

Qualification Title: New Zealand Certificate in Food and Beverage Service (Level 3) with strands in Café Service, Bar Services, Restaurant Services, Buffet Services, Functions Services, Barista, and Quick Service Restaurants Services

Qualification number: 2104

Date of review: 4 May 2021

This report refers to graduates awarded this qualification between **January 2017 and December 2020**

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 are competent employees for the food and beverage sector and/or are prepared for further study.

They are able to:

- Apply health and safety, food safety and security practices to ensure own safety and minimise potential hazards when serving customers.
- Communicate effectively when serving customers and behave in a professional manner with colleagues, managers and customers.
- Follow standard operating procedures to deal with familiar problems in a hospitality establishment.
- Provide specialised food and beverage service as specified by their chosen strand, or strands.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
6006	Ara Institute of Technology Ltd	Sufficient
8661	New Zealand Management Academies Ltd trading as NZ Management; and The Culinary Collective; and NZ Institute of Sport; NZ College of Massage	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
8530	Auckland Institute of Studies Ltd	Sufficient
6007	Eastern Institute of Technology Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
9964	People Potential Ltd	Sufficient
7391	EmployNZ Ltd	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient

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6008	Wellington Institute of Technology Ltd	Sufficient
6014	Whitireia Community Polytechnic Ltd	Sufficient
7502	Ignite Colleges Ltd	Sufficient
6011	Nelson Marlborough Institute of Technology Ltd	Sufficient
6012	Northland Polytechnic Ltd	Sufficient
6015	Southern Institute of Technology Ltd	Sufficient
8252	MSL Training Ltd	Sufficient
6024	Tai Poutini Polytechnic Ltd	Sufficient
8644	Crown Institute of Studies	Sufficient
9068	Service IQ	Sufficient
6017	Western Institute of Technology at Taranaki Ltd	Sufficient
9328	Skills Update Training and Education Centre	Sufficient
6009	Universal College of Learning Ltd	Sufficient
6019	Waikato Institute of Technology Ltd	Sufficient

Introduction

The purpose of this Level 3, 40 credit qualification, is to provide competent employees for the food and beverage sector. Graduates are able to work as service personnel in cafes and unlicensed restaurants, bars or clubs, restaurants providing table and/or buffet services, establishments catering in-house functions, or baristas in hospitality establishments. Graduates are also prepared to work as a crew member in a quick service restaurant. The strands in this qualification allow graduates to specialise in an area of food and beverage service.

The qualification aims to establish standards of professional practice for basic service that can provide customers with confidence in a range of hospitality establishments.

This qualification leads to the New Zealand Certificate in Food and Beverage Service (Level 4) [Ref:2105] with strands in Restaurant Services and Quick Service Restaurant Services, or into other service-related fields of study.

The qualification was developed in 2013 (version 1) by Service IQ in collaboration with the food and beverage sector and education organisations. A review was held in 2020 and resulted in the qualification being updated to version 2. This is the second consistency review for version 1 of the qualification. The first consistency event was held in November 2017 and resulted in national consistency of the qualification being confirmed.

There were 23 education organisations with graduates from the programmes of study, or industry training, leading to the award of this qualification. These organisations had a total of 12,278 graduates over the reporting period.

The consistency review was held over two days through a series of video-conference meetings, and was attended by representatives of the education organisations, a Service IQ

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qualification developer representative, and an observer from the Quality Assurance Division of NZQA.

Evidence

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

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- 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 education organisation 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.

The evidence included:

- Confirmation that each education organisation had a coherent programme of study or programme of industry training, which ensured that programme components led to the graduate profile.
- Evidence that realistic food and beverage environments were used to support the learning and application of practical skills.
- Internal and external moderation evidence that assured the programme was assessed at an appropriate level, and assessment was valid.
- Feedback from graduates and employers, confirming that the programme had provided graduates with a range of skills aligned to the graduate profile and appropriate to the strand of the qualification.
- Feedback from next-level tutors confirming the programme had prepared graduates for further study.
- Destination data, including employment and education.

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

Education organisations submitted a range of evidence that in most cases could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold.

The education organisations provided good evidence related to their approved programmes of study or industry training and how the module and, or unit standard learning outcomes were mapped against the qualification graduate profile outcomes (including the strand outcomes), and to the assessment activities. During the programmes, learners were either undertaking industry training, or were provided with real world environments, such as training kitchens, cafes and restaurants, to practice and demonstrate their competency in a workplace environment.

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Moderation evidence was variable. Some education organisations provided evidence and descriptions of their moderation plans and processes, while others included clear summaries of moderation results, and the actions taken to improve assessments and assessor practices. Some providers supplied comprehensive moderation evidence which was persuasive, demonstrating the validity of assessment outcomes, and supporting claims that graduates had met graduate outcomes consistently. In the cases where moderation processes had not been robustly applied, the education organisations acknowledged this as a gap, and indicated how they would be strengthening this critical quality assurance mechanism going forward.

Destination data, for those graduates who were able to be contacted, or had been tracked, showed they were working in roles that required the application of skills and knowledge required by the graduate profile, had progressed in their careers (industry training graduates) were studying in the next level qualification, or had moved into study in another field. Education organisations reported that the pandemic had impacted on recent graduates' employment opportunities.

Graduate and employer survey results and feedback, where provided, generally confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. Some education organisations had low response rates to surveys (or other data collection methodologies) from graduates and employers and this impacted on the validity of results and the value of this evidence to support consistency of graduate outcomes. Collecting feedback from graduates and employers, and the timing of this, continues to present challenges. Education organisations need to have systems in place to ensure each cohort of graduates and the next-users, are contacted and feedback sought from them that can be used to understand the consistency of graduate outcomes and to improve programme design and delivery.

Feedback from next-level tutors for graduates who had progressed to the next level qualification in the food and beverage areas confirmed that graduates were well prepared for the study programme.

The stronger submissions analysed, interpreted and triangulated their evidence and made clear and convincing arguments for how well each evidence source and the evidence, taken as a whole had shown the graduates were demonstrating the graduate profile outcomes.

Overall, the self-assessment and supporting evidence supplied by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

N/A

Examples of good practice

At the review meetings the most effective presentations were concise and spoke directly to the evaluation question, demonstrated how their evidence supported their claims that graduates met the graduate profile outcomes.

Those education organisations who use a range of methods to keep in touch with their graduates, including social media platforms, have a more in-depth understanding of their pathways and their competency in the application of the qualification's profile outcomes.

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Recommendations to Qualification Developer

The qualification developer participated in the consistency review and took the time to explain the review process that has resulted in version 2 of the qualification being listed on the framework. There were no recommendations in relation to the qualification.

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