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External Evaluation and Review Report

International Culinary Studio Limited

Date of report: 5 February 2021

About International Culinary Studio Limited

International Culinary Studio is the only blended online culinary educator in New Zealand. It is also the only online culinary educator to have been awarded the Worldchefs Recognition of Quality Culinary Education Programme. The organisation offers professional cookery qualifications and is committed to providing excellent, technology-driven, accredited online culinary courses globally.

Type of organisation:	Private training establishment (PTE)
Location:	Unit 1, 116 Williams Street, Kaiapoi
Code of Practice signatory:	Signatory as of 2 June 2020 (offshore delivery only)
Number of students:	Domestic: 44 at levels 4 and 5 as of 4 June 2020 32 per cent New Zealand Māori, 48 per cent New Zealand European Pākehā, 5 per cent Asian, 5 per cent South Eastern Asian, 10 per cent other International: none at the time of evaluation
Number of staff:	Seven full-time and two part-time
TEO profile:	International Culinary Studio
Last EER outcome:	This is the first EER for International Culinary Studio (ICS).
Scope of this evaluation:	New Zealand Certificate in Cookery (Level 4), approved 7 December 2018 (new version sent for approval 20 July 2020, approved 6 October 2020)
MoE number:	9170
NZQA reference:	C40406
Dates of EER visit:	14 and 15 September 2020

Summary of results

This new award-winning¹ organisation is led by a proactive director and an effective management team with clear strategic direction and diversification. Skilful management and thorough quality systems contribute to effective programme delivery, review and redevelopment, leading to meaningful engagement and outcomes for students and communities.

Confident in educational performance

- ICS has a governance and management team who are proactive in determining various programme and delivery initiatives.
- The purpose and direction of the organisation is clearly articulated, with some future-focused initiatives being researched and designed to enhance practice. The ICS philosophy and values are shared across the organisation and support strong educational and personal achievement.

Confident in capability in self-assessment

- The most important needs of learners and most other stakeholders are met. This is supported by solid achievement rates and graduates who gain valued outcomes such employment or a pathway to the next higher-level qualification.
- Capable management staff and quality systems contribute to responsive programme delivery, review and redevelopment. This leads to strong student motivation for learning and engagement and successful outcomes for students.
- ICS had seen some growth since January 2020 and pre-Covid-19. This was due in part to being awarded Tertiary Education Commission (TEC) funding and having the ability to offer New Zealand residents and citizens fees-free tuition or the opportunity to access StudyLink loans.
- Graduates gain skills, knowledge and confidence in their cooking ability; the programme and

¹ Worldchefs Recognition of Quality Culinary Education Programme Award

qualification confirm these attributes.

- Academic delivery is sound. Programmes are relevant to the learners' requirements through effective planning and resourcing to meet the needs of the students.
- Online learning resources include individual dashboard information, the online library and access to chef mentors and tutors.
- ICS prudently recruits professionally qualified staff with teaching qualifications and extensive industry experience. They understand the learners and work to minimise barriers to learning.
- Efficient and effective support is available for the personal achievement of learners. Tailored pastoral care for students is evident across all teaching and administration aspects of the organisation.
- Compliance accountabilities are generally managed well. However, there was a disparity identified by the TEC with funding which is continuing to be managed by ICS with the TEC.
- The ICS website was not fully consistent with NZQA's PTE Registration and Programme Approval Rules for providing accurate and clear information. This included information that is important to all students (including offshore international students) when they are considering enrolling at ICS. ICS has been making ongoing improvements to address these matters.
- The evaluators found clear evidence of a generally coherent self-assessment approach at ICS, consistent with the nature and size of the organisation. Within this context, NZQA is confident in ICS's capability in self-assessment and continued good performance.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>In 2019, ICS had five students in its two programmes (four of these being mid to end-year enrolments, due to graduate in 2020). One graduate was successful in 2019 and two in 2020, with the remaining students enrolled in 2019 still to complete.</p> <p>Learners obtain the required knowledge and acquire skills that will be useful for employment, including cooking skills, listening skills, teamwork³, communication skills and confidence. These skills are acquired through an online blended delivery approach which combines in-person teaching and online education and culminates in a final, extensive face-to-face exam.</p> <p>All students have a comprehensive personal dashboard where they can follow and monitor their achievement. This contributes to progression of achievement by way of encouraging self-directed learning and monitoring of their own achievement.</p> <p>Staff track achievement progression via CANVAS⁴ and discuss achievement (and individual student progress) with students weekly, and as a group monthly. Interventions occur where necessary to support student progress.</p> <p>Significant student and staff survey material is collected and discussed at weekly and monthly meetings around the monitoring of student progress and achievement. Actions are put in place to alleviate barriers to achieving.</p>
Conclusion:	Learners obtain a qualification and the required knowledge in culinary skills and develop practical culinary skills that will be useful to their employment. Students have confidence in the

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 Through practical placements in real kitchens and online.

