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**CHEF TRAINING IN NEW ZEALAND**

**New Zealand Catering Trade Training Delivery from 1980 to 2000.**

**A THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF**

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## ABSTRACT

From 1980 onwards changes have occurred that have affected tertiary education and, across the board trade training in New Zealand. This study examines how change has affected the specific trade sector of catering and its implication to training.

1980 saw catering training being delivered under an industry based apprenticeship system. The industry based apprenticeship was originally available in conjunction with selected polytechnics offering (British) London based City and Guilds Qualifications, as the recognized standard of training in New Zealand. In 2003 a range of providers is offering catering training very differently. Hospitality training is currently available through polytechnics, private training organizations, secondary schools and within the workplace. Two separate catering qualifications are also available in New Zealand; the research discusses possible implications this may have to catering trade training.

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## CHAPTER ONE:

### Background to this research

The major issue behind the research is delivery of catering education. As a student in 1980, catering delivery was completely different than it is now, as a tertiary tutor in hospitality training. My interest in catering delivery developed in 1997, when I noticed in the trade magazine *Hospitality*, letters and articles expressing anger, frustration and confusion about catering delivery, from a range of people in the Hospitality industry.

This period, 1980 to 2000 is important to me because I have noticed a number of significant changes; people's eating habits, political agendas, the commodification of education, and the nature of the hospitality industry. From these changes there are a number of issues that impact on catering delivery. In this research I am going to look at the impact of the Education Amendment Act 1990 and its effects on catering delivery. The specific issues are:

- Training/ educating students for smaller owner operated café businesses rather than larger hotel catering operations.
- Number of providers offering hospitality training (in 1980 there were 6 providers, and in 1995 it was predicted by the ITO that over 500 providers could be seeking accreditation)
- The introduction of competency based training and the subsequent qualifications. (Specifically; the 1984 Labour Govt; Hawke Report; The Porter Report; issues associated with competency based training; in 2000 two national qualification structures were recognized in New Zealand)
- Industry's expectations of catering delivery.

This research uses Case Study methodology to evaluate catering delivery in New Zealand. The Case Study draws on qualitative data from two key participants, catering

trade magazine, Hospitality (May and July 1997), reports relevant to trade training, (Hotel and Catering Industry Training Board – HCITB, Annual Report 1995 and the Vocational Training Council – VTC, 1980). Other Case Study data draws on documentation from NZQA, Hawke Report, Porter Report, Government legislation and a television documentary Revolution (1996), Evaluation of Advanced Courses Development Programme: Policy Paper (SCOTVEC 1992).

My background needs to be mentioned here because of its relevance to this thesis. I am a senior academic staff member of a regional polytechnic and my teaching area covers theory and practical catering with first year chef training students and food safety training. I also coordinate and teach a range of introductory catering, food and beverage service programmes to secondary schools. I enjoy this role as it takes me into secondary schools both urban and rural.

The way catering or *chef* training is carried out today is quite different from my own training as an apprentice trained chef. I was contractually bound to an employer for three years or 6000 hours, with provision made for me to travel to a large polytechnic to complete the London City and Guilds Qualifications.

My research question is ‘have the changes to tertiary education from 1980 to 2000 enhanced catering delivery?’ This research identifies a range of issues surrounding changes that have occurred in the last twenty years in catering trade training. The tertiary sector in New Zealand has changed and the delivery of trade training in polytechnics has changed. This research seeks to understand these changes, specifically those affecting the delivery of catering trade training in polytechnics.

## **CHAPTER 2:**

### **Introduction**

Chapter 2 is the literature review, which will build the argument for this Case Study. This chapter will establish links between legislative change (Education Amendment Act 1990 and the Industry Training Act 1992) to catering training delivery.

To fully understand the circumstances behind the legislative change, it is important to establish the political situation of the country at that time. The newly elected Labour Government (1984) came into power with a landslide majority and set about to radically change the New Zealand economy from being a tightly regulated and state controlled economy to a deregulated and free-market economy. The Revolution documentary (1996) explains how a National Government, led by Robert Muldoon, imposed a two year wage and price freeze in an attempt to control soaring inflation, fuelled by heavy overseas debt prior to the Lange led Labour Government, taking office in 1984.

In 1990 the Labour Government collapsed after the resignation of Prime Minister David Lange (1989). In similar circumstances to the 1984 change of government, a National Government came to power (October 1990) - again in crisis circumstances of unexpected huge overseas deficit, recession, and high unemployment initiating further legislated change in an attempt to correct the countries serious economic problems (Revolution, 1996, doc.4). The consequences of New Zealand's economic circumstances and the revolutionary attempts to remedy them by legislation, affected all sectors of New Zealand life from the period of 1980 to 2000. This study examines the changes that have impacted upon tertiary education and in turn has affected the delivery of catering education.



## **The Education Amendment Act 1990**

Legislation that altered the course of the tertiary education sector and directly impacted upon the delivery of catering education was the Education Amendment Act 1990. The Act established; the New Zealand Qualifications Authority - the Ministry of Education's single centralized qualifications accreditation body, and the New Zealand Qualifications Framework – a single structure used to standardize all New Zealand's tertiary qualifications into one cohesive model. An NZQA document Registration of Training Establishment (1990) describes NZQA as a Crown Agency governed by a board, appointed by the Minister of Education replacing over 30 different government organizations formerly responsible for a different aspect of national qualifications (pg 7).

## **The New Zealand Qualifications Framework and the introduction of competency based training**

The method of delivery for catering training through the early 1980's was done mainly through three year apprenticeships. Under the apprenticeship system a trainee or apprentice was required to complete three years or 6000 hours in their work place and complete further technical training and trade qualifications at a specific polytechnic. The introduction of the qualifications framework saw a significant change in direction away from apprenticeship training in catering delivery.

The discussion document published by NZQA 'Designing the framework' (1991) explained that under the qualifications authority, individual industries were to establish specific 'units of learning' (pg 44). The units of learning determined content and levels of achievement to be included in trade and professional qualifications. The units of learning (unit standards), consisted of elements of *required* knowledge and skills necessary to complete a particular task (competency based training). If a candidate (student) performs a particular skill to the required standard, under established assessment conditions the candidate is considered competent. Under competence based training, trade qualifications are made up of unit standards and catering students are required to demonstrate their

competence in performing a skill, rather than to sit a written examination at the end of a course of study to pass the qualification (pg 13).

## **The Industry Training Act 1992**

The Industry Training Act 1992 was legislation established to:

Provide for the recognition and funding of organizations (to be known as industry training organizations) setting skill standards for, and administering the delivery of, industry-based training; and

Encourage and improve industry-based training (...)

(Industry Training Act, 1992)

With this legislation Industry Training Organizations were established to advise NZQA of the skill requirements of industry and all aspects of qualifications. *‘They would replace the existing education-sector focused standing committees and would provide assistance in to the Authority in strategic planning for all qualifications and for national skills development’ (NZQA Designing the framework, 1991, p 16.)*

The Hotel and Catering Industry Training Board was the administrative organization directly involved with the delivery of catering training up until being replaced by NZQA. HCITB was responsible for the administration of hospitality (including catering) training, the quality of it’s delivery and it’s relevant qualification structure. HCITB later came under the control of NZQA, and was restructured to become the Hospitality Industry’s representative organization (Industry Training Organisation).

## **The relationship of economic and political influence on catering delivery**

1980 – 1990 was a decade of political extremes, changing economic fortunes, and changing tastes of New Zealanders - all of which had an effect upon the hospitality

industry. The 1984 change to a Labour government catapulted New Zealand into a free market economy. The New Zealand Stock Exchange flourished in the new free market environment, creating overnight wealth for many people. Eating styles became more sophisticated, the hospitality industry boomed and rapidly evolved in the changing environment. This period of change saw new smaller café and restaurant businesses emerge reflecting the social change taking place.

Catering training also began to change in this new environment. Larger hotels employing more people, previously received government subsidies to employ apprentices, or trainees. With a changing hospitality industry toward the end of 1990, smaller businesses were taking over as the main employers in the industry rather than their larger counterparts. With deregulation came the 'user pays' environment and an end to training subsidies, this applied to hospitality and catering training as it did to all sectors of tertiary education.

### **Competency Based Training – A global perspective**

Noted American academic author Sandra Kerka, discusses competency based education and training citing Erridge and Perry (1994). Their argument is that the individual has the opportunity to gain qualifications relating directly to required performance in the workplace - this in turn meets employers needs to maintain a skilled workforce (1998). Kerka highlights a global resurgence in competency based education and training in the 1990s. Competence based training appears as; the National Vocational Qualifications (NVQs) system in England and Wales, New Zealands National Qualification Framework, the competency standards endorsed by Australia's National Training Board (NTB), and the Secretary's commission on Achieving Necessary Skills (SCANS) and the National Skills Standards initiative in the United States.

The Scottish council for research and development described the background to SCOTVEC – the first competency based training model for Great Britain originating

from government policy as giving a new emphasis to vocational education and training throughout the UK. Locally developed pilot courses were introduced in two phases in 1988 and 1989 with full implementation of the system beginning in 1990 through until 1992 (Black et al, 1992, pg 4). The discussion document Designing the framework relied heavily upon the SCOTVEC and other overseas framework models contributed to the development the New Zealand Qualifications Framework (pg 45).

### **1980 – 2000: Summary of qualifications and delivery methods**

In 1980 under HCITB, training was offered in some cases, in the form of block courses to *signed up* apprentices working in industry or alternately on *day release* courses – a concept where people learning the trade, could negotiate with their employer allocated time off from work to attend a polytechnic training course, gaining London City and Guilds Qualifications. A limitation of training was that the courses were limited to the main population centres, and essentially were geared solely to meeting the needs of industry. London City and Guilds was assessed using a series of practical assessments, and externally assessed theory examinations, consisting of multi-choice and short answer questions. Industry training at this point had comparatively low student numbers, was tightly administered by HCITB, and apprenticeship based.

From the late 1980's amidst legislative changes under the Education Amendment Act (1990) a new curriculum offering New Zealand cookery qualifications was introduced. The NZQA 75/1, 75/2 and 75/3 series qualifications replaced the London based City and Guilds qualifications, as the preferred qualification structure, this method of delivery was very similar to the former City and Guilds structure based around practical competencies and examination. At this time pre-employment courses were introduced, creating an alternative for people to attend training courses *before* getting a job in industry first, unlike the apprenticeship method. Apprenticeships gradually became obsolete and phased out at this point as provider based pre-employment courses became the preferred method of catering delivery.

