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External Evaluation and Review Report

Le Cordon Bleu New Zealand Institute
Limited Partnership (trading as Le
Cordon Bleu New Zealand)

Date of report: 21 February 2022

About Le Cordon Bleu New Zealand Institute Limited Partnership

Le Cordon Bleu New Zealand (LCBNZ) was registered as a private training establishment in January 2020, following eight years as a school within UCOL and WelTec. LCBNZ is one of a number of schools worldwide providing training in French culinary and patisserie arts to primarily international students. Students attending the New Zealand school gain both New Zealand and internationally recognised qualifications.¹

Type of organisation:	Private training establishment (PTE)
Location:	Level 2, 52 Cuba Street, Te Aro, Wellington
Code of Practice signatory:	Yes
Number of students:	Domestic: 11 full-time students as of 4 October 2021 (no Māori or Pasifika students currently enrolled) International: 41 full-time students
Number of staff:	11 full-time, four part-time and three contractors
TEO profile:	Le Cordon Bleu New Zealand (NZQA website)
Last EER outcome:	Not applicable (this is the organisation's first EER)
Scope of evaluation:	<ul style="list-style-type: none">• International Students: Support and Wellbeing• Diplôme Avancé Culinaire (Level 5) with strands in Cuisine and Pâtisserie (DAC) ID: 125770. This leads to the award of the New Zealand Diploma in Cookery (Advanced) (Level 5) with strands in Cookery, and Patisserie [Ref: 2102]
MoE number:	6666
NZQA reference:	C47759

¹ The internationally recognised qualifications are Le Grand Diplôme (Level 4) and Diplôme de Cuisine (NZQF level 4). To gain these qualifications, students must gain either the New Zealand certificates in French cuisine and patisserie [Ref: 1891 – Ref: 1896] (levels 2-4) in their speciality, or all the New Zealand certificates up to level 4.

Dates of EER visit:

23 and 24 November 2021 on site, 25 November
2021 online

Summary of results

LCBNZ has excellent achievement and provides high value to all of its stakeholders. Active engagement with the community and industry keeps design and delivery current, relevant and flexible enough to meet the current challenges faced by the education sector. Robust information collection informs regular and effective self-assessment across the whole organisation.

Highly Confident in educational performance

- LCBNZ has excellent student achievement, with students committed to achieving nationally and internationally recognised qualifications. Transferable personal and work-readiness skills are also developed, making LCBNZ students sought after by industry on graduation.
- Industry attests to preferring LCBNZ graduates because of their culinary skills and ready-to-work attitudes. Students who want to work in the industry get employment easily.

Highly Confident in capability in self-assessment

- LCBNZ actively engages with its community and industry to provide students with experiences of current and alternative practice. These develop and advance bodies of knowledge within the organisation and the community alike.
- Stakeholder feedback is effectively used to keep programmes relevant, engaging and current. Effective data analysis and comprehensive self-assessment ensure all reviews are completed, resulting in continued improvements across the organisation.
- LCBNZ becomes like a family for students and staff. A comprehensive support framework and small class numbers ensure timely responses to student (and ex-student) needs.
- A clear purpose and direction is embedded in daily operations despite the challenges resulting from Covid-19. Regular reporting and prompt adjustments to the strategic plan enable the organisation to be responsive and innovative.

Passionate, experienced staff actively research and develop themselves to stay current and relevant.

- Compliance accountabilities are managed effectively.

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>Le Cordon Bleu NZ has excellent retention and qualification achievement, averaging above 95 per cent in all programmes offered; early withdrawal or non-completion are rare. Effective and regular moderation validates the achievement. LCBNZ staff interrogate achievement data, gaining a variety of disaggregated views to provide a clear understanding of the reasons for withdrawals, delayed study or non-completion.³ While acknowledging that LCBNZ students are committed to succeeding, further informed and effective changes, such as increased pastoral support and changes to the timetable, have enhanced wellbeing, and students have remained engaged in study.</p> <p>Since January 2020, over 90 per cent of graduates have progressed to employment or further education. For those students completing the DAC programme, 81 per cent are now working in New Zealand⁴ and 2 per cent are undertaking further training. Progressions for the rest are unknown because they have returned to their home countries. Attempts have been made to remain in contact, primarily through social media. However, the new initiative by LCB International of a global alumni system is seen as a means to increase LCBNZ's graduate destination data collection.</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 The pandemic lockdowns and the subsequent stress on the international students without financial and familial support is the primary reason for withdrawals.

