and programme planning.</p> <p>NZSFW reviews each programme annually, including input from a wide range of staff and stakeholders. This process ensures that the programmes are systematically updated to meet the existing and evolving needs of students and stakeholders. Challenges around aligning assessment practice with outcomes suggest that key staff would benefit from comprehensive training in assessment design and moderation.</p> <p>Assessment practices encompass a variety of methods. Students have the opportunity to showcase their knowledge and comprehension through written assignments, projects and practical presentations. Both internal and external moderation procedures are followed to ensure assessment quality. However, gaps in assessment and moderation capability may limit their effectiveness.</p> <p>For example, in 2024, NZQA's monitoring of NZSFW's programme for the New Zealand Diploma in Cookery (Advanced) (Level 5) found that NZSFW needs to make significant improvements in its internal moderation policies, processes, and practices to meet NZQA approval and accreditation criteria. Consequently, NZSFW has been required to submit an action plan to NZQA, detailing how it will address the requirements outlined in the final monitoring report.</p>
Conclusion:	<p>Regular and purposeful interaction with students and stakeholders ensures that NZSFW aligns its programmes and activities with their current and evolving needs. NZSFW is highly regarded by the hospitality industry, which shows that the PTE is meeting industry needs.</p>

	Strengthening capability in assessment design and moderation would enhance the quality of assessment.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The learning environment at NZSFW is supportive, providing an excellent foundation for enhanced success. Students at NZSFW receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. There is a clear sense of shared accountability across all staff for the support of the students.</p> <p>Prospective students are well guided into courses appropriate to their aspirations and abilities. An orientation programme is available to students in their first week of study. Staff are available to students outside of timetabled sessions, and students report that staff are always helpful and supportive. Teachers described numerous activities and initiatives to motivate, engage and encourage students to get the full benefit from their time at NZSFW.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely, with timely and appropriate follow-up as required.</p> <p>Support for students with disabilities is an effective and ongoing process, as many students do not disclose their disabilities upon enrolment. These disabilities, such as dyslexia, are often only revealed when the student has a specific learning challenge. To support these students, staff work closely with them to identify effective learning methods, ensuring they can achieve their goals. This approach is highly learner-centric, focusing on the individual needs of each student.</p> <p>The student voice at NZSFW is encouraged by the organisation through daily interaction, one-to-one student progress meetings and anonymous end-of-course surveys. Implementing a more systematic approach to gather anonymous student feedback earlier in their programme</p>

	<p>could be a valuable improvement. This would allow for timely action when needed.</p> <p>The organisation has effective processes to review how well it meets the Code of Practice.⁶ NZSFW has completed annual self-reviews of its implementation of the Code. Through this process, the PTE has identified areas for further development and continues to address these. This, and other evidence sighted, provides assurance that international and domestic students are well supported.</p>
Conclusion:	<p>From initial enrolment, through to and beyond course completion, students receive high quality and appropriate learning and pastoral support from NZSFW's teaching and administrative staff. This support has contributed positively to the high levels of student engagement, achievement and satisfaction.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZSFW is a private company governed by a single director supported by an experienced governance advisory group. This group provides independent strategic, financial and governance insights and includes the company accountant. The PTE is well managed, with a clear philosophy, purpose and values evident throughout the organisation. The downtown Auckland campus is ideally located near public transport and the 'restaurant zone', making it highly accessible. Programmes are well resourced.</p> <p>NZSFW employs qualified and experienced staff, effectively managing and developing them. Staff retention is high, with employees valued for their expertise and supported with professional development opportunities to help them in their roles.</p>

⁶ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

	<p>NZSFW has well-established administration and management systems and procedures in place, with generally sound academic practices, although as previously discussed, there is a need to improve organisational capability around assessment. Decision-making is informed by effective data analysis and feedback from students and stakeholders.</p> <p>The organisation encourages reflection on its role in order to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Self-assessment is well led by management.</p>
Conclusion:	NZSFW has a clear vision and understanding of its enterprise, and has strong leadership. Monitoring of performance within NZSFW is regular, transparent and effective, resulting in effective support for educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZSFW generally manages its compliance accountabilities effectively to ensure that obligations are met and that all staff are aware of their part in compliance. Key policies and procedures comply with the requirements of NZQA registration, as well as relevant legislation such as that relating to visas, food safety, employment, and health and safety.</p> <p>Compliance is overseen by the general manager using a tracking system to schedule, monitor and report on compliance obligations and risk.</p> <p>However, NZSFW's management of assessment and moderation does not meet the requirements outlined in the Consent and Moderation Requirements (CMR).⁷ These specify that staff who are involved with moderation of assessment must hold specific unit standards (or</p>

⁷ CMR 112 – for service industry sectors

	<p>equivalent) relating to the role. The EER found that one staff member involved in moderation at NZSFW does not hold the relevant unit standard (or equivalent) expected of staff involved in moderation of assessment as specified by the CMR. As previously discussed in section 1.3, recent monitoring of NZSFW's New Zealand Diploma in Cookery (Advanced) (Level 5) identified that some assessment design and moderation criteria were not met.</p> <p>Documentation and records show that NZSFW is meeting Tertiary Education Commission (TEC) and NZQA requirements for maintaining PTE registration. No risks or issues were identified by either the TEC or NZQA.</p> <p>NZSFW is meeting its obligations with respect to the Code of Practice. NZSFW submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code, as required for all PTEs by 1 November 2023. The EER team checked all current international student files during this EER. All necessary documents were in the files in a well-ordered and easily accessible format.</p>
Conclusion:	<p>NZSFW generally understands its compliance responsibilities and manages them to ensure its obligations are met. However, recent oversights in CMR requirements suggest that increased scrutiny across all areas would improve compliance.</p>

Focus areas

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

2.1 New Zealand Certificate in Cookery (Level 3) [103515-04] leading to qualification 2100; and New Zealand Cookery (Level 4) [118635-3] leading to qualification 2101

Performance:	Excellent
Self-assessment:	Excellent

2.2 Secondary School Partnership Programmes

Performance:	Excellent
Self-assessment:	Excellent

2.3 International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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 New Zealand School of Food and Wine Limited:

- Provide opportunities for key staff to undertake comprehensive training in assessment design and moderation, including the unit standards relating to consent and moderation requirements.
- Implement a more systematic approach to gathering anonymous student feedback earlier in their programme. This would allow for timely action when needed.

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 1

Table 1. Qualification completions 2020-22⁸

Ethnic group	Intended qualification cohort group	2020	2021	2022
Māori	Levels 1-3	75.0%	N/A	100.0%
	Levels 4-7 (non-degree)	60.0%	45.5%	100.0%
Non-Māori and non-Pacific people	Levels 1-3	95.8%	93.8%	85.7%
	Levels 4-7 (non-degree)	68.0%	83.9%	73.5%
Pacific people	Levels 1-3	100.0%	100.0%	100.0%
	Levels 4-7 (non-degree)	80.0%	57.1%	80.0%
All learners	Levels 1-3	93.3%	94.7%	89.5%
	Levels 4-7 (non-degree)	67.6%	73.3%	78.7%

⁸ Data supplied by the Tertiary Education Commission

Appendix 2

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 fraud⁹*
- 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.*

⁹ 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). 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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