From 1988 – 2000, NZQA 75 series was replaced with competency based unit standards, leading to New Zealand National Certificate qualifications in cookery. Although competency based training was introduced in the early nineties it was not fully established for hospitality and catering delivery until the late 1990s. The NZQA document, Registration of Training Premises (1995) compares a strength of the National Qualifications Framework being, that past qualifications systems ‘ranked’ people and ‘failed’ large numbers in the belief that this was the quality that was required. It was argued that the previous system focused on the content that *‘needed to be learned rather than, the standards required for people to achieve’* (pg 13).

*‘Students now find themselves in a user pays environment, and this is likely to intensify. Students are consumers of services and now have all the rights of the Consumer Guarantees Act. As well as the learning they contract to purchase, they are able to have the standards of their qualifications defined.’* (Registration of Training Premises, 1995, p9.)

In the early 1990s a proliferation of training providers began to emerge, as did the push for training and assessing to take place predominantly in the industry workplace. Other strengths argued by the Ministry of Education, of the Framework were; an alignment of qualifications to skills in the workplace, learning was enhanced through student being able to achieve specific goals as well as diversity in delivery, portability with the same qualification being delivered through a number of providers and methods.

In 1995 the number of hospitality training providers stood at 33 polytechnics (including satellite campuses), nearly 60 private training establishments and over 90 schools according to figures in the 1995 HCITB annual report. (1995). The same report estimated an increase of accreditation activity with an estimated figure of up to 500 providers seeking accreditation as units became registered (pg 4).

In 1996 a new qualifications structure emerged, City & Guilds International, the qualification was offered by a number of accredited providers including polytechnics, private training providers and secondary schools. This qualification, while being different in curriculum structure from its original London based counterpart, still required standard external examinations to be passed, along with practically specified assessment tasks. City and Guilds (International) offered structured levels available from certificate, diploma and advanced diploma levels and offers *graded* levels of achievement attained with certificates ie pass, merit and distinction, unlike competency based cookery units where competency is either achieved or not achieved.

### **The commodification of education**

The Education Act and its subsequent amendments has been a vehicle to implement structural reforms to the education sector as described by McGee (1997). *“The tertiary education sector has been a focal point of many of the reforms with the sector being identified as integral to the economic well being of New Zealand. The political process inevitably drives the educational sector and curriculum delivery will be dictated by the ideology of the Government of the period”* (pg 62).

The catering industry sector was only one, of many trade sectors that saw major transformation in the way its training was administered and delivered. The ramifications of the social and educational impacts via the Education Act and its corresponding amendments, are outside the scope of this thesis. The question of whether these changes have influenced and enhanced the way training has been delivered is the subject of this research.

From the early 1980s and before the primary objective of training was to provide for the needs of the catering trade sector only – this was provided by a small number of polytechnic providers to a comparatively small group of student chefs working to a specific curriculum to meet the needs of the catering industry. The mid 1990s saw a very

different picture emerge, with a much larger group of different educational providers offering catering trade training to a much larger pool of catering students, who NZQA regarded as *'customers'* purchasing their training as a *'commodity'* (pg 9).

### **The Hawke Report**

Much of the lead up to change came in a report from the working group on post compulsory education and training (the tertiary training sector) in 1988 convened by Professor Gary Hawke, clearly laid out a directional path for tertiary education proposing *"solutions which allow Government to set clear guidelines for the future role of post compulsory education and training in New Zealand society"* (pg 1). The report itself stated that a *'massive'* task of legal drafting would be involved including *"an enormous array of regulations needed amendment or removal"* (pg 101).

The Hawke Report drew together a number of wide ranging reports including the Picot Report (1988) in response to the governments stated intention to *'adopt a coherent across the portfolio approach to education and training as part of it's adoption of social policy to the needs of the 1980s and 1990s'*(pg 3).

The Hawke Report suggested that many conclusions drawn in the Picot Report - commissioned in 1988, recommending restructure to educational administration - were *'entirely appropriate'* for the post compulsory education and training sector. The report quoted headings in the Picot Report such as; overcentralisation of decision making, vulnerability to pressure group politics, complexities, lack of accountabilities, feelings of powerlessness, and radical change required (pg 4). The working party for the Hawke Report stated that, the Working Group on the report had worked within the framework of the Picot Report.

The Hawke Report made recommendations that introduced a number of changes which would filter through not only the tertiary education sector, but New Zealand society at large. The report proposed changes to funding, a system of national educational



qualifications, portability between institutions as just some of the changes. Also referred to in the report were the low participation rates of people in post compulsory education relative to other OECD countries, high attrition rates of students completing courses or qualifications. Reasons for *poor retention rates* offered in the report, were attributed to; *poorly designed courses in the interests of the students or possibly inadequate guidance and support*. To counter the problem of retention the report recommended that *'it may be desirable to reorganize the course into modules which will permit documentation of what has been achieved'* (pg 21). The *enormity* of the task of implementing amendments to the Acts and Regulations of other affected statutes, gave some indication of inevitable change that would impact upon the tertiary education sector. The legislative vehicle, which would initiate these and other changes, was to be the Education Amendment Act 1990. It was recommended that although the changes were *'major ones'* the report suggested a *'very tight timetable of change'* be implemented (pg 7).

### **The Porter Report**

With a National Government coming to power in 1990 further change in New Zealand's economic direction came with, what has come to be known as the Porter Project - Upgrading New Zealand's Competitive Advantage (1991). The underlying theme behind the book was the need for New Zealand to further shift its economic focus, gearing itself to the current global economy.

*"There has been a growing misalignment between the structure of the New Zealand economy and the requirements for success in today's global economy. This is the fundamental cause of the continuing deterioration in our economic circumstances. The systematic nature of New Zealand's economic challenges underscores the magnitude of the task of turning the situation around."*

*"The New Zealand economy was built to exploit our favourable growing conditions, originally for grass and animals and in more recent decades fruit and*

*trees. The incentive to develop more sophisticated products, build international businesses or diversify into more technologically based industries was perhaps limited by our already high standards of living. It is readily apparent that high and rising standards are unlikely to be maintained by an economy whose primary exports are price sensitive commodities.*" (Porter et al, 1991, pg 72).

In 1991 the (National) Minister of Education, announced proposals for a revised curriculum - being based on the new concept of a *National Curriculum Framework*. Butterworth (1998) explains that the Minister noted that the Porter project had '*questioned the relevance of our current curriculum with it's excessive focus on 'social issues and poor preparation for the competitive world'. '(...) it confirmed other recent studies that show inadequate skilling in technology, compared with other qualifications.'* With this new *economic* ideology, legislative changes came into effect that altered the course of (vocational) tertiary training in New Zealand.

Various reasons were put forward to seemingly discredit the former system described as *inadequacies* prior to the formation of the National Qualifications Framework. The NZQA described it as 'unsatisfactory' that different organisations were responsible for different qualifications systems, and 'people encountered obstacles moving between systems as qualifications did not link well with each other. '*Confusion and frustration discouraged participation in learning*'(pg 8).

As well as the need for standardisation under one authority, rather than individual trade representative *boards* and *professional associations*, the NZQA (1991) in *Designing the framework*, also quoted from an OECD report (pg 17), *Pathways for Learning* (1986) suggesting the need to develop a common currency for qualifications as was happening in several other countries including the Britain, the European Community and Australia, citing studies from Jessup, OECD reports, SCOTVEC and others (pg 25)

## Conclusion

The draft curriculum framework appeared in late 1991 – Designing the Framework. It represented some clear shifts from the ideology and political intent of previous curriculum statements (syllabuses). The foreword by the Minister (Dr Lockwood Smith) drew attention to a perceived need for New Zealand to compete in the modern international economy and achieve educational standards that would produce a workforce capable of raising the nation's competitiveness in the international workplace. He argued that citizens future standards of living depended upon reaching higher standards in education.' (McGee, 1997, pg 61) Certainly there is evidence to support the fact that a significant political emphasis was placed upon meeting the individual needs of learning which featured prominently in subsequent legislation of the late eighties and beyond (Hawke Report, Designing the Framework, Education for the 21<sup>st</sup> Century), while simultaneously using education to support an economic platform.

## Ideologies of education

Zepke argues that the validity of *knowledge* can be contested, as can be the view that *only* one form of knowledge exists and this in turn gives rise to the theory that a 'politics of official knowledge' may exist. Citing Brookfield, (1985); Bagnell, (1994); Pietrykowski, (1996); Barnett, (1994); Young, (1971); Apple (1992); and Marshall on Foucault, (1989) Zepke builds a case of knowledge being socially and culturally constructed by individuals interacting with their social world in accordance to their own particular perception (pg 2).

*'The New Zealand Qualifications Framework is an example of the politics of official knowledge at work. Unit standards are the building blocks of the Qualifications framework. They are written as competencies and describe actions, processes and operations derived from knowledge, skills and attitudes' (pg3).*

The New Zealand context is further described by Zepke as he explains that 'ideological divisions' which appeared in the 1960's and are still prevalent today. Conflicting ideologies between the economically motivated 'New right' wanting to see the privatisation of education, a 'radical left' who wished to 'correct education's tendency to reproduce social and economic inequalities, and a third group pursuing the ideal of equity through the state, reconstructing state education to serve their purpose ( pg 5).

A good example of two subsequent interest groups being on either side of the continuum, are the universities on the one hand championing the virtues of the attainment of excellence and the validity of *finite* knowledge that can be encapsulated into transferable units of learning (Roberts, 1997, pg 8), and on the right interest groups such as the Employers Federation and Business Round Table who would be beneficiaries of a skill-aligned labour force responsive, to the needs and requirements of a globally competitive economy.

### **Paradigms and education**

Thomas Kuhn (1970) describes a paradigm shift the notion that one set circumstances, established ideas and practices could be replaced either partially or entirely. Could *language* serve as an indication that a *paradigm shift* has taken place in New Zealand over this period from 1988 onwards, with the changes to tertiary education and it's alignment to the economy, while also purporting to address social issues?

