

Longlas Limited Trading as Innovative Hospitality offers LCQ and Food Safety courses using NZQA Unit Standards

- 4646 Demonstrate Understanding of the Sale and Supply of Alcohol Act 2012
- 16705 Demonstrate Understanding of Host Responsibility in a licensed premise
- 167 Practice Food Safety methods in a food business under supervision
- 168 Food Contamination Hazards & Control Methods in a food business

These courses are delivered in both face to face and in a self-paced online or correspondence format.

66% Most of our learners are put on to our courses through their employers. 34% are individuals who are looking for employment or starting a business.

All our students are adults.

We have three approved contractors so that is in total 5 tutors across the country. All have 4098 assessor qualifications and most have the New Zealand Certificate in Adult Education and Training.

Our courses last between 5 hours and 8 hours in which students complete their assessments for the relevant standard they are obtaining.

We use a variety of learning techniques including oral, visual and written tools, experiential exercises and recognition of prior experience.

In the delivery of lessons to meet the NZQA unit standard we aim to create a fully inclusive learning environment. The techniques we use are:

- Andragogy – our learners are adults
- Recognition and activation of prior knowledge
- Guided Reading
- Experiential Learning
- Flipped Learning
- Collaborative Learning
- Literacy and Numeracy Exercises where necessary

'A fully inclusive learning environment'

We contact each learner on registration to find out who they are, their purpose in coming to the course, any learning challenges, any language needs, any other support they will require. To date I have trained persons with hearing problems coming with a sign language interpreter, Maori City Mission staff and 'customers', refugee learners from Burma, Colombia, Sri Lanka and Middle East, Pacifica and Māori child care and aged care workers, gender diverse individuals. We have delivered the lessons to those with dyslexia and dyspraxia. We have worked with interpreters and whanau support.

Other inclusive practices are that our tutors contact each person quietly on their arrival, and before each lesson to check in and see if they have any concerns or need any assistance.

Our visual aids and posters show individuals of different ethnicity and our presentation does too. I ensure we talk about different cultures and experiences in each lesson.

Andragogy

Our learners are all adults who are doing this for their work and career advancement. They are motivated through relevance to their work, their experience is highly relevant. I make specific comment that 'this not school, we are all adults, if you need to use the facilities, grab a tea coffee or water, or take a call do so! The lesson delivery includes opportunities for their own experience to be celebrated.

Recognition of prior knowledge

For Food Safety 167 and 168 all my learners are working in food related roles, many have been family providers of food. In the first lesson and in each following one – a specific set of questions are asked to elicit prior knowledge and experience.

For LCQ 4646 16705 all our learners are practitioners in the hospitality or related sectors. Most have significant experience in the subject and bring with them many stories and experiences that are relevant to the learning.

Guided Reading

As the evidence needed for NZQA Unit Standard Resulting is the assessment completed and as the test in open book – in Lesson 1 I set up a session where we look at the Assessment Questions, identify the page in the student resource book with the relevant passages and images and get the team to read it with a view to answering the assessment question.

Experiential Learning

We use experiential learning technique to a large extent in the delivery of lessons 1 Food Safety risks, 2 Cross Contamination and 3 Temperature Management. We actually 'deliver food' and get the team to check it and temperature check it and tell us what they should do with it. We have designed simulation and practical exercises for cross contamination, learners actually cook food to take its temperatures.

In an LCQ course we ask learners to actually place the required signs for different types of licences, perform role plays and review situations in groups for the correct legal interpretation.

Flipped Learning

We do an exercise where a video is reviewed and then the learners work collaboratively to identify the issues seen and what should be done differently.

Collaborative Learning

In food safety lessons 2 Cross Contamination, 3 temperature management and 4 Food Control Plans learners work in pairs and groups to complete practical and written exercises.

In LCQ they work in groups and pairs to consider situations and apply the requirements.

