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# External Evaluation and Review Report

The New Zealand School of Food  
Hygiene Ltd

Date of report: 8 August 2022

# About The New Zealand School of Food Hygiene Ltd

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*The New Zealand School of Food Hygiene (trading as NSF International) provides training in food safety and the sale and supply of alcohol to food and beverage retail and manufacturing industries.*

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Type of organisation:	Private training establishment (PTE)
Location:	Ground Floor, 17 Rawene Road, Birkenhead Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 2,863 (258 equivalent full-time students)  Māori, 9 per cent; Pasifika, 7 per cent (data for the Food and Beverage level 2 programme only)  International: n/a
Number of staff:	Two full-time and seven part-time
TEO profile:	<a href="#">The New Zealand School of Food Hygiene Ltd</a> (provider page on NZQA website)  The New Zealand School of Food Hygiene is owned by a multinational corporation, NSF International, based in Michigan, USA. NSF International develops public health standards and certification programmes to protect food, water, consumer products and the environment globally. It monitors and supports the specialist consulting and training services offered in Aotearoa New Zealand.  A major focus for NSF is the contracted agreement to train staff and deliver some consultancy services for a major New Zealand supermarket chain, working closely with the organisation to deliver Age Restricted Goods courses and the New Zealand Certificate in Food or Beverage Processing (Level 2) [2735] under a subcontracting agreement with Competenz.

Last EER outcome:	At the previous EER, conducted in December 2017, NZQA was Highly Confident in The New Zealand School of Food Hygiene’s educational performance and Confident in their capability in self-assessment.
Scope of evaluation:	All Food Safety and Licence Controller Qualification training – design and delivery including Basic Certificate in Food Safety (Level 2) Training Scheme (116110) and New Zealand Certificate in Food or Beverage Processing (Level 2) [2735]
MoE number:	9232
NZQA reference:	C46089
Dates of virtual EER visit:	8 and 9 June 2022

# Summary of results

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*NSF is providing comprehensive training with highly valued outcomes and strong achievement supported by close tutor-learner relationships and relevant work-based learning tailored to learner contexts. Self-assessment practices are ongoing and effectively identify valued outcomes and areas to improve teaching and learning.*

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## **Highly Confident in educational performance**

- Achievement results indicate that most trainees gain the New Zealand Certificate in Food or Beverage Processing (Level 2), or complete the short course they enrol in.
- NSF is providing good and informative training which is necessary knowledge for trainees in their employment setting. Training is also important for the key stakeholder's compliance requirements and meeting the standards set out by the organisation's policies.

## **Highly Confident in capability in self-assessment**

- Trainers are professional and engaging in their teaching, as captured in trainee feedback, and they create an environment that is safe for trainees. The learning environment is appropriately set up for trainees' needs, both for face-to-face learning and online.
- Programme review is ongoing as stakeholder needs change, the content of courses is updated, and assessment amended to include any changes in business processes and/or legislation. External moderation across all four external moderators (Skills, Competenz, ServiceIQ and NZQA) indicate that assessments are meeting their standards.
- There is a strong focus on trainees gaining knowledge and understanding of the content for transfer to the workplace and long-term knowledge retention. Regular ongoing feedback is provided to the trainees and their managers. Feedback to trainees is comprehensive and helpful. Practical assessments provide further understanding of the standards the workplace requires.
- Management is highly supportive and innovative, with business decisions being considered with

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regard to trainee performance and stakeholders' ongoing changing needs. Academic leadership is strong and agile, with good responses to industry and trainees. The response to the pandemic has underlined this clearly.

- Compliance accountabilities are well managed.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Overall achievement is consistently high across all programmes, with most trainees successfully completing the various courses on offer between 2018 and 2021 (refer to Tables 1 and 2, Appendix 1). High achievement is also evident in the New Zealand Certificate in Food or Beverage Processing level 2<sup>2</sup>, with 85 per cent of trainees successfully completing in 2021. A total of 2457 trainees completed the non-formal Basic Food Safety short courses<sup>3</sup>, the Licence Controller Qualification<sup>4</sup>, and the Age Restricted Goods courses.</p> <p>A small number of trainees enrol and complete the VITAL 3 Allergen Training.<sup>5</sup> Rolling intakes for food and beverage, the largest programme delivered, are based on the number of staff put forward by the key stakeholder. In some cases, completions were negatively impacted by staff departures (refer to Fig 1 in Appendix 1).</p> <p>Achievement for all learner groups is relatively on par. Māori and Pasifika trainee groups have small participation numbers in the food and beverage programme, making up 9 per cent and 7 per cent of enrolments respectively; these groups are achieving similarly to other groups.</p> <p>Pre- and post-programme assessments using the literacy and numeracy assessment tool are prerequisites for the food and beverage programme. NSF has tracked these results which</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>2</sup> NSF has a subcontracting agreement with Competenz to deliver this programme on its behalf.

<sup>3</sup> Previously required by the Food Act 1981. This was replaced in 1 March 2016 with Food Act 2014 where staff no longer require a formal qualification to handle food.

<sup>4</sup> This qualification is required to become a duty manager and legally manage the service of alcohol on a licensed premise; it is closely overseen by Service IQ.

<sup>5</sup> Offered in association with the Allergan Bureau.

	<p>have shown an improvement year on year.<sup>6</sup> There is an opportunity to seek expertise to strengthen literacy and numeracy support (see Recommendations).</p> <p>Short course training is assessed in same-day workshops, with trainees not achieving if they leave or for some reason cannot take part in the assessment. These courses are delivered to individual learners either in person or online, with most enrolled trainees completing. The online Age Restricted Goods refresher course was developed in response to Covid-19 lockdowns to ensure continued training to maintain compliance requirements.</p> <p>Changes to food safety legislation and Covid-19 affected food safety short course enrolments, with a noticeable drop in 2019 and 2021. Vaccine mandates caused some attrition of staff from some businesses, and this has affected achievement rates in the food and beverage programme.</p>
<p>Conclusion:</p>	<p>Trainee achievement is consistently high across all programmes. NSF has effective processes to regularly monitor and review trainee progression and achievement. There is an opportunity to explore the extent of trainee support and how they could be further supported to continue the programme when leaving the workplace. Self-assessment is effective, although further analysis of trends will provide better understanding of the factors affecting achievement outcomes.</p>

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<sup>6</sup> The average reading score shifted 9.23 points over the past three years, and Māori and Pasifika learners showed above-average improvements (8.03). Numeracy increases have been 5.21 on average for the same period.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NSF has an ongoing training agreement with a key grocery retailer. A long history and regular interaction ensure ongoing awareness and an embedded training model which covers the knowledge and work ethic the stakeholder requires of its workforce. This relationship enables opportunities for continued customisation and relevance of the training which supports the stakeholder's compliance requirements and its custom safety focus.</p> <p>The value to grocery retail staff is in understanding their work and being specifically trained to correctly follow procedures and understand the requirements of food control plans<sup>7</sup> and safety considerations in the responsible sale of alcohol. Some remuneration benefits and increased responsibility and career progression are linked to training. Trainees attest to gaining a sense of pride in their achievements, learning to be safe when working under challenging circumstances, learning about working in other departments, and gaining the confidence to lead their own teams. This training is a prerequisite for staff gaining promotions.</p> <p>Insights gained from NSF's other consultancy services, such as food complaints and mystery shopping compliance, have shown positive outcomes for the grocery retailer, with currently zero food complaints and a significant drop in internal non-conformance to the sale of liquor requirements. These positive results can be attributed to the food and beverage training. This not only provides confidence for the grocery company in meeting compliance, but also ensures consumer safety.</p> <p>Trainees who complete the food and beverage programme show improved literacy and numeracy. While this is not a formal part of the programme, improved literacy and numeracy can be considered an added benefit and value of the training.</p>
Conclusion:	<b>The value of outcomes for trainees and key stakeholders is high. NSF has highly effective industry engagement and review</b>

<sup>7</sup> Food Act (2014) and Sale and Supply of Alcohol Act (2012) are legislative requirements for businesses involved in the preparation of food and sale of alcohol in New Zealand.

	processes which ensure programmes are relevant and meet trainee, employer and community needs.
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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:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Age Restricted Goods refresher programme was developed to be self-paced online delivery, as requested by the key stakeholder, to reduce training time and time away from the workplace. Specific training is often tailored to and adapted for clients in the industry. Short courses are also delivered in small groups to individual trainees, either online or in person.</p> <p>Trainees receive highly contextualised theory and on-job training, which is supplemented with a more intensive formal qualification. This creates an opportunity for trainees to deepen their understanding to ensure lasting retention of knowledge and practice. This is a good example of strong educational practice.</p> <p>Regular internal audits and mystery shopping conducted by other divisions of the business highlight the key areas of non-conformance within the food manufacturing industry and retail sector. This provides a focus regarding the currency of training and allows for an ongoing relationship with trainees via their employer, as well as communication and needs assessment directly with the employer.</p> <p>Continuous client, learner and team feedback all contribute to decisions made during the review of training delivery and assessment processes. Analysis of data related to weaknesses or any gaps in processes informs improvement and changes to teaching and assessment practice. There was clear evidence that this was the case.</p> <p>Online and in-class training materials support interesting and engaging learning experiences, showing NSF's growing capability to deliver effective blended learning to meet clients' and trainees' needs during the Covid-19 pandemic. The PTE has – like many others – developed considerable blended and online learning capability as a response to pandemic conditions.</p>