The analogy of the *paradigm shift*, in New Zealand tertiary education has often been referred to within the context of *change* that has taken place (Zepke, Graham & Leach et al). The Associate Minister of Tertiary Education Steve Maharay himself, referred to the term '*paradigm shift*' to illustrate the point that, *with tertiary education being a major public investment, the focus of the tertiary education system will now be to produce the skills, knowledge and innovation that will transform the economy, while promoting social and cultural development* (2002). This statement follows a similar course of reasoning

which saw the establishment of the New Zealand Qualifications Authority and the National Qualifications Framework in the 1990s.

## **Conclusion**

Both Usher (pg 102) and Zepke (pg 7) raise issues, which suggest not only that the use of *language* to be an indicator of an ideological shift in thinking, but can also create a particular *directional path* or *discourse* to *action* for that particular line of thinking. Usher (1997) tactfully presents the notion that 'there is something else going on behind the scenes (pg 110), since the text(s) of *new vocationalism* is implicated with regulative effects'.

Literature detailing the impact of the changes to the New Zealand tertiary education sector within the context of competency-based learning and the New Zealand Qualifications Framework is well documented. (Codd, 1997, Strathdee 1994, Robson 1994, Roberts 1997). The purpose of this research however, is to determine how change has specifically affected the trade sector of catering industry trade training, and *what has been the effect of the change in terms of delivery of tertiary training*.

## **Summary of the hard data**

The hard data that the research will use includes; legislative change, the Hawke Report, the Porter Report, NZQA documentation (Designing the Framework, Registration of Training Establishments) HCITB documentation (1996 Annual Report), VTC Report (Review of Apprenticeship), and publications (Usher, Codd et al). As part of our summary we are also drawing on information that underpin and supports the move to competency based training in Australia, New Zealand and the United Kingdom. The argument has moved from fully indentured trade training for a small number of people, to

competency based training in a user pays environment for anyone and everyone who wishes to partake in catering training.

### **Where does your Grandma get her cappuccino from now?**

Change and the New Zealand experience were synonymous from 1980 - 2000. I have noticed that from 1980 onward as New Zealand responded rapidly to legislative change, society too has changed. The Education Amendment Act 1992 is just one example of legislation that has forced change. Under a user pays education system, a student profile today seems very different from a student profile of an apprentice. It appears that in some cases, motivation and attitude - essential qualities for the hospitality industry - has to be explained and taught to some students.

Another change was the introduction of employment contracts, this significantly affected wages of hospitality employees. Mandatory payments of double time and time and a half for employees working on weekends and public holidays, disappeared. As a result New Zealand society too moved into a new era. Businesses were able to open seven days without having to pay 'penalty' rates to staff. Change to licensing laws has seen the freeing up of alcohol sales over later hours, especially over weekends and public holidays. The hospitality industry has flourished remarkably in the new environment demonstrating vigorous growth and productivity.

The profile of the hospitality industry too has changed (from up to the early 1980's), away from fewer, larger hotels - employing more people - to smaller owner operated businesses, now making up the large part of the industry. The Restaurant Association of New Zealand report that almost three quarters of eating and drinking establishments have annual sales of less than \$500,000. More than 5 out of 10 cafes & restaurants are individual ownership or partnerships. 62.4 per cent of the industries labour-force are employed in cafes & restaurants, 21.3 per cent in takeaways and 16.3 per cent in bars/taverns (1999). The hospitality industry is New Zealand's leading retail employer.

With an across the board spread of smaller businesses, I have also noticed that there does not appear to be a collective voice that accurately represents and reflects the position of the catering industry. Different interest groups have surfaced, representing their respective industry groups' position and opinions, an element of pressure group politics has emerged in the hospitality sector on the subject of training.

A cross-section look at the role and function of trade training before 1988 is well illustrated in the report published by the New Zealand Vocational Training Council - the government funded body representing New Zealand collective trades up until 1989. The report (1980) indicated that changes were required in a number of areas and went on to recommend suggested modifications to the apprenticeship system one being that the earlier apprenticeships were described as remaining largely unsystematic, with major reasons being:

- No guarantee that apprentices were actually trained in all of the required skills listed in their contracts.
- Poor documentation with the keeping of accurate, up to date training records not being widespread.
- Those responsible for training apprentices on the job were generally not trained in instruction techniques.
- Employers generally did not have on-job training manuals or other training aids to assist them in planning systematic training for their apprentices. (Vocational Training Council, 1980, p9).

The Hawke Report (1988) too recommended radical change to the post compulsory education and training sector (tertiary education) for a range of reasons, one being vulnerability to pressure group politics and the administrative consequences of pressure group politics (pg 4). In terms of delivery the report also suggested that polytechnic sector be given the freedom to respond to the needs of their communities, and offer courses that best meet the needs of their students, in a contestable education environment.



‘Polytechnics can be expected to contribute towards making post compulsory education and training more accessible to groups which are at present disadvantaged’ (pg 88). What this led to was a huge departure away from the delivery of catering training had been done under an apprenticeship with training being done through a few selected institutes, from a much smaller number of students mostly employed in the industry to a much bigger and diverse audience. How has industry responded to these changes, and what has been their reaction?

### **Who are the main players in catering delivery?**

It is important to remember that the catering industry sector includes; larger hotels, large and small restaurants (reflecting different styles and ethnicities), cafes, bars, fast food and takeaway businesses (larger franchise operations and smaller owner operated concerns), institutional catering operations (prisons, hospitals, boarding schools etc), forces (Army, Navy etc.)... the list goes on. The diversity of the industry, and the training requirements of each individual business is staggering from the simplistic (cooking a hamburger) to the complex (roulade of salmon, scallop mousseline served with a lemon and dill hollandaise).

Catering delivery has become more accessible to more people, with students being important players in the *training mix*. Other players include training providers; universities, polytechnics, private training establishments and schools. The Hospitality Standards Institute, also a key player, it assumes a pivotal role as the industry’s training organization and must interweave the quality control of delivery and assessment of New Zealand hospitality qualifications to industry standards. The position of the players in catering delivery will be used as levels of critical analysis in chapters 4, 5, 6 and 7.

In 1997 a series of articles was published in Hospitality magazine were used as a platform to introduce unit standards as the preferred method of delivery for hospitality and catering training. The series of articles provide valuable material in the context of

this the research as the magazine could be described as the Hospitality industry's *bulletin board*. Articles in the May 1997 publication, raised issues expressing concern over what was perceived to be outdated curriculum taught by polytechnics. The six leading articles illustrated several *points of view* presented at that point in time, a seventh article introduced unit standards, and the National Certificate qualifications as 'the introduction of new, *learn in the workplace* qualifications, which would revolutionize how hospitality industry apprentices and trainees acquire recognized diplomas (pg 14). Strongly worded opinions refuting the claims were published in the letters to the editor in the July (1997) edition.

The articles highlighted perceived problems in the delivery of hospitality and catering training, specifically leveled at polytechnics, asserting the need to move to unit standards as a remedy for these problems. The articles presented the views and opinions of predominantly Auckland restaurateurs aspiring to revolutionize hospitality through their involvement with training delivery and the HSI. Competency based unit training was *subjectively* proclaimed to be the vehicle that would drive the changes by putting the hospitality training back into the domain of industry. The inclusion of this literature is not to address each individual issue raised, but to *highlight* the *range* and *level* of concerns from particular sectors *affected* by training issues. Points of view presented in the magazine also contribute to the soft data, establishing a context for the analysis in chapters 4, 5, 6 and 7.

## **Conclusion**

As discussed in Chapter 1, the four specific issues in the research are:

- Training/ educating students for smaller owner operated café businesses rather than larger hotel catering operations.
- Number of providers offering hospitality training
- The introduction of competency based training and the subsequent qualifications.
- Industry's expectations of catering delivery.

The four issues will lead us into Chapter three and the methodology of the research.

What has been established are the complexities that have driven and shaped the tertiary training environment between 1980 and 2000. The factors highlighted in chapter's 1 and 2 have had significant impact upon catering delivery and have raised questions as to whether or not these contributing factors have enhanced catering delivery. Questions have been raised about how well represented are *all* the players in catering delivery, and are all interests, of all sectors that make up the catering industry being equally represented or, is a small sector of the industry having the loudest voice, and how well informed is that voice?

## CHAPTER 3:

### Case Study Methodology

This thesis has used the case study methodology. Blaxter (1996) explains the case study in the following way “... a mix of methods: personal observation; ... the use of informants for current and historical data; (video) interviewing; and the tracing and study of relevant documents and records from local and central government ....” (pg 66). Yin (1994) emphasizes the importance of a single research question. This forms the foundation for the case study in terms of who, what, where, how, and why. My rationale for choosing this methodology is highlighted by Yin’s (1994) statement: *‘Too many times, investigators start case studies without having the foggiest notion about how the evidence is to be analyzed.* A feature of this thesis has been the many twists, turns – even some “about face” – and occasional dead ends at various stages. Yin (1994) also describes the case study as; *“...a situation in which there will be many more variables of interest rather than data points, and ... relies on multiple sources of evidence with data needing to converge in a triangulating fashion, ... ( p 13).*

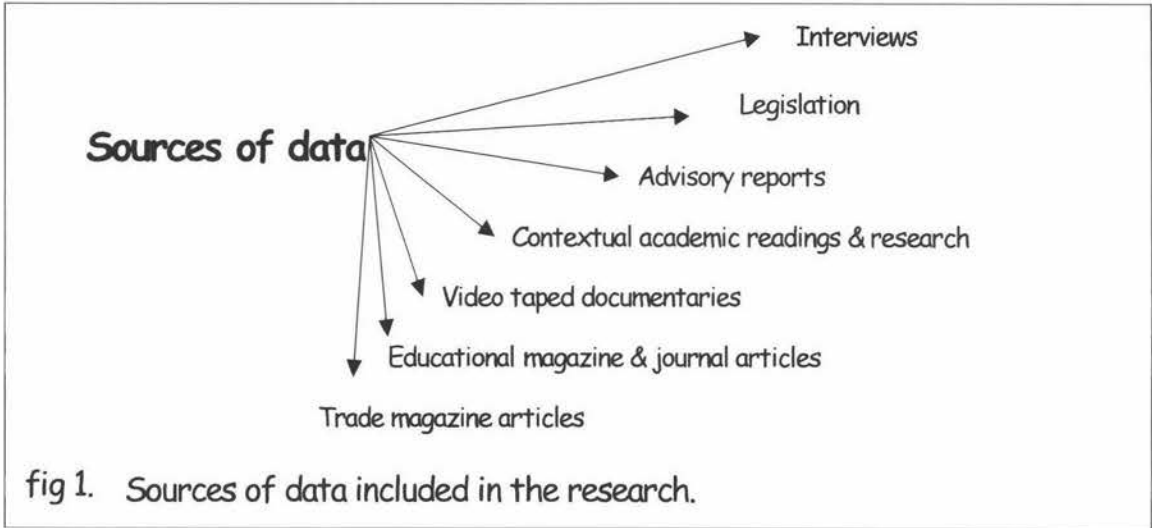
For this thesis I am using specifically the single case study. Yin (1994) explains this as a standard linear-analytical structure. For example we have a sequence of issues (page 3) we have carried out a review of the relevant prior literature (chapter 2), chapter 3 discusses the case study method. In chapter 4, 5 and 6, the findings/results from the data are documented, chapter 7 analyzes the data and I finish this thesis with conclusions and implications from the findings/results (pg 138).

