

Qualification Title: New Zealand Certificate in Food and Beverage Service (Level 4) with strands in Restaurant Services and Quick Service Restaurants Services

Qualification number: 2105

Dates of review: 14 and 15 May 2018

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of the graduate being able to:

- Be a competent food and beverage employee with advanced skills working according to legislative requirements.

Restaurant Services Strand:

- Be a competent employee who is able to work as a food and beverage server, demonstrating the ability to monitor and maintain* service in hospitality environments.

Quick Service Restaurants Services Strand:

- Be a competent employee who can work as a shift supervisor in a quick service restaurant, demonstrating the ability to monitor and maintain* production and customer and service requirements for quick service shifts.

*monitor and maintain– *In this context means the graduates have an influence on the successful operation of a functional area or team – without any formal line of reporting- refer to definition in u/s 27961.*

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
Service IQ	Sufficient
ARA Institute of Canterbury	Sufficient
Wellington Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Universal College of Learning	Sufficient
Eastern Institute of Technology	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Northland Polytechnic	Sufficient
Waikato Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
New Zealand Institute of Education	Sufficient
New Zealand Management Academies	Sufficient
New Zealand School of Food and Wine	Sufficient
Manukau Institute of Technology	Sufficient
Whitireia Community Polytechnic	Sufficient
Ignite Colleges	Sufficient
Global Education Group Limited (North Shore International Academy)	Sufficient

2105 - New Zealand Certificate in Food and Beverage (Level 4) with strands in Restaurant Services, and Quick Service Restaurants Services

Introduction

The purpose of this qualification is to provide food servers with advanced skills who can monitor and maintain food and beverage operations, in a broad range of food and beverage service outlets and to provide those individuals who are employed as food servers. This qualification offers a credential that will enhance their employment opportunities across a range of establishments in the hospitality sector.

At the end of the timeframe selected for this review there were 17 tertiary education organisations who had awarded the qualification to 1,426 graduates between 2014 and the end of 2017. Graduates had been trained and assessed in the workplace or in a 'real world' hospitality environment (café, hotel front office). In most cases some workplace work was done within the education organisation itself.

Consistency review meetings were held in Wellington and Auckland on consecutive days. A representative of the ServiceIQ also attended the review meeting as the qualification developer.

Evidence

The review meetings did identify what evidence would be required to ensure that organisations could demonstrate that their graduates met the graduate outcomes at the appropriate level. The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes. They presented data to demonstrate their graduates were in employment at the time they completed their qualification or in pathways of relevant study. A significant number were still employed at the time of the review.

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

Evidence presented for the review:

Evidence provided by most of the education organisations before and after the review includes mapping of their programmes to the graduate outcomes and unit standards/modules, their own internal reviews, graduate skills test assessments, graduate destination data collection, graduate and employer feedback surveys, industry engagement, internal and some external moderation outcomes. All organisations included some form of real-world context to provide authentic practice and assessment in the delivery of the programme.

The evidence provided attests to the fitness for purpose of the programmes and gives confidence that successful completion should result in the achievement of the graduate outcomes.

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

Key components identified were:

Programme related evidence: The programme and the course design and mapping of graduate profile outcomes to learning outcomes and assessment evidence collection against the relevant qualification outcomes gives a high-level confidence that the training and evidence collection is relevant and aligns well.

End user feedback (employer, pathway tutors, and graduates): Evidence presented on the day revealed that education organisations are working to a consistent standard with stakeholder support, to achieve an acceptable standard and ensure graduate outcomes are met.

Internal and external moderation: good evidence of internal and external moderation confirm that assessments are at the correct level, programme context and learning outcome focus thus supporting the programme delivery and assessment with the requirements of the graduate profile. External moderation occurs amongst many of the education organisations where programmes are reviewed, and best practice assessment is discussed.

Industry feedback on training and graduates: There was evidence from the majority of education organisations that they were gaining evidence of graduate profile outcomes in their surveys. The education organisations presented evidence that they are producing graduates who are work ready and who have a broad range of skills and experiences. Many graduates have taken the supervisory training gained on the programme and used it to progress to supervisory roles in the industry.

Destinational related evidence: Graduate Destination data shows that a good proportion of graduates remain in employment.

Real World Context: Workplace and graduate destination data shows that authentic practice is undertaken in workplaces or work placement and a good proportion of graduates remain in study or gain employment as a result.

Many students completed US 4646 and US 16705, the two unit standards required for the Licence Controllers Certificate (LCQ). The students were required to apply the principles of the safe sale and supply of alcohol when operating in any function where alcohol was involved.

Overall this evidence makes this a convincing case to demonstrate that the graduates match the graduate outcomes at the appropriate threshold.

Good Practice

Many education organisations have added Liquor licencing to the units gained with allows the graduate to apply beverage service practices. These link to the graduate profile outcome to monitor and maintain legislative compliance.

One education organisation ensured the programme reflects the values of manaakitanga and whanaungatanga as these are considered essential attributes for the hospitality industry and the region/communities of the organisation.

Special Focus

Two strands are noted in the qualification and the threshold discussed reflect the special focus of each strand.

Issues and concerns

There was some discussion as to what was meant by monitor and maintain in the context of this qualification. This led to the definition being outlined in the unit standards 27961 which notes *'Monitor and maintain in the context of this unit standard means to have an influence on the successful operation of a functional area or team without necessarily any formal line reporting authority. It covers the responsibility of a team member to support and possibly*

guide their colleagues to ensure collective outcomes are met. It would involve being watchful for potential or actual issues or problems and taking some responsibility for ensuring they are addressed in line with establishment requirements.' being the groups view of monitoring and maintaining in this context.

Recommendations to Qualification Developer

No specific recommendations noted.

Final consistency review report

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