⁴ An online learning management system.

	knowledge that they have a qualification that confirms their worth to the culinary profession.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ICS is highly regarded by industry and other stakeholders. Training and outcomes are highly valued by students and stakeholders.</p> <p>Valued outcomes for learners and industry include a relevant New Zealand chef qualification for students to begin, complement or update skills in their profession. Stakeholders gain up-to-date, high-quality chefs with the relevant knowledge and required techniques.</p> <p>The most important outcome of the learning for students is obtaining the ability to gain and sustain work. Students gain confidence in their cooking ability and the knowledge that they have a qualification that confirms their worth and which they can demonstrate.</p> <p>Students gain in personal growth, skills and abilities in terms of confidence, autonomy, new goals for future learning and for running their own business. Many improve their numeracy skills and computer literacy and become more confident generally. They also become familiar with virtual meetings and receiving criticism (important in the workplace).</p> <p>The one graduate from 2019 at the time of the EER has gained relevant employment and is undertaking the level 5 qualification part-time. As a result of the value of the learning and confidence gained, two graduates from level 4 (who were not contemplating the level 5) have enrolled in the level 5 programme.</p> <p>ICS uses self-assessment from reviews and surveys to continually ensure graduates gain the latest practical skills and knowledge to ensure the value of the outcomes of their learning is current.</p>
Conclusion:	Cooking expertise, knowledge, aptitude and the personal skills gained are highly valued by students and stakeholders, leading

	to autonomy and confidence in their employment.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Regular consultation with industry employers, students, local communities and government agencies contributes to ICS's programme design and delivery. Stakeholders are regularly contacted and involved throughout the academic year to ensure the programmes have clear relevance and are fit for purpose. Numeracy and computer literacy are embedded in the programmes.</p> <p>Staff work to understand any learning barriers at the time of enrolment through one-to-one interviews. The online teaching and learning activities through CANVAS are effective in engaging the students. Tutors are equally engaging for the ongoing motivation they provide, having expertise in the subject, teaching and mode of delivery.</p> <p>An online dashboard adds consistency to all information given and gained, as all information is sent and received through this medium. Further systems are in place to ensure consistency of course delivery via observation, peer review, lead tutor/assistant tutor team teaching and any other feedback gained.</p> <p>ICS intends to consult local iwi to help support developing and delivering programmes that are holistic and inclusive and meet the needs of Māori and Pasifika learners.</p> <p>The PTE carries out post-programme reviews which use graduate profile outcomes, employer evaluations and performance benchmarking data to identify areas of strength and areas for improved actions.</p> <p>In 2019, ICS completed City & Guilds moderation with excellent results. With the exit of City & Guilds from the Pacific region, similar external moderation results have continued to be achieved, with ICS being part of the cluster of Western Institute of Technology at Taranaki and UCOL.</p> <p>ICS is maintaining positive outcomes through effective flexibility</p>

	and innovation in the design and delivery of the programme. Assessments meet the needs of students beyond the classroom, as noted in 1.4.
Conclusion:	Well-informed, innovative design, delivery and assessment of the online programme enables closely monitored application and consolidation of theory which enhances the practical learning experience. This supports and meets student needs and industry standards well.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Thorough induction processes and ongoing support occur throughout the programme. ICS encourages an inclusive and well-supported environment with weekly 'coffee and cake' meetings via video conference and a chef mentor allocated to each student to guide them through the programme.</p> <p>Support processes are thorough and effective, with flexibility in the online learning plan and CANVAS platform to allow for an alternative path to completion. Recognition of prior learning is provided for those with skills wanting a qualification.</p> <p>CANVAS with its dashboard is an extensive and innovative student learning platform which supports learning through an online library, quizzes, recipes and videos. ICS ensures the ongoing development of learning resources through regularly restocking the online library and creating relevant New Zealand videos/recipes.</p> <p>ICS promotes high-contact pastoral care, from the student administration and chef instructors through to management, who receive a weekly report on all student tracking and progress. This reporting allows management to communicate effectively with the students through supportive emails and telephone calls, depending on their progress. This ensures students have access to the resources needed to complete their studies.</p> <p>Matching needs is carefully managed with regard to online help or allowance for work placement timelines. ICS acknowledges and caters for a mixed student body – both those new to</p>