This case study methodology draws heavily on the qualitative, narrative paradigm of research as outlined by Myers (1997):

*“The motivation for doing qualitative research, as opposed to quantitative research, comes from the observation that, if there is one thing which distinguishes humans from*

*the natural world, it is our ability to talk! Qualitative research methods are designed to help researchers understand people and the social and cultural contexts within which they live. Kaplan and Maxwell (1994) argue that the goal of understanding a phenomenon from the point of view of the participants and its particular social and institutional context is largely lost when textual data are quantified.”*

The figure below (Fig.1) introduces the multiple sources of data that I have selected to ensure triangulation. They include; Education Amendment Act, 1990, VTEC, Hawke report, trade magazines, documentary video, video interviews of the participants, authors writing about competency based training, and legislation.



I have inadvertently stumbled across a feature of case study research where data collection is the exciting part of the process. It becomes all-consuming. The volume of material from articles, reports and legislation has been overwhelming. But links and relationships have surfaced. Morse (1994) comments on this aspect: *“Productive data collection is the most exciting phase of qualitative inquiry; during this phase of confusion, order and understanding emerge. But the emergence of this understanding does not take place without effort”*. Morse also emphasizes the need *“for time, persistence and perseverance and with ability to withstand frustration and discouragement when pieces of the puzzle do not fit”* (pg 229).

The primary source of data from interviews has been colour coded to relate to the four issues on page 3. The data will be assigned a value also in terms of it's strength or weakness. The secondary sources of data from the government legislation and related documents will be hard data (factual information). The secondary source of data from the magazines will be the soft data (opinions and personal views in the trade magazine Hospitality). All the data will then be *triangulated* combining the primary and secondary sources. Burns (1994) explains that triangulation is a commonly used technique to improve the internal validity of a research project. Exclusive reliance on one method may bias or distort the data presented (pg 272).

The tools used to support the case study methodology used in this thesis are; interview, official documents, articles of personal viewpoints from a trade magazine and television documentary.

Yin (1994) suggests spontaneity is an important characteristic of case study methodology (page 97). I achieved spontaneity on several levels in the semi-structured interviews I conducted (the interview questions are in appendix 2) Both participants were given questions before the interview. I used a freestanding video in the home of one respondent and workplace of the other. This allowed us to relax and settle into deep conversation about the issues raised from the research question. Often the flow of the participant's discussion was outside the scope of the initial questions, but indirectly relevant to the research. The discussion provided further depth and insight that had not been anticipated. The spontaneity that developed in the interview would not be possible from a questionnaire or even a focus group.

For case studies Yin (1994) states that the most important use of documents is to corroborate and augment evidence from other sources (page 81). Because of their overall value documents play an explicit role in data collection when conducting a case study. At the same time there is the potential of over-reliance on documents in case study research (pg 82). In this thesis I have placed the documents in two categories. For example: The government legislation, related documents and the television documentary, will be 'hard'

(factual); the magazines will be the 'soft' (opinions and personal views in the trade magazine Hospitality).

Morse (1991) describes criteria for selection of participants is: Subject knowledge, experience in the field of this study, has the ability to reflect over the twenty-year period and is willing to participate in the study (pg 228). My choice of participants was limited to people with specialist knowledge of tertiary education related to catering trade training, between the years 1980 to 2000. This narrowed my choice to two people available to me at this time. This could be viewed as a potential bias and may limit the reliability of the data gathered from them.

This thesis has research approval from Massey University (Wellington), and the Western Institute of Technology at Taranaki. Both participants gave written consent to participate in the research and be videotaped as was specified in a letter outlining the research sent to each participant. Both participants could choose not to answer a particular question and withdraw from the research at any point. The identities of the participants shall remain confidential. Throughout the data analysis both people are referred to as participant 1 and 2.



## **CHAPTER 4:**

### **RESULTS: TRAINING / EDUCATING STUDENTS FOR SMALLER OWNER OPERATED CAFÉ BUSINESSES RATHER THAN LARGER HOTEL CATERING OPERATIONS.**

#### **Introduction**

Using the standard linear analytical model (Yin,1994) to link the data to the four main issues on page 3, the primary interview data will be discussed first (pg 42). This data will be assigned a value in terms of it's strength or weakness. The secondary 'hard' and 'soft' data (page 45) will then be used to triangulate the interview data.

This chapter looks at how the catering industry has evolved from 1980 to 2000, and examines the types of businesses that make up the industry, the changes in food styles and profiles the people who run the businesses. As the argument develops we are able to establish the priority of training and catering delivery in the workplace. The discussion moves to competency based training and the delivery of workplace based training in the catering industry.

#### **Interview:**

##### **Food styles and eating habits changed in the late eighties**

Both participants strongly believed that food styles and eating habits had changed dramatically in the late eighties through to the 1990's, from larger restaurants and hotel style fine dining, to smaller "owner operated" businesses. Participant 1 described that towards the latter end of the 1980s smaller owner operated businesses became popular.

Participant 1: "There were cafes everywhere whereas before there was much more formal dining and buffet style food. In the late 80's you had your fine dining restaurants still out there but as soon as you came into the 90's the smaller places opened."

Participant 2 thought that New Zealand cuisine rated favourably with it's European counterpart where classical, traditional styles of cooking is very popular. Participant 2 felt that though styles had changed the quality dining was still very high in New Zealand.

Participant 2: "You know in New Zealand we have to be very proud with what we've done as far as modern trends in cookery. Like a lot of things we tend to follow the Australians, cooking is no different, but the standard and style of New Zealand food is quite different to that in Europe."

Participant 1 did not believe that food styles would revert back to a formal fine dining style. Both participants strongly agreed that New Zealand food has evolved and that the standard and quality of food offered is high.

Participant 1: "What we're offering has changed so much in the last 10 years, I think we're unable to go back (to fine dining). New Zealanders seem to be talented at getting by and somehow sort of making things work. We are offering a really good product by and large, the produce we are selling is very good, our raw ingredients are excellent and we're quite natural with food."

As the New Zealand restaurant scene changed, the profile of the people who worked in the smaller establishments also changed. The owners / chefs were often themselves only partially qualified due to the qualification structure in place at that time.

Participant 1: "If you were a pre-employment student you needed to have at least 2000 hours before you could get your 752 certificate, and then before you could get 753. Now this created a problem in itself because once the person's gone in to work, got a job, their employer very often refused people the time to go and do their 753. So industry said,

well if you want to work, you work, if you don't want to work, well of you go and do the course. And so the numbers doing 751 and 2 were really in the hundreds and 753 was a pittance. So not too many people actually completed their training. It was a downward slide in training.”

Both Participant 1 and 2 were strongly in agreement that training is often not seen as a priority issue in smaller businesses, however there was a difference of opinion as to why this is the case.

Participant 1 identified that as businesses became smaller a 'big shift' in industry's perception about the importance and the role of training occurred. Participant 1 believed industry wasn't particularly interested in training as it was an inconvenience to release workers that needed time off to complete their training. Also with numbers of 'partially' qualified people coming off training courses and moving into industry, completing qualifications was not considered important to the operation of the business.

Participant 1: “Industry just didn't seem to want to train any more – they just took the best people they could, already trained through providers. They didn't have to pay anything, and it was probably as much the people coming out of the polytechs that caused that to happen as well. They were already trained. Okay they weren't trained to a high level, but as far as industry was concerned they weren't going to chop their fingers off the first day in the kitchen, and they weren't going to poison somebody. They had the basics to go on, and they could go in and do a shift and get on with it.”

Participant 2 strongly agreed that industry did not see training as a priority, and were now less involved with training, but this had happened indirectly from changes that were both taking place in the industry, and because of changes to training itself.

Participant 2: “I don't think industry has a real ownership in training in New Zealand. Maybe some larger chain hotels might do, because it's in their interests to have a relationship with a cookery school (polytechnic) for example, because they can feed

(trained staff) out from it. But a small cafe probably doesn't have the need or ability to have real sort of ownership or relationship with a cookery school (polytechnic). I think that's unfortunate. Trends have changed. The idea of the old style restaurants where they're producing this wonderful type of cuisine compared to a cafe who's running a very different style of operation - very laid back, quite a different type of food, presentation style, cookery, opening times etc, Things now are vastly different. It is quite difficult for industry to get a handle on what's going on in training."

Both participants were in strong agreement that competency based training was the single biggest change to the delivery of catering training. Both participants were also in strong agreement that the system of competency based training, put training under industry's control, being primarily designed to put delivery and assessment in the workplace, rather than polytechnics.

Participant 1: "The biggest single thing was the advent of unit standards. Government said apprenticeships are no longer going to be out there, they're going to be called trainees and they will be trained to unit standards in the industry - in the workplace."

Participant 1 was strongly of the opinion that it was the Government's position to establish an industry based training system, making industry training the responsibility of industry. A unit standards based framework was the mechanism to drive this system.

Participant 1: "The unit standards were written for industry to be used by industry, they weren't written to be used by polytechnics. The whole push (by government) for ITO's was that unit standards are to be taught by industry and assessed by industry in the industry." (Participant 1).

Both Participant 1 and 2 expressed similar reservations about competency based training being effectively done in the workplace.

