

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

- C64258 Micro Credential Licensed Controller Qualification
- 4646 Demonstrate Understanding of the Sale and Supply of Alcohol Act 2012
- 16705 Demonstrate Understanding of Host Responsibility in a licensed premise.
- 167 Practice Food Safety methods in a food business under supervision
- 168 Food Contamination Hazards & Control Methods in a food business
- 20666 Demