

Qualification Title: New Zealand Certificate in Cookery (Level 3)

Qualification number: 2100

Date of review: 1 September 2016

Final decision on consistency of the qualification: National Consistency is Confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who:

- Work safely, with limited supervision in a cookery environment *and*
- Work collaboratively, communicate effectively and behave in a professional manner *and*
- Understand and follow health and safety and food hygiene processes *and*
- Can apply fundamental chef skills to prepare, cook and present a range of basic dishes in a commercial kitchen.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
Academy New Zealand	Sufficient
Ara Institute of Canterbury	Sufficient
Eastern Institute of Technology (EIT)	Sufficient
New Zealand School of Food and Wine Limited	Sufficient
Northland Polytechnic	Sufficient
ServiceIQ (Provider rep)	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Manukau Institute of Technology (MIT)	Sufficient
Wellington Institute of Technology	Sufficient
Western Institute of Technology at Taranaki	Sufficient

Introduction

The NZ Certificate in Cookery Level 3 is a 60 credit qualification designed to provide for those individuals who are employed or will be employed as chefs in junior positions, a qualification that will support their employment opportunities in a commercial kitchen. The qualification may be delivered pre-trade or to those already working in the hospitality industry. Graduates may obtain employment as chefs in junior positions producing basic dishes in a professional kitchen or progress to the New Zealand Certificate in Cookery (Level 4) [Ref: 2107].

Evidence

The TEOs provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were (p10 NZQA consistency guidelines):

- The nature, quality and integrity of the evidence presented by TEO
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the TEO can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification

Evidence provided included:

- Records of feedback from employers and students on work placement, confirming that the programme had provided students with a range of skills appropriate to an entry level role in the cookery industry. Anecdotal records from lecturers for the programme who had visited employers and students in work-placement to ascertain how well the training programme had prepared students for their role and to identify any potential gaps in the training. The evidence indicated that all of the employers visited were positive about this programme and the work readiness of graduates. However, this evidence would have been more convincing if the feedback requested from employers had been better aligned to the elements of the graduate profile
- End user data – both employment and education. For those TEOs that had graduates who had moved to higher study, most had sought feedback on their graduates from the tutors they were now working with. For some TEOs this evidence was informal and anecdotal although it did indicate that graduates were coping at the higher levels. This evidence is most convincing when it specifically addressed the component parts of the graduate profile. For example, feedback from one pathway tutor noted “I have found these students to be at the required level ready to start Level 4. Their skills were noticeably more advanced than those entering directly onto the Level 4 programme.”
- Verification by the New Zealand Defence Forces that graduates who were employed in the New Zealand armed services demonstrated improved skills and knowledge consistent with the graduate profile.
- Feedback from graduates. In general, graduate survey response rates were low. Those graduates who did respond indicated that they felt work ready and had acquired useful skills and knowledge. However, this evidence would have been

more convincing if the feedback requested from graduates had been better aligned to the elements of the graduate profile.

- Evidence of relevant real world experience, including work placements; work in training restaurants; catering for public events at a marae; banquets and competition participation.
- Self-evaluation which included programme evaluation reports, moderation etc.
- Capstone assessments which assessed some or all of the graduate profile.

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Evidence presented before, at and subsequent to, the review meeting demonstrated that the graduates match the graduate outcomes. Although much of the evidence presented strongly supported consistency, the quality and validity of evidence was variable in some cases.

Examples of good practice

- Several providers provided detailed annual programme evaluation reports which are standard practice for every programme at their TEOs. The reports provided a good reflection and analysis of programme performance and outcomes which had been informed by staff, learners and other stakeholders.
- Some providers had aligned graduate and employer surveys to the outcome statements in the graduate profile which makes it easy to establish consistency.
- One provider had scheduled work placement near the end of the programme which included assessment that was directly aligned to the graduate profile.
- Several providers gave evidence of capstone assessments which were well aligned to the graduate profile.
- The tracking of graduates through their study at level 4 to determine how well they had been prepared for further study at this level.

Issues and concerns

- Low response rates from some of the feedback/surveys and bring into question their validity and reliability. Although anecdotal evidence is valuable, triangulation with wider evidence will improve validity.
- It was concerning that a small number of providers had undertaken little or no external moderation of assessments leading to this qualification. Future reviews would be strengthened by the addition of external post-assessment moderation reports.
- Several providers presented extensive evidence of outstanding achievement, eg awards and completions won which while in itself is commendable, did not necessarily pertain to level 3 graduates.