	learning and work and those already working. Care is taken with recruitment to ensure the learners have the ability and motivation for online learning and the 120 hours of work placement.
Conclusion:	Students are actively engaged in their learning. They are well supported by the technology, expert teaching and qualified staff available to them for their learning and wellbeing needs in an online environment.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ICS has one director who ensures organisational capability assisted by a business mentor and an educationalist on the governance team.</p> <p>Management is proactive in promotion and constant improvement, with a focus on the future. Innovation is at the forefront of strategic planning. This clarity of vision and purpose links well to organisational expertise and capability and the programmes offered. It should contribute to educational achievement and high standards in the New Zealand culinary industry.</p> <p>ICS has a strong teacher cohort, professionally qualified and experienced, who deliver the courses in areas appropriate to their expertise. They engage in ongoing professional development which is well supported by the PTE.</p> <p>ICS has a clear strategy around its future direction and planning for growth, with eventual delivery of relevant programmes to offshore students.⁵</p> <p>Many changes are evident to ensure the ongoing sustainability of the PTE, with innovation around developing new programmes, i.e. looking to start a chocolatier and patisserie programme.</p> <p>The recruitment and development of staff is effective. Staff are professionally qualified, experienced in the industry, and hold relevant assessor and teaching qualifications. Regular six-</p>

⁵ At the time of the EER, ICS had not delivered to any offshore international students.

	<p>monthly performance reviews determine any gaps in performance and identify any training needs required. Staff are valued and supported to professionally develop their teaching skills and abilities, with regular times organised to bring staff together for professional development and debriefs.</p> <p>Survey data is used effectively by management to analyse and support student achievement. Weekly chef instructor reports, monthly student update meetings and feedback from industry are analysed, resulting in actions being agreed and implemented as needed. Ongoing survey and feedback analysis has informed recent changes, improvements and planning.</p> <p>Discrepancy with TEC funding has been an issue that has resulted in enrolling more students than ICS was funded for, requiring better oversight of compliance by management.</p>
Conclusion:	<p>Management is proactive and has a clear purpose and direction that is well linked to industry. The PTE has the organisational expertise, well-qualified staff and plans to grow the organisation. More effective oversight of compliance will contribute to the growth plans.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Compliance accountabilities are generally managed well., As mentioned, there has been some discussion with the TEC around funding to ensure ongoing compliance for 2021.</p> <p>Management is responsible for oversight of compliance responsibilities. The current version of the programme is being offered as approved by NZQA. There is a sound awareness of teaching hours via a comprehensive database, and work placement is consistent with the approved programme. Overall, the required annual documents are submitted to NZQA in a timely manner.</p> <p>ICS is approved to enrol international students based offshore. If ICS intends to enrol internal students based offshore, additional processes will need to be put in place to ensure the PTE enrolls international students in line with this condition. This</p>

	<p>includes updating website information to clarify which programmes international students can enrol in and their entry requirements.</p> <p>A number of inconsistencies were noted by NZQA following the EER that relate to the clarity and accuracy of information supplied on the ICS web page, including English language testing and international student information.</p> <p>Compliance with health and safety requirements within course delivery and assessment is managed well through the online processes, with video links and ongoing observations.</p> <p>ICS has specific requirements for checking the suitability of work placement training, which provides assurance that workplaces are safe and suitable for learning.</p> <p>Moderation is completed and passed well. From engaging with City & Guilds for all required external moderation, ICS has moved to external moderation with UCOL. This is supported by effective internal moderation processes.</p>
<p>Conclusion:</p>	<p>Oversight of compliance is mostly managed well. Issues around an oversight and with regard to TEC funding is being addressed. The ICS website was not providing accurate and clear information – showing that better oversight of compliance in some areas was required.</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 Cookery (Level 4)

Performance:	Good
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 International Culinary Studio:

- Continue to review and update its website and student information to:
 - clarify which courses are, and are not, NZQA-recognised or accredited.
 - provide accurate information for international student enrolments, including English language entry requirements.

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 fraud⁶*
- *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.*

⁶ 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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