⁴ Seventy-eight per cent of DAC students gain employment with the organisations that host them as interns. All host organisations indicated that, if they could, they would employ their intern from LCBNZ.

	<p>LCBNZ and its students undertake regular commercial and voluntary community interactions.⁵ Feedback received shows that LCBNZ students value this experience as it prepares them for employment. This is supported by employer and industry feedback. Feedback is collected and analysed regularly. Reporting on progressions and programme value to the academic and senior management teams is to be reinstated, which will complete the self-assessment cycle undertaken.</p> <p>LCBNZ actively develops work-related and personal transferable skills such as effective time management, self-confidence, punctuality and personal presentation and communication skills. These, combined with the strong grounding in basic French culinary skills, make LCBNZ graduates highly employable.</p> <p>The very small number of Māori (three students) who have enrolled at LCBNZ since January 2020 have achieved at a comparable rate to other domestic and international students. As LCBNZ moves into delivering to more domestic students, the report they commissioned on embedding bicultural design and delivery will become useful as they engage more regularly with local iwi and Maori organisations. The large number of students aged under 25 achieved at an equal if not higher rate. LCBNZ acknowledges that the students who enrol are committed to succeed.</p>
Conclusion:	<p>The LCBNZ student achievement rate is excellent. Progression to further training within LCBNZ and employment within the industry are very high due to their hard and soft skills. Self-assessment of the collected information enables LCBNZ to effectively review its practices.</p>

⁵ LCBNZ works with the local soup kitchen and Kaibosh Kai to expose students to alternative culinary techniques, and also provides fundraising support for a number of local charities such as SPCA and the Neonatal Trust, by hosting culinary events. They also host corporate, competitive and commercial events in the in-house restaurant to provide students with real-world skills and knowledge.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>LCBNZ works hard to maintain alignment with student and stakeholder needs. The PTE regularly meets with its advisory group, employers of graduates and hosts of interns. They also have multiple mechanisms to involve the school within their community. Alongside interactions with the Australian and international arms of Le Cordon Bleu, these contacts mean the New Zealand organisation remains relevant and meets the needs of the stakeholders. An example is a recent bicultural delivery report. This indicates LCBNZ's willingness to respond to stakeholder feedback and support a domestic student market.</p> <p>The applied delivery of the programmes engages the students. A balanced daily mix of demonstration and practical activities within fully equipped teaching spaces ensures students become familiar with real-world expectations. The combining of capabilities⁶ in one kitchen creates a vibrant supportive space for students to experience industry-like conditions.</p> <p>The practical space also provides an opportunity for the tutor to identify and assist individual students as needs arise. Daily formative assessment ensures guidance and feedback is provided promptly.</p> <p>Plagiarism and/or copying is monitored through the use of Turnitin and practical observations. Formal summative assessment occurs when the student is ready. The feedback and resit policy is understood and applied effectively when necessary. The rigorous internal and external moderation processes support the validity and effectiveness of the assessment process, and contribute to programme review processes.</p> <p>At the end of each iteration of a programme, academic staff report on the resources, management of delivery and the students. Alongside this, regular informal and formal meetings at</p>

⁶ Reduced international student numbers due to Covid-19 has resulted in the different levels in each discipline being combined during daily practical classes. This provides greater numbers in each kitchen which simulates a commercial kitchen, but also provides opportunities for senior students and the tutor to share the support role.