Participant 2: "I agree with the concept of (apprenticeship based) on the job training, but it's not the be-all and end-all and it's not perfect. I know for a fact that in any kitchen, whether it's a middle of the road kitchen or it's fine dining, chef's do not have the time to give the same amount of information and training as a training school can give. Not possible. No way."

Participant 1 expressed similar reservations about competency based training being effectively done in the workplace, especially in relation to the change that had taken place in the industry.

Participant 1: "The unit standard system is not being used in too many work places because of the amount of assessment that is involved, and the whole industry has changed. We haven't got big kitchens anymore where you have a Sous Chef to look after 2 or 3 apprentices. Now the boss is the chef and there's a couple of people washing up and he's doing it all himself. He hasn't got the time to devote to training – he's happy to train a person to do the tasks he wants them to do in order to get by a busy Friday and Saturday night but he's not too keen on the assessment process that he perceives to be something totally different to what he's doing every day."

Although reservations came from both participants as to the effectiveness of competency based training, participant 2 had especially strong views on the subject, this leads directly into the issue of the different standards in different food establishments that make up the industry. Participant 2 expressed a strong concern about the future for catering trade training with the focus on training being done entirely in industry, in light of the variance in standards and styles of food establishments.

Participant 2 – "The end result is, in 20 years time we're going to have all these people trained under a (competency based) modern apprenticeship scheme with a lot less knowledge because the scheme didn't offer them what the training schools (polytechnics) could offer. So I have some problems. It's a general feeling of concern I have that there's going to be some major gaps. A student can do a (competency based) modern

apprenticeship in xxxxxx (name withheld). Just think of a xxxxx type of menu (the participant referred to a basic family styled menu; roasts, steak, salad and French fries etc). The menu wouldn't change from one year to another. No one can tell me that that's an apprenticeship."

## **Hard Data**

By referring back to the main issue of Training / educating students for smaller owner operated café businesses rather than larger hotel catering operations, it is clearly demonstrated that the industry has changed in terms of; the types of establishment that make up the industry, the food styles offered, the standards of training required by various businesses, and very importantly, the emphasis placed on training in light of the changes that have taken place. Statistics presented on the Restaurant Association Website highlight the fact that food businesses are much smaller concerns in recent years (1999)

*Almost three quarters of eating and drinking establishments have annual sales of less than \$500,000.*

*More than 5 out of 10 cafes & restaurants are individual ownership or partnerships.*

*62.4 per cent of the industries labour-force are employed in cafes & restaurants, 21.3 per cent in takeaways and 16.3 per cent in bars/taverns. (Restaurant Association of New Zealand, website)*

It appears that during the 1980 to 2000 period industry did not see training as a high priority issue. It is also evident that both the training sector and the industry sector underwent major restructuring changes at the same point in time. As discussed in Chapter 2, changing customer demands brought about different styles which industry responded to, in a government driven, competitive environment (Revolution, 1996, doc.4).

In the early 1990's New Zealand's economic direction changed in line with the ideology behind the Porter report (1991). Tertiary education was identified as being integral to

economic recovery. The Education Amendment Act 1990 and the Industry Training act 1992 was the legislation used to introduce a series of changes that lead to the introduction of competency based training (McGee, 1997, pg 62).

### **Soft Data**

Claims were made that the competency based unit standards would 'revolutionise' catering industry training (Hospitality, May 1997, pg 14), and allow the industry itself to drive quality hospitality training. 'Polytechnic' training was seen as being responsible for an inadequately skilled workforce leading an acute shortage of qualified and *experienced* staff in the Hospitality sector, especially affecting the catering side of the industry. It appears that further evidence points to a series of deeper issues may be contributing '*an inadequately skilled workforce*'.

The initial research question asks *have the changes to tertiary education from 1980 – 2000 enhanced catering delivery?* It is emerging from the data that as catering businesses became smaller and in many cases owner operated café style operations flourished, less emphasis has been placed on training. Furthermore, if many people working in and operating the businesses were themselves only *partially* qualified as the data suggests, it could be asked what *value* does the catering industry itself attach to training and qualifications, and what priority will the catering industry place on delivering quality training in the future?

## **CHAPTER 5:**

### **RESULTS: THE NUMBER OF TRAINING PROVIDERS OFFERING HOSPITALITY TRAINING.**

#### **Introduction**

The level of consensus in terms of the strength and weakness of the participant's answers will be the approach used for the interview data. The standard linear analytical model (Yin, 1994) will link the data to the four main issues identified on page 3. As in the previous chapter the primary interview data will be discussed first, the secondary 'hard' and 'soft' data ( page 45) will then be used to triangulate the interview data.

This chapter builds on from Chapter 4 and demonstrates how a competitive, user pays, training environment has developed. It also explains the role of providers to meet the individual needs of their students as customers, while also delivering catering training.

#### **Interview**

Pre-employment courses appeared at the same period user-pays training was introduced, resulting in a proliferation of providers offering lower level catering training. Both participants agreed that the introduction of pre-employment courses based in polytechnics and other providers, had a significant impact upon catering delivery.

Participant 1 described how the number of providers had multiplied from when the participant started their career. As more providers started to offer trade training, only certain providers were accredited to teach higher level courses in an effort to limit numbers of providers offering a higher level of training.



Participant 1: "When I started there was a situation where more and more polytechnics were coming in and doing the trade courses. Initially there was Wellington Polytechnic who was the Wellington region Trade Trainer, they looked after all the apprenticeship training as did the Auckland Institute of Technology, as it was named then, and Christchurch Polytechnic. They were the three main ones and then gradually over the time more and more trade providers came on board. There were arguments over who was going to be allowed to do 753 because the then director insisted that there would be certain numbers of training providers who were permitted to do 753 otherwise there would be an over-abundance of trading providers, and as it's only a very small country, we would end up with the courses not running which interested me, because it's exactly what has happened now."

Participant 2 believed that with pre-employment courses more opportunity was offered to more people opening up trade training, even though the participant was in favour of the traditional apprenticeship.

Participant 2: "That opened a whole new thing called pre-employment training where you were actually able to go to polytechnic before you had a job, that was a huge change. It was a big turn around from the apprenticeship system, where you actually had to have a job before you went to polytechnic. Quite different. So even though I'm pro-apprenticeship, there's been some wonderful successes that have allowed people to get into polytechnics or get into training through the pre-employment scheme so it's a little bit of both whether I'm sitting on the fence here, I'm not too sure."

Participant 1 agreed that this was the point where pre-employment courses replaced apprenticeship training and providers took the opportunity to offer courses in a competitive education market, this also suited industry's training requirements.

Participant 1: "Pre-employment courses came into being because training providers clearly saw there was a market out there for people, apprenticeships were dropping off

but people were still wanting to get into catering but they didn't necessarily have a job. Industry was saying, we will take people who know something about it, we don't want to take somebody straight from school. The concept of apprenticeship was beginning to drift away, because more and more people (in industry) were saying we want you to have some sort of basic training before we let you loose in our kitchen. So then pre-employment courses took off and it made sense to allow lots and lots of training providers to do 751 which is the first level of the apprenticeship and then students could staircase, they could either then go out to work and get a job and become an apprentice or they could carry on and do the pre-employment and work their way up."

Both participants agreed that as students became 'customers' in the new user-pays environment, the profile of people entering catering training had changed, opening it up to a wider range of people.

Participant 1: "People were quite happy to go along and pay for themselves, whether Mum and Dad paid or the student paid (it might also have been the time of student loans) and it seemed like a good way to go. You'd go along and get your training done and then go and out get a job whereas on the apprenticeship scheme, I guess it depended upon getting a job before being taken in (into the industry)."

Participant 2 believed that as training opened up it allowed people of all ages to retrain and re-enter the workforce.

Participant 2: "It's a vastly different type of student enrolling in schools now than what there was, maybe longer than 10 years ago (going back to the middle 1980's). It's great that training has opened up. We had a 50 year old student here training and in some respects showing the young ones all sorts of things."

In an environment of students becoming customers also saw changes in the motivation and attitude of people entering training. Both participant 1 and 2 agreed that providers

under a 'user pays' and pre-employment training environment, played a different role in catering delivery, in relation to their students.

Participant 2 gave an example of the different perspective in an educational environment to fee paying students, which had placed a different dimension on the training role for providers.

Participant 2: "Students have got to pay a lot of money to do the training these days this is also a critical factor (in training). Now you say to someone this wonderful programme is going to cost you \$5000, compare that to 10 or 15 years ago, that wasn't the case. You get people who start, their attitude and their attendance drops off and you're thinking as a trainer, okay what do I have to do to make sure this person is going to get their \$5000 worth of value from this course, so you start chasing, and asking them why they're not at school, whatever... in your own time to give them that extra help to make sure they don't slip behind. That's put the pressure on these days."

Participant 1 felt that while industry believed that it could initially take responsibility of catering delivery, it had backed away from it's responsibility.

Participant 1: Training providers do a very good job in their role as training provider in an educational role, and there is a need for both (to play a part in training delivery). Industry thought they could do better but when it came down to it they didn't want to do it. Now they turn around and say "oh, we're here to do our job which is, you know, cooking for people – we haven't got time to train students the nutritional value of eggs."

## **Hard Data**

Participants comments explaining that the number of providers increased in a competitive education environment were reinforced by a 1995 HCITB annual report which stated:

*“An increasing number of training providers, coupled with substantial growth in courses run, has continued to demand the major attention of HCITB staff during the year. Training advisers currently work with some 33 polytechnics, including satellite campuses, nearly 60 private training establishments, and over 90 schools.” (HCITB, 1995, pg 4).*

A clear statement of evidence supports the fact that providers were operating in a competitive education environment in the NZQA document, Registration of Training Establishment, listed under Strengths of the National Qualification Framework:

“There are clear benefits in having national standards. Students now find themselves in a user pays environment, and this is likely to intensify. Students are consumers of services and now have the rights of the Consumer Guarantees Act. As well as the learning they contract to purchase, they are able to have the standards of their qualifications defined. Where government acts as an indirect consumer, acting on behalf of society, it is also able to know the actual outcomes it is purchasing.” ( NZQA, 1995, pg 9)

Statistics New Zealand official website listed the numbers of post compulsory tertiary education providers in 2000 as 23 polytechnics and 800 private training establishments. The figure does not break down specifically how many providers offer hospitality training, it does demonstrate the large numbers of providers competing for limited student numbers. (Statistics New Zealand, 2000). The City and Guilds website (2003) advertises 54 New Zealand providers delivering catering and hospitality courses, ranging from secondary to many of New Zealand’s larger technical institutes such as Auckland University of Technology, Christchurch Polytechnic and Wellington Institute of Technology.