Literacy and Numeracy Exercises where necessary

In each of the courses there is a need for literacy or numeracy exercises. The need is based on the use of specific terms and their meanings. In Lesson 3 temperature management the numeracy exercise is about temperatures – negative and positive, Celsius and Fahrenheit and reading

temperatures on a screen. When doing these exercises, I first thought not necessary how it is surprising actually how different people understand differently and I now see it as crucial to ensure shared understanding of words. The numeracy exercise in Lesson 3 is critical as otherwise learners would not be able to complete their assessments correctly.

In an LCQ there are specific words that mean something in the act different from their day to day meaning. We identify these and ensure each learner understands the use in the LCQ language. We do an experiential use with glasses and pouring standard drinks.

Learner Responses

Learner responses are gathered through formal feedback forms for each lesson and we have also undertaken self-assessment through surveys.

Overall, the feedback is extremely positive. The only theme that arises is a slightly less happiness with the workbooks and assessments that we use and are required to use as an NZQA accredited agency produced by ServiceIQ. Also, as evidence of learning for NZQA is required to be written by hand some students complain of sore hands after writing so much.

Feedback is requested on the Assessment Process, the explanation of the process, discussions and support from the Assessor (before during and after), workbooks and written exercises and whether the assessor was

We ask every learner to complete the following feedback form at the end of every lesson.

	5	4	3	2	1	N A
I was comfortable in the course environment?						
I was welcomed and personally engaged?	5	4	3	2	1	N A
I understood what I am here to learn and what I will be assessed on	5	4	3	2	1	N A
Course resources and work books were appropriate.	5	4	3	2	1	N A
Course timings were clear	5	4	3	2	1	N A
The tutor helped when I needed it	5	4	3	2	1	N A
The tutor gave me helpful feedback	5	4	3	2	1	N A
I was treated fairly and with understanding regardless of ethnicity, gender, background.	5	4	3	2	1	N A
My personal learning needs were listened to and help offered	5	4	3	2	1	N A
Special words and terms were explained and clarified.	5	4	3	2	1	N A

The course was relevant to my employment or goals	5	4	3	2	1	N A
I was able to engage and ask my questions	5	4	3	2	1	N A
I am confident I have the learning and resources to help in obtaining my ongoing qualifications.	5	4	3	2	1	N A

To help us improve delivery - Any thing you'd like to add? Here or over the page

2022 self-assessment

In 2022 we delivered courses to date we have 353 students in Auckland Wellington Hawkes Bay, Manawatu, Horowhenua.

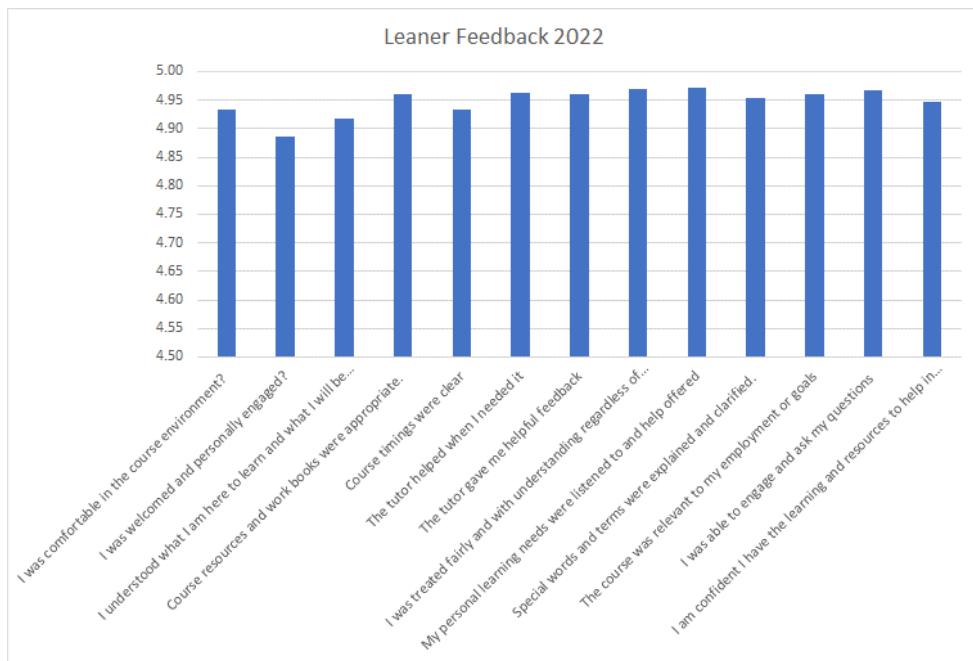
Our learners are Maori (16%) from pacific nations (2%) New Zealand Pakeha (43%) European (11%) Indian (10%), Asian (11%) and other international (7%). They are diverse from a socio-economic basis, gender identity, spirituality perspective. We also specifically offer pro bono courses to refugees. Another factor that affects some of our learners is learning difficulties such as hearing problems, dyspraxia and dyslexia. They range from young at 19 to our oldest being 75 with an average age of 30 and mean age 28. This broad and diverse mix of learners makes for interesting and challenging engagements in any one course.