	all levels and with stakeholders provide substantial information to the organisation's annual programme review.
Conclusion:	Applied programmes of study alongside regular interaction with industry and the community provide students with real-world experiences. Well-tested policies and procedures ensure assessment is valid and consistent and effective review is completed.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Comprehensive information is provided to students at all stages of the student journey: on application, via the website and on the student portal, LCBMe. International students, especially those aged under 18, are managed as per the international Code of Practice, with annual checks being made by LCBNZ and their accommodation partner.</p> <p>Orientation occurs when students arrive. In response to student feedback and self-review with regard to the interim domestic Code, orientation has been extended to ensure students are exposed to everything they need to be successful in their study. This includes workshops about maintaining student health and wellbeing. Additional workshops around visas, health and safety and work-readiness are run regularly or as needed to update students as they study.</p> <p>Tutors receive a comprehensive profile on each student when they commence study. Using this and the relevant process flowchart, tutors monitor attendance and progress daily. If issues or barriers to learning arise, tutors add to the profile and start a support process tailored to the student's needs. Options for support are numerous and comprehensive enough to meet any emerging need. A support agreement with WeITec provides accessible learning and mentor support while external bodies can be accessed for language and health support. Students and graduates attest to being supported well and feeling they are part of a family.</p> <p>Regular meetings such as coffee and chat mornings mean students are invited to contribute and stay current with respect to</p>

	the running of the organisation. The organisation's response to this feedback is evidenced through actions taken or a response poster posted on the student noticeboards. Monthly activity timetables provide additional opportunities for the students to network.
Conclusion:	Students are comprehensively supported and informed throughout their programmes of study. LCBNZ successfully creates an environment for students to operate and grow in.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>A strong, experienced board with both local and international members is regularly informed of LCBNZ activity and finances. This allows for strategic planning to be prompt in response to current sector challenges while retaining the history, pedagogy, purpose and direction that makes LCBNZ unique. Sound reporting informs the board and senior management team to discuss alternative strategic directions, such as increasing domestic student numbers and programmes.</p> <p>LCBNZ has become streamlined as a result of Covid-19. A sound quality management system provides effective policies and procedures that form the backbone to which all staff turn for direction. Resources are of a high quality and ensure students are exposed to commercial kitchen facilities. Experienced staff fill relevant positions within the organisation to ensure leadership is strong and effective. Having those leaders also working alongside their colleagues provides an ease of communication and insight that creates a supportive, informed environment for all LCBNZ. Staff attest to feeling valued in this close-knit group.</p> <p>All LCBNZ staff are required, by LCB International, to be suitably qualified and experienced at recruitment. It is preferred that tutorial staff also have some teaching experience and/or qualification. However, those without are required to undertake relevant training as their scheduled annual professional development. Annual appraisals are completed, though LCBNZ has trialled peer reviewing in place of a more formal approach, to</p>

	<p>provide a system that is more in tune with this organisation's relational approach.</p> <p>Research, writing for local cuisine publications and/or attendance at conferences is undertaken by staff who teach the degree. Research is driven by programme content and is embedded in delivery as soon as it is validated. Workloads are monitored closely to enable all commitments to be met.</p>
Conclusion:	LCBNZ is a small organisation with a strong board and structure, enabling it to continue delivering with a clear purpose and direction during the pandemic. Resources are good quality and staff are highly qualified and valued for their overall contribution to the organisation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As a new PTE, LCBNZ decided to review its policies and procedures annually. In the recently completed review, new policies and procedures were added to enable the organisation to effectively meet arising requirements such as those of the interim domestic Code and the effect of Covid-19. Risk and health and safety registers are maintained.</p> <p>LCBNZ has a number of compliance accountabilities to the international head office⁷ and national organisations. A diarised system and regular meetings requiring reporting are used to manage and ensure timely responses to these accountabilities. Staff are made aware of and are supported to meet their responsibilities and receive refresher training as needed.</p> <p>LCBNZ understands its responsibilities to the international Code of Practice and ensures appropriate personnel have the necessary professional development, roles and responsibilities to meet the organisation's obligations. The international student file check confirms that all the required files are kept and there is an effective system used to monitor English proficiency, visas and insurance. The understandings gained and processes used</p>

⁷ LCBNZ must comply with requirements that stipulate systems used, marketing materials, uniforms, email signatures and logos.

	<p>with the international Code have guided LCBNZ in formulating policies and procedures around the domestic Code.</p> <p>External quality assurance and audit reports received have all been positive, with LCBNZ taking any feedback into action plans and reporting on the results within reports to governance and management.</p>
<p>Conclusion:</p>	<p>LCBNZ manages its compliance accountabilities closely to ensure they comply with relevant rules and regulations in a timely and informed manner.</p>

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

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Diplôme Avancé Culinaire (Level 5) with strands in Cuisine and Pâtisserie

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.

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

Requirements

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 fraud⁸
- 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.

⁸ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. 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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