## Soft Data

Comments in Hospitality (1997) highlighted the fact that industry is willing to employ partially trained students, and in many instances disregards qualifications, came from the Director Lutz Weissmann and Executive Chef Christopher Paul, of Auckland based recruitment agency Artisan International, in an article entitled Rapid Promotion Undermines Qualifications (pg 16). Although the article defended the position of Polytechnics teaching traditional skills citing the prescriptive based 75 series of qualifications. The article made specific reference to chefs having only completed 75/1 & 75/2 without completing 75/3 (Professional Cookery Certificate which required passes in practical and written assessments as well as 6000 hours work experience in cookery).

Mr Weissmann said that many restaurants owners hired only partly trained chefs because they were cheap. However, those same employers were then guilty of failing to encourage their staff to complete their full qualifications.”

“Many restaurants are staffed by chefs who aren’t fully qualified. So how can those supposed head chefs then properly train other people under them? They are pinning the whole training process down,” Mr Weissmann said. (Hospitality, May 1997).

Two other reservations were raised in the same article. The first one cast doubt that unit standards would be able to compare the standards from one restaurant to another as standards varied so greatly from one to another. The second point linked back to partially qualified staff taking up positions as tutors for providers in tertiary training institutes, questioning how can tutors pass on experience to students without having a thorough knowledge themselves? (Hospitality, May 1997, pg 16)

Evidence suggests that while training requirements of the industry have changed, industry wants to employ the *‘best people’* even if it means that they are only partially qualified,

to best suit their individual business needs as expressed in Hospitality magazine (pg 14) yet industry seems reluctant to contribute to the process.

A similar sentiment appeared in the 1995 edition of Food and Beverage trade magazine by Gary Norris (pg 4). The then Executive Director of the Hotel and Catering Industry Training Board, writes in an article based on 'the importance of training'. Norris expresses difficulty describing *different themes to base the article on*. An example of one such remark is directed at how the New Zealand Hospitality industry, desires to acquire the 'best people' rather than to foster training policies that would see staff fully complete their training and their qualifications.

## **CHAPTER 6:**

### **RESULTS: THE INTRODUCTION OF COMPETENCY BASED TRAINING AND THE SUBSEQUENT QUALIFICATIONS.**

#### **Introduction**

The approach taken to link the interview data to the four main issues will use the standard linear analytical model (Yin, page 42), as used in the previous chapters, to link the data to the four main issues on page 3, discussing the primary interview data first. The data will again be assigned a value in terms of it's strength or weakness. The secondary 'hard' and 'soft' data (page 45) will be discussed and used to triangulate the interview data.

Chapter 6 moves the argument forward to the introduction of competency based training, and examines the structures of catering training delivery that have been offered between 1980 and 2000. The chapter builds on the discussions about the change that has affected industry and providers over the period, and focuses upon the changes to qualifications and the types of delivery that came with them. The participants discuss their preferred qualifications options looking at the two different City and Guilds structures, NZQA 75 series and competency based unit standards designed to be delivered in the workplace. The chapter also highlights the confusion that has occurred with the changes to qualifications and industries reaction to it.

#### **Interview**

Both participants shared a strong level of agreement that catering delivery had been through too many changes over the period 1980 – 2000. One result of the change was that industry was confused about relevant applicable trade qualifications, and consequently it

has had a 'major impact' upon catering delivery, but another issue is raised in the data about industry itself creating much of the change.

Participant 2: "You've only got to look at the last 20 years and you've seen 5 changes... in 20 years. Now that in itself, means to me that something is not quite right – there's been something wrong, so they've changed and they changed and they've changed again. So yes, it has really impacted on the delivery of training – especially how we deliver catering in (training) schools. It has a major impact".

Participant 1 described why the London Based City and Guilds was replaced by the New Zealand 75 series of qualification (pg 9).

Participant 1: "In 1990 we had just given up training with London City and Guilds qualifications and went on to the 75 Series, a New Zealand qualification based on London City & Guilds. The curriculum was practically identical, with the exception that New Zealand types of fish, meat cuts and vegetables had been included. It was felt a New Zealand qualification, using New Zealand products was more appropriate."

Participant 1 and 2 both indicated a strong preference for the structured curriculum, and examination based format of the NZQA 75/1, /2 and /3 series of qualifications.

Participant 2: "The 75 qualification series was set up with good intent by good people I think. The curriculum base was good, it was well directed, (under the HCITB) quality assessment / examination base was sound, it was good. Then came the changes again and we went to the unit standards. It took me, I think, 6 months to get my head around what was the unit standard idea or what this whole concept actually meant. It was quite confusing."

Participant 1 described how the original intention of the 75 series of qualifications was that only apprentices were eligible for the qualification, completing 75/1 in the first year, 75/2 in the second year, and 75/3 in the final third year. However the management and



administering of apprentices was placed under a different government department and the numbers of apprentices fell markedly. At this time provider numbers increased and 'user pays' education developing lower level pre-employment courses became the preferred option. As catering delivery was being picked up by the tertiary education sector rather than in the workplace, industry demanded that more industry hours were built into the qualification structure.

Participant 1: "That change came with the industry saying '*well how can a student come straight from polytechnic if they have never been in a big kitchen.*' You also must remember that back then the training kitchens weren't as elaborate and advanced as they are now, particularly at the smaller institutions and the private training providers, many of them were working off domestic stoves and small pans and industry was saying... "Hang on, this is a trade programme, they can go through the entire thing, come out qualified and have never been in a commercial kitchen in their lives, never seen a big Moffat gas cooker, wouldn't even know how to turn the pilot light on."

Both participants were of the belief that with competency based training, being designed for the workplace environment, and not training providers, catering delivery was difficult for training providers.

Participant 1 also believed that competency based training was very successful in certain trade areas such as forestry, furniture making and electricians. However parts of the hospitality industry, notably larger franchise operations with established training policies, were utilizing competency based training well.

Participant 1: "(Competency based training) doesn't seem to work for our trade and generally the industry doesn't seem to want to go there. It's really interesting because the people who have taken unit standards on board in hospitality are the likes of... (name withheld – large fast food chain). They have embraced it because they've always had structured training. Training starts from when the person is a crew member at the floor level, cleaning plates or wrappers and trays and train them right the way up, which is

their company policy. Staff can now work towards a National Certificate, right up to diploma level. That means they can train their managers and keep their people employed (while working toward management qualifications).”

Competency based training was promoted and pushed by industry with the intention of putting training back into the workplace.

Participant 1: “Now (with workplace based training) we’ve got a situation where industry bought in to the unit standards, they were involved in the writing of them. They’re not training to them and unfortunately most of the polytechnics aren’t training to them either (preferring City and Guilds International).”

Participant 2 described difficulties of competency based training from the perspective of having taught unit standards.

Participant 2: “I didn’t like the unit standards, I didn’t think they were clear enough, students didn’t enjoy the way delivery was structured. It was too loose and students made this very clear in evaluations. So we were in some ways forced to ditch unit standards.”

Providers are moving away from competency based training, to a curriculum that is easier to deliver catering training with the recently introduced City and Guilds based international qualifications. Both participants however felt that the new version of City and Guilds International Qualification was not as in depth or as prescriptive as the former London based City and Guilds qualifications or the New Zealand 75 series of qualifications.

With the introduction of new City and Guilds International series of qualifications, both participants had some concerns with the structure of the qualification

Participant 2: “I consider it (City and Guilds International) personally to be very loose. The curriculum is set out, and it’s not quite specific enough saying this is what we expect

you to do, to produce this (specific item), produce this, and produce this. I find it loose in it's direction."

The participant believed that on the one hand there was freedom in the delivery of the training, but there was no set standard between providers offering the qualification.

Participant 2: "You could have the Awapuni School of Cookery doing City and Guilds and you could have Auckland School of Cookery doing City and Guilds, teaching the same angle but not with enough positive direction to establish what the required standard should be for the student to reach. I think that's loose. Also in assessment, it's now all multi choice questions. You can do a year programme or a six months programme and be tested on a multi choice basis. I don't agree with that. It's not searching enough, it's not trying to test the student's ability."

Participant 1 believed that providers preferred to teach City and Guilds instead of the competency based unit standards because it was easier to deliver and assess.

Participant 1: "Providers went to City and Guilds because of the easier assessment process and the way it was set up with (curriculum) manuals and things like that to make it quite easy for them to teach. In theory it's not that much different to what they've always done in the old 75 days. Whereas unit standards with its hundred percent competency require a provider to assess everything, is a much harder thing for a provider to do."

Both participants agreed strongly that the name 'City and Guilds' was a brand that was well recognized by industry and internationally, but at the same time was contributing to industry's confusion about recognizing relevant qualifications. Participant 1 believed that the wording of certificates lead to a higher expectation of the standard of the qualification.

Participant 1: "I don't have anything against City and Guilds, I just wish that they had kept the same level of qualification to the old (London Based) one because I think people have an expectation of the same standard. I'm really, really disappointed that they've got very high levels of wording on their Higher Diploma's and their Culinary Skills certificates and all this sort of thing, for something that is still the same level of the old trade course, in fact its probably under that standard in real terms and that's doing a big disfavour to industry because industry just don't understand. All they pick up is the word 'City and Guilds', and assume it must be good."

Participant 2 also voiced opinion about the confusion that industry had with qualifications.

Participant 2: "I feel concerned. I feel sorry for the industry because of the confusion. Industry must think. *'Well okay when I advertise for a junior chef, what can I put in the paper these days.'* So a chef/ restaurant owner that puts in an advertisement thinking, *'I did City and Guilds so do I put I would rather have a City and Guilds trained chef, or do I put in the paper I want a 751/2 trained chef, or do I put in the paper I want somebody with these particular unit standards or do I advertise for a modern apprentice.'* Confusion really, isn't it?"

Participant 1 Agreed to the confusion, but wasn't quite so sympathetic to industry's plight.