	<p>Programme review is ongoing (often prompted by client operational issues) and involves the training manager working with trainers to review courses and update programme content or training delivery methods to match stakeholder and trainee needs. This review includes consideration of content, language suitability for trainee learning, and regulatory requirements such as the Food Act, Sale and Supply of Alcohol and other relevant legislation to be met.<sup>8</sup></p> <p>Trainers are suitably qualified and experienced to deliver the content. Ongoing professional development allows trainers to develop in their areas of expertise and interest and maintain currency to better inform teaching and assessment practice. Teaching staff also regularly interact with colleagues from other business units involved in the regulatory and food safety consulting business.</p> <p>External moderation by NZQA (meeting moderation requirements for all unit standards moderated for three consecutive years), Skills, Competenz and ServiceIQ have confirmed that assessments are meeting the standards required. External moderation supplements the internal policy requirement that 10 per cent of assessments be check-marked by the training manager. NSF has engaged the assistance of a quality assurance contractor to advise on matters of assessment and moderation and ensure ongoing improvements. This has been useful and has had a positive impact.</p> <p>Close monitoring and sound assessment practices by trainers ensure valid and fair assessment practices. An example was an issue of cheating in assessments. This was identified by the tutors and led to engagement with the employer and measures taken to remediate the situation across the client organisation. The relevant trainees were required to be reassessed.</p>
<p>Conclusion:</p>	<p>Comprehensive processes are in place for programme review and teaching and assessment practice. Programme content and delivery are continually adapted to align well with trainee and stakeholder needs. Continuous improvement is informed by regular stakeholder and trainee feedback.</p>

<sup>8</sup> For example, the need for rapid change to some training advice after attacks on staff due to the mask mandate.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NSF provides an inclusive and welcoming environment, with capable trainers who are adept at seeking to understand each trainee's starting point and any learning barriers, and offering ongoing, appropriate support. The pre-course assessment on trainees' numeracy and literacy levels provides an understanding of trainee needs and prepares trainees for success.</p> <p>The trainers focus on putting trainees at ease, with specific interventions used to minimise barriers to learning. Most recently, this involved facilitating training with simultaneous New Zealand sign language. Trainers provide comprehensive feedback which trainees attest to being helpful and supportive, with trainer assistance provided during as well as after training. NSF developed an interactive online tool to provide a practical and stimulating learning experience which has been helpful to trainees completing the online Age Restricted Goods courses. Training staff analyse trainee feedback regularly to ensure that training and support are effective.</p> <p>The practical assessments are aligned to workplace requirements and provide further understanding of workplace standards. Extensive assessor feedback helps trainees confirm their understanding and improves performance in the workplace.</p> <p>NSF uses trainee surveys to understand trainees' confidence in and satisfaction with the training provided. A review of survey responses indicated some limited commentary, and NSF is seeking ways to gain more qualitative data. Regular monitoring of survey information, together with regular stakeholder meetings with key personnel, informs ongoing self-assessment.</p> <p>All staff are supported and receive ongoing training to continue providing excellent pastoral care.</p>
Conclusion:	NSF provides a highly engaging learning environment that is trainee focussed. Teaching and administrative staff provide highly effective academic and pastoral support. This is shown in trainee and stakeholder feedback and also in trainees' success rates.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NSF is positioned well as a leading niche PTE in safe food handling and related areas, operating under the guidance of NSF International. Regular meetings and numerous other points of interaction enable NSF International to have clear oversight of the New Zealand operation, with the purpose and direction aligned to provide a significant scale of expertise and resources. The annual plans and management structure ensure that goals are understood and are a point of focus to support management and staff. The regional director for NSF New Zealand and Australia also holds the lead for training across the Asia-Pacific region, which further strengthens the organisational direction.</p> <p>Governance and management are proactively involved in setting the PTE's strategic goals. NSF is seeking IACET Accreditation<sup>9</sup>, implementation of a common learner management system, and an automated trainee feedback system to enable more streamlined reporting. Academic leadership is strong and effective, with good oversight of activities; decisions are informed by data analysis and feedback from staff and stakeholders.</p> <p>Growth in administration staffing and the delineation of roles within that group was a response to listening to stakeholder needs and adapting to the growing demands of operational activities. The changes in personnel have ensured a national coverage, with team members in Auckland, Christchurch and Wellington. Suitably experienced and qualified teaching staff are involved in decision making and have the support of management for professional development and maintaining currency.</p>
Conclusion:	Management is proactive and future proofing the organisation, with evidence of a range of positive changes to procedures and staff in response to stakeholder needs. Leadership demonstrates flexibility and data is used to provide effective leadership, updated resources and responsive training.