We completed a gap analysis by each of our tutors. Against the code for domestic students Outcomes 1-5 (we do not offer any accommodation or international funded students)

Our gap analysis is attached to this self-assessment document and shows that we are compliant against all outcomes.

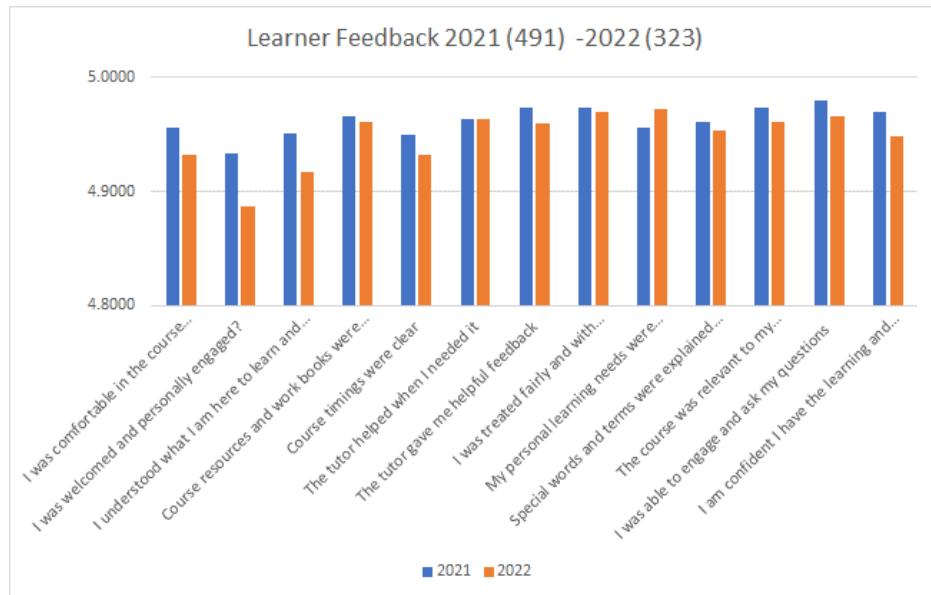
MAKE SENSE			
Outcome	COMPLIANT	GAP In evidence	GAP In Practice
Outcome 1: A safe and supportive learning environment	Yes	None	None
Outcome 2: Assistance for students to meet their basic needs	Yes	None	None
Outcome 3: Physical and mental health of students	Yes	None	None
Outcome 4: Progress and personal development of students	Yes	None	None
Outcome 5: Inclusive learning environment	Yes	None	None

For 2022 we analysed all feed- back received with the following results. As this chart shows we are in the top 1 percent on all factors. If we were to look at where small improvements could be made in the personal welcome on the day and personal needs.