Participant 1 – "Industry are just losing the plot, and when they start losing the plot they actually start losing interest. You still see adverts in the newspapers today – saying 'chef required, City and Guilds, 706/1 and 2.' That went out in the 80's, they've got a fixation in their minds (with dated qualifications)."

## Hard Data

The Revolution documentary (1996) describes the process of New Zealand's economic restructuring from 1984 through to the mid 1990's (vol. 4), initially under both Labour and National governments. The country underwent arguably, necessary economic restructuring which directly affected the tertiary education sector.

The Hawke report (1988) suggested that radical change was required tertiary education (pg 4), linking it with the Governments social policy agenda of the late 1980's & 1990's. McGee (1977) explains how this was further consolidated with the National government coming to power and the establishment of the NZ qualifications framework (pg 61).

Competency based training was supported by national (NZQA 1991) and international credibility; SCOTVEC (1990), National Vocational Qualifications UK (1989) National Skill Standards Aust. (1990). Tertiary education was seen as the mechanism by government being to respond to the rapidly changing needs and diversity of NZ society and it's economy as recommended by the Porter Report (1991). NZQA (1994) described the benefits of having national standards in a user pays environment were that both students and the government as a consumer could clearly identify what was being purchased in terms of learning (pg 9).

With competency based training, education became regarded as a commodity responsive to consumer demands as described by Codd (pg 4) and Usher (pg 100). From the data, issues are surfacing in the trade sector of catering as to the actual quality of the education that is delivered, it's consequences, and the credibility of the qualifications in catering. The question could be asked, *is this the responsibility of the providers of education that is delivered*, or the structure behind what Codd describes as *the economic rationalization of education* (pg 5)?

The Vocational Training Council (1980) reported several areas of weakness in the traditional apprenticeship training, delivered in the workplace. Problems were identified as; no guarantees that apprentices were trained in all the required skills, inconsistencies in

training practices at different sites, poor record keeping training records (pg 10). The Hawke Report (1988) called for a number of changes to educational administration at the time of traditional apprenticeship training, one of which was vulnerability of pressure group politics (pg 4) a situation that does not appear to have been resolved in the catering training.

### **Soft Data**

A series of articles in Hospitality magazine (May, 1997) presented mixed opinions about training, but mainly criticized polytechnics citing outdated curriculum (pg 8) and polytechnics not meeting industry's needs (pg 14) inadequacy of current training practices. Auckland restaurateurs were seen as indicative of the New Zealand hospitality industry (pg 8) in that tutors were 'out of touch' with current trends.

Competency based training was introduced as a 'revolutionary' method of delivery done in the workplace, that would 'root out' under performing individuals in industry and education, particularly polytechnics (pg 14). The restaurateurs involved with writing the unit standards commented about their appointment to the board of the Hospitality Standards Institute, which would ensure assessment methods were not out of touch with reality (pg 15). These ideas link into chapter 7 which discusses what industry's expectations are of catering delivery.

## **CHAPTER 7:**

### **RESULTS**

#### **Industries expectations of catering delivery.**

##### **Introduction**

The standard linear analytical model (Yin, pg 42) linking the data to the four main issues identified in Chapter 1 (pg 3) the primary interview data will be discussed first and assigned a value in terms of strength or weakness. The secondary 'hard' and 'soft' data (page 45) will be used to triangulate the interview data.

The previous chapter describes confusion from the different qualifications available. Industry also appears to have confused expectations, and is out of touch with current training methodology along with their role and responsibility in industry based training delivery. Industry are outspoken with their demands about training issues, but are reluctant to take full ownership of training preferring to leave it to training providers.

##### **Interview**

Both Participant 1 and 2 agreed that industry were often not committed to training. Participant 1 had a strong opinion that industry were quick to voice their concern about training, criticise and call for change but often did not back their call with commitment to training.

Participant 1: "My experience of industry is they take a back step. They are quick to say they want something and they can do it better than anybody else, but in reality when push

comes to shove and they have a decline (in business), the first thing to go is training.” (Participant 1)

Although participant 2 appeared to be of a weaker opinion that industry were responsible for the direction of catering trade training had taken over the twenty year period, a similar theme of industry *not* taking responsibility was apparent, the participant identified this more through *lack of ownership and involvement* with catering delivery. Participant 2 drew the comparison of a recent visit to Switzerland, and had observed close links between industry and training providers. The participant highlighted the comparative differences between the two countries in terms of wealth and training structures, but indirectly stated a definite preference to *which* was the more effective system.

Participant 2 – “(In Switzerland) industry is involved with a levy situation where they’re actually funding training. This doesn’t happen in New Zealand. Major differences (between Switzerland and New Zealand) and if you asked what do I prefer, I’d have to say that I really admire what was happening in Europe.” (Participant 2)

Participant 2 appeared to have the view that industry was more of a casualty of the changes, rather than a contributor, and was ‘*confused*’ by the succession of *change* that has taken place. Although when discussing the opportunity that industry *did* have in terms of being involved with local advisory committees, the respondent identified that there seemed to be a *lack of willingness* to be involved with training providers.

Participant 2 – “I know it’s a national trend. It might well be because providers have their local advisory committee meetings (discussion meetings between providers and industry) at times that don’t suit businesses. We (in this particular institute) have changed times to suit industry, but we don’t get everyone. It’s up to the individual industry person really. If industry was really interested and keen they’d be knocking your door down to be involved. So my answer to that is, that they’re not knocking the door down because; (a) they haven’t got time or, dare I say it, (b) they don’t really care.” (Participant 2)



Industry has good intentions of contributing to training ie employing apprentices but do not want sole responsibility of training and assessing. Some chefs still have an incorrect expectation that block-training courses are available at polytechnic providers, for their employees.

With the introduction of unit standards, and the move to training and assessment being done by industry in the workplace, Participant 1 was strongly of the opinion that industry was not fulfilling it's responsibility in industry trade training and catering delivery, for a number of reasons; industry is largely made up of small owner operated business, training is not high priority, partially qualified chef's in smaller establishments and a belief that trade training is polytechnic's responsibility. The respondent also believed that industry enthusiastically supports the introduction of unit standards based modern apprenticeships, however providers moving away from competency based training, does not link in to the scheme.

Participant 1 – “Industry is welcoming modern apprenticeships, but there is one major problem. There aren't too many training providers who are offering unit standards. Modern apprenticeships are based on unit standards, not on City and Guilds. Bigger hotels and restaurants want to take on an apprentice. The head chef says...

‘Yes I want to give something back, I'd like to help this person.’

That's fine, are you prepared to go on an assessors course, and help with his training.

“Oooh, well, I'll help them with their training - but I want them to go away to do a block course.” Excuse me, there aren't any block courses out there for unit standards.”

(Participant 1)

The intention of competency based training is that it is designed by industry for industry, however confusion of current qualifications and catering delivery methods appear to be confusing the issue of exactly what industry's expectations are. This could be compounded by the problem of there being so many smaller businesses having a range of different requirements, and the larger hotel and restaurant establishments also have different needs.

## Hard Data

An HSI guide (2001) to cookery qualifications in New Zealand (appendix 1) illustrated that to the end of the 1990s two different NZQA qualifications and two different City and Guilds qualifications in cookery were available. The guide also stated that the qualifications did not imply equivalence between levels, which could contribute to confusion between qualifications and their methods of delivery. Competency assessment was only one of the four methods available, the other three described as percentage based examination structures.

With changes in legislation, particularly with the Education Amendment Act 1990 and its subsequent amendments, bringing about the establishment of the New Zealand Qualifications Authority, and the Industry Training Act 1992, significant change had occurred in the tertiary training environment, especially with the advent of 'user pays' education. In many cases both participants implied that there was a *perception* that training was viewed as a "*commodity*" item a view reiterated by Roberts (pg 10). This being the case, could it then bring about wider implications? There was evidence to suggest that with students contributing to costs, this has also contributed to an *influence* with the providers' *delivery* of training. This situation, could then lead to further questions in terms of; what does *value for money represent for the student, the knowledge learned or the certificate gained? Do student expectations of training meet industry's expectations of training? How has this influenced 'provider based training – can providers realistically match and meet both expectations of industry and expectation of students as they are legally required to under NZQA?*

Further evidence of the education being *perceived* as a *commodity* and its implications in relation to the role of the *provider* are clearly identified and illustrated in the New Zealand education context. Codd (1997) explains that '*On this model "standards" are to be determined by "purchaser demands". The customer (student, Government, employer) sets the standard and if the provider does not meet it, the customer goes elsewhere. An education market is thus expected to work like any other market, and as with other*

*markets, the role of the state is to regulate in order protect the (property) rights of individual consumers” (pg 6).*

## **Soft Data**

Hospitality Standards Institute Chairman Bruce Robertson (1997) acknowledged in Hospitality magazine, that Polytechnics and industry were working from different agendas. “Because of industry’s lack of commitment and involvement in the past, and polytech’s funding being based on bums on seats, we haven’t necessarily had a match in the expectations of students through the training regimes matching the expectations of industry (...) causing disillusionment on both sides”. To redress the balance Robertson introduced the competency based system announcing “HSI was developing a new cookery system designed by industry for industry” (pg 13)

From the data it seems that industry do not realize or acknowledge their role and responsibility with training and have unrealistic expectations of training delivery. The evidence suggests that the hospitality / catering industry appears confused and does not appear to be the *driving force* behind catering tertiary training, as perhaps it is required to be, in a competency based learning environment. The interview data suggested that industry has *vocal* elements that ‘initiate’ change but often this is not supported with actions. Both participants implied that in their opinions industry plays a minimal role with training stating several reasons; lack of ownership with training; confusion as to what catering qualifications are current, and what they represent, also training is given low priority in the context of many hospitality businesses.

Industry expects not only high skill standards from training providers to match the diversity of their businesses, but also it appears that industry has an expectation that polytechnics in particular, have the responsibility of driving industry training.

As discussed in Chapter 2, the introduction of competency-based training was launched in conjunction with a series of articles published in the Hospitality trade magazine. A range of opinions from various stakeholder groups that including; restaurateurs, tutors, HSI, and an industry representative group contracted by the HSI to write the new unit standards. The article *Unit Standards – learning by degrees* (pg 14) leveled the responsibility of *inadequate training practices* with providers and the education sector at large for a variety of reasons. The article pushed the *virtues* of competency based training simultaneously, with an underlying assumption that industry was; a definable single entity, and was the *victim* of an ‘*under-performing*’ training system. The article (1997) introduced and endorsed the introduction *unit standards* and competency based training.