<sup>9</sup> IACET offers a globally recognised credential for quality in continuing education.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>NSF has effective processes for managing its compliance, with compliance tasks and obligations the responsibility of the training manager.</p> <p>Key compliance accountabilities are managed well, with the organisation submitting annual attestations and credit reporting to NZQA in a timely manner. Participation in external moderation activities with Skills, Competenz, Service IQ and NZQA have reported acceptable outcomes.</p> <p>Management and staff are well informed about the Code of Practice.<sup>10</sup> A thorough review and gap analysis of the Code of Practice 2021 identified areas to improve current practices and create reasonable wellbeing and safety goals for the NSF context. Additional professional development in relation to the health and wellbeing of trainees has been identified through the comprehensive review (see Recommendations).</p>
Conclusion:	NSF uses effective processes to manage compliance accountabilities consistently. No compliance concerns were identified during the evaluation.

<sup>10</sup> The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

## Focus areas

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

### 2.1 Focus area: All Food Safety and Licence Controller Qualification training – design and delivery

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 The New Zealand School of Food Hygiene Ltd:

- Explore the extent of trainee attrition and how they could be supported to continue the programme when leaving the workplace.
- Gain some expertise in ensuring literacy and numeracy material is further embedded to meet learner needs and prepare trainees adequately for achievement.
- Consider focus groups as an alternate method of collecting qualitative feedback from trainees.
- Involve staff in the relevant Mental Health 101 training for the mental health and wellbeing of trainees to better support educational practices.

## 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.*

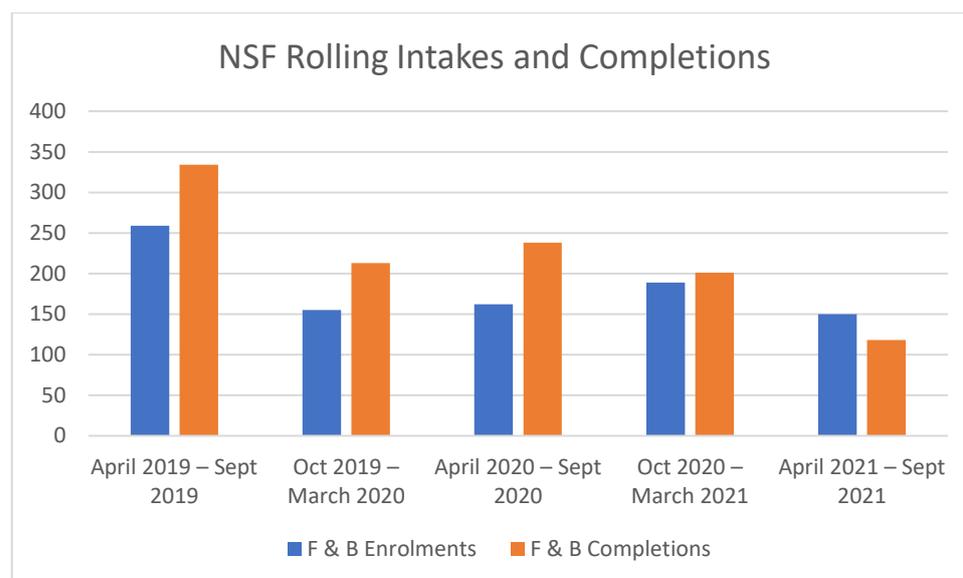
There are no requirements arising from the external evaluation and review.

# Appendix 1

**Table 1. New Zealand Certificate in Food or Beverage Processing (Level 2) 2021 (source: supplied by NSF)**

New Zealand Certificate in Food or Beverage Processing (Level 2)	Enrolments	Completions	Withdrawals
	406	345	43

**Figure 1. New Zealand Certificate in Food or Beverage Processing (Level 2) April 2019-September 2021 (source: supplied by NSF)**



**Table 2. Short course enrolments 2018-21 (source: supplied by NSF)**

	Basic Food Safety	Licence Controller Qualification	Age Restricted Goods
2018	155	82	1492
2019	55	142	2336
2020	171	198	1943
2021	112	467	1878

# 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 fraud<sup>11</sup>*
- *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.*

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<sup>11</sup> 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](http://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/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)