We have reviewed feedback between 2021 and 2022 to date. Overall, there appears to be small drops in level for 2022. Our team got together and we reviewed results across each tutor. There is not one element that stands out. We all believe that the current issues in the economy and the challenges for everyone are reflecting in our feedback. This what our students are expressing to us in courses.

2022	2021	Trend
4.93	4.97 Dean	-3%
4.94	4.94 Greg	0%
4.96	5.00 Morna	-4%
4.96	4.97 Sarah	-1%
4.95	4.96 total	-1%



We also interpreted all the feedback comments into a word cloud for presentation.



Tertiary Evaluation Indicators				
Outcome indicators Achievement & Outcomes	Programmes match needs	Student engagement	Process indicators Governance & Management	Compliance
These indicators are relevant to: 1. How well do students achieve? 2. What is the value of the outcomes for key stakeholders, including students?	These indicators are relevant to: 3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	These indicators are relevant to: 4. How effectively are students supported and involved in their learning?	These indicators are relevant to: 5. How effective are governance and management at supporting educational achievement?	These indicators are relevant to: 6. How effectively are important compliance accountabilities managed?
Students acquire useful skills and knowledge and develop their cognitive abilities.	Programmes maintain relevance to stakeholders and communities.	Student learning goals are well understood.	Organisational purpose and direction is clear.	Policies and practices are legal and ethical.
Students complete courses and/or gain qualifications.	Programmes are regularly reviewed and updated to meet existing and emerging needs of students and stakeholders.	Comprehensive and timely study information and advice is provided to assist students pursue their chosen pathways.	Organisational academic leadership is effective.	The TEO has effective compliance management processes.
Students gain relevant employment and/or engage successfully with further study.	Learning environments are planned and structured for the benefit and needs of students.	Responses to the well-being needs of students are appropriate.	Sufficient resources are allocated to support learning, teaching and research.	Relevant legislation, rules and regulations are complied with.
Students apply new skills and knowledge and contribute positively to their local and wider communities.	Academic standards and integrity are maintained.	The learning environment is inclusive.	Data analysis is used effectively throughout the organisation.	
Students improve their well-being and enhance their abilities and attributes.	Learning activities and resources are effective in engaging students.	Policies and procedures minimise barriers to learning.	Recruitment and development of staff is effective.	
Communities' and iwi bodies of knowledge are created, developed, and advanced.	Key stakeholders, including students are clearly identified and engagement is appropriate and ongoing.	Students have opportunities to apply knowledge and skills in a variety of contexts.	Staff are valued.	
	Assessment is fair, valid, consistent and appropriate.	Students are supported to establish effective social and academic support networks.	The education organisation anticipates and responds effectively to change.	
	Assessment provides students and teachers with useful feedback on progress.	Students are provided with useful and timely feedback on their progress.	Innovation, responsiveness and continuity are balanced.	
	Learning activities and assessment tasks are purposefully aligned with learning outcomes.		The TEO operates a sustainable business model, which is aligned to its educational purpose.	
Self-assessment is comprehensive and effective.				

Professional Development

In 2021 both principals completed the New Zealand Certificate in Adult Education and Training. One completed the New Zealand Certificate in Adult Literacy and Numeracy. The team has continued to attend NZQA webinars on Code, Moderation and Self-Assessment. One principal has attended Te Reo for beginners at UCOL during 2021 and is enrolled for the intermediate course starting in October 2022.

Conclusion for Year Ending 31 August 2022

Our practices and processes are appropriate for the style and nature of our teaching which is short courses that are work related for adults.

The feedback we receive from our learners is very positive however there is room to improve.

We continue to review our learner resources, feedback form and lesson plans.

We now have regular meetings and catch ups with our tutors so that we can cover developments, issues and share learning issues.

We have the required policies and procedures in place for compliance with legislation and our NZQA accreditation.

Our agreed areas of improvement for the 2022 year are:

- Increasing the experiential learning components in our courses
- Learning more tikanga and Te Reo (enrolled in UCOL Te Reo Intermediate)
- Ensuring any new tutors are inducted with the same quality requirements Ongoing