To be successful, competency based training needs strong ITO and industry involvement Coolbear (1999) in the NZ Education Review cites a combination of complicated funding structures and different interpretations of the requirements of unit standards, and ‘a chronic case of policy failure’ as putting the government’s industry training strategy in crisis. Coolbear also believes that with the proliferation of ITO’s, their diverse interpretations of the complexities of a unit standards based framework all this has created major difficulties for both providers and industry (pg 7). This in itself could provide evidence as to why providers are opting for a less complex structure for delivery and preferring the City and Guilds International curriculum as opposed to a competency based training structure.

## Chapter 8:

### CONCLUSION

This research developed from my personal observations of a number of changes that had occurred between 1980 – 2000 and have impacted upon catering delivery, discussed in chapter 1. My research question asked *'have the changes to tertiary education from 1980 – 2000 enhanced catering delivery?'* Specific issues were identified as:

- **Training/ educating students for smaller owner operated café businesses rather than larger hotel catering operations.**

- **Number of providers offering hospitality training**

The introduction of competency based training and the subsequent qualifications. (Specifically; the 1984 Labour Govt; Hawke Report; The Porter Report; issues associated with competency based training; in 2000 two national qualification structures were recognized in New Zealand).

- **Industry's expectations of catering delivery**

- **Convergence of data – introduction**

Chapter 8 draws together the primary (interview) data with the hard and soft documentary data discussed in chapters 4, 5, 6 and 7. The literature discussed, uses case study methodology (Chapter 3) to triangulate the data. The conclusions discussed in this chapter form the basis for the recommendations.

Throughout the 1990's growth, diversification and changing customer demands, has seen the hospitality sector significantly change to accommodate market trends. Businesses appear to have responded differently to adapt to their own particular niche market. A

competitive environment has seen owner operated, small businesses make up a large part of the industry. Larger fast food and *family style* restaurants also make up an important sector of the industry, hotel and fine dining restaurants make up the sector, as do ethnic restaurants. A logical assumption would be that standards of acceptability would vary from one business to the next, therefore undermining competency based training in the workplace.

The number of providers competing in hospitality training in a competitive environment, has separated providers from industry. The many providers offering hospitality training, especially at lower levels, may have contributed to a tertiary education sector that is primarily responsive to the needs of students, as customers primarily, which may have influenced how providers deliver catering trade training. A gap appears to have emerged between educational providers meeting the needs of their students while also attempting to meet the needs of a complex and changing hospitality environment.

Industry appears confused by training methodologies and available National Qualifications between 1980 and 2000. This occurrence may be in part, due to four different qualifications being offered from 1980 onwards. As well as this, industry does not place a high priority upon training, while the sector has high expectations from provider based training, it does not invest in training in terms of time and money. The theme emerged that many people employed in industry were only '*partially qualified*'. When the NZQA 75 series was introduced, not only did the qualification change, so did the way that training was vocationally delivered, moving from being industry - based to provider-based. Structured apprenticeships gave way to pre-employment training. The positive effects were that people were given the opportunity to receive training as a chef before they became employed as a chef – prior to that people could only become chefs if they were first employed in the hospitality industry. Many business owners and employers themselves are partially qualified, possibly through previously being unable to access higher-level training, or are the products of an environment that previously placed a low priority upon training qualifications and further education.

Competency work based training, requires a motivated industry sector to drive the process in order to be successful. It could be argued that the hospitality sector has not demonstrated a unified commitment to training in the past, this may well affect the future success of modern apprenticeship in catering.

## **Discussion from the results**

From the research it appears that several factors have contributed to concerns that could have future implications for vocational training in the catering industry. Five significant points to emerge from the triangulated data were:

### **1/ Inconsistency of different qualification structures within catering trade training**

Inconsistency of standards have occurred through four different training structures available in catering trade training from 1980 up until 2000 all using different qualifications. The demise of traditional apprenticeship gave way to pre-employment courses with NZQA 75 series qualifications. Competency Based Training brought with it New Zealand National Certificates and later formed a base for Modern Apprenticeships. Throughout this period the London based City & Guilds also underwent metamorphosis to accommodate competency based training, while maintaining examination based summative assessment – a structure that appears to be the preferred option of polytechnic providers.

### **2/ The number of partially qualified hospitality trades people.**

There appears to be more than one reason why so many people working in the catering industry sector are only partially qualified chefs:

A disproportionate influx of people entered first level 75/1 & 75/2 training, and upon completing 2000 workplace hours, did not return to education to complete 75/3.



Many providers opted for accreditation at 75/1 & 75/2 level only, possibly because 75/3 required more specialized equipment; higher qualified staff and fewer student numbers appeared to participate at the higher level of 75/3.

Employers did not appear to place a high priority upon their employees completing their higher-level qualifications.

Over the twenty-year period various changes to NZQA and City and Guilds qualifications have affected the *reputation* of vocational training and the tertiary education sector. Throughout the data there appeared to be a consistent theme of the industry being *out of touch* with training and current relevant qualifications. *Have the changes associated catering trade training contributed to industry's disenchantment and disinterest with vocational training? It also should be asked how much confidence partially qualified chefs have in training, and what will their attitude and commitment is to it in the future, based on their involvement?*

### **3/ Confusion in roles and responsibility of training**

Four different eras of recognized training structures, and their respective qualifications, were utilized over the 1980 – 2000. At the same time that the hospitality industry has re-invented itself to keep pace with an increasingly competitive and diversifying market. With the diversification of the industry, it seems that their training needs became equally diversified.

Unit standards were introduced as a training model that would accommodate the diversity of industry by introducing national standard in the workplace. The data suggested strongly that one particular standard in one business was not necessarily the standard required in another – there is a marked difference for instance, between a fast food restaurant and a fine-dining hotel restaurant - both establishments respond totally differently to the requirements of *their* customers. The catering industry is a clear example of an industry sector where *one size does not fit all*.



The competency based concept is an example where inconsistencies are becoming apparent. The interpretation of unit standards, leading to the respective National Certificate in Cookery (or any hospitality qualification) being accredited, could see qualified trades people demonstrating different skill levels and standards - depending entirely upon the business establishment where they did their training and the corresponding standards required. Clear evidence suggested that *variance* according to the *interpretation of standards* was becoming apparent in the catering industry sector across the board could also be contributing to resistance to competency based training.

#### **4/ Expectations of industry are different to training outcomes of providers**

The tertiary education sector and the industry sector appeared to be at cross-purposes regarding their perceptions about *what is the purpose of training*. Industry appears to have a range of different expectations with regards to their training needs, which could be reflective of the diverse requirements of the hospitality sector. The education sector appears to have their priorities linked with student learning and achievement. Although on the surface, and it almost appears to be elementary, but throughout the post-nineties period an underlying assumption was that tertiary providers had a dual role of maintaining industry standards as well as meeting the needs of their students – this raises the question; *could providers realistically achieve this dual role, especially in a competitive environment of several hundred providers?*

#### **5/ Who represents the hospitality industry?**

Throughout the post-nineties period as the Hotel and Catering Industry Training Board evolved into the Industry Training Organization, the HSI as a government funded agency responding to the interests of government policy initiatives and direction first and foremost, adapted training strategies accordingly (ie competency based training). This brings into question, the autonomy and objectivity of the ITO as being singularly

representative of the hospitality industry. *Whose best interests does the ITO primarily represent industry, government policy – or both? Is it realistic to assume that there will be no conflict of interest with this duality?*

## **Conclusion**

Different sectors have been affected in many different ways either directly or indirectly with changes that have occurred in the vocational training sector. Evidence of attitudinal change toward training has occurred, especially since the introduction of user pays education. Complex changes that were not foreseen with the move to a competency-based structure, have occurred as a result. Separation through the diversity of the industry is evident, possibly due to an increase in smaller hospitality businesses *and* the proliferation of training providers. This fact combined with disjointed training structures, and qualifications appear to have lead to fragmentation, confusion and lack of ownership of tertiary training. Funding issues inevitably become a factor, as less funding has to spread across a wider area, in a competitive industry sector. From a purely economic point of view, a saturated market of educational providers can only ultimately and inevitably lead to compromises in the quality of delivery, or diminishing standards as providers compete to attract numbers from a limited student market.

The dismantling of the apprenticeship system represented a move away from a vocational training structure that was first regulated in New Zealand in 1865 and evolved through until the nineteen-eighties. Arguably it would be impossible to measure what disappeared in terms of intangible values and the confidence of a tried and tested system that had withstood the test of time, and is still the preferred method of training in many Western countries. The question could be justifiably asked was the move to a competency based system thoroughly researched and were the ripple effects adequately forecasted before implementation took place?

## **Recommendations**

Further quantitative research is required to provide statistical evidence as to; how many providers are offering City and Guilds (International) Qualifications as an alternative to New Zealand National Certificates in Cookery and determine what forms the basis of their reasoning for catering delivery. Equally important is how many providers will facilitate training to accommodate modern apprenticeships in catering requiring delivery of competency based training.

To ensure that workplace competency based training is effective and aligned to all providers of the catering and hospitality, the Qualifications Framework will need to make provision for City and Guilds based training as an alternative to New Zealand National Certificates. Data suggests that this is a preferred option of many providers to deliver catering trade training. From 2039 registered Modern apprentices in 2001, only 23 (1.1%) were from the hospitality industry, according to the Tertiary Education Commission modern apprenticeship website. Hospitality is the largest retailing sector in the country.

Develop training policies for vocational catering training based on research taken from industry, providers and students independent of pressure groups. Closer links between providers and industry need to be established to ensure that the catering industry is able to benefit from expertise and knowledge in both the tertiary education sector and industry.

Establishment of an independent authority to assess and forecast the training and development needs for the catering industry and make recommendations it's future direction. The hospitality industry itself needs to take vested ownership and actively participate with all players to further develop workable training policies in the area of hospitality vocational training. Legislation or training contributions could be implemented to ensure active participation in training.

The diverse sections, which make up hospitality industry, need to be clearly identified and their specific needs acknowledged and addressed representing the individual needs of the distinctively unique industry sector.

Clear direction and dialogue is required to identify the definitive role of the tertiary educational sector relative to; student needs; industry needs; and the future development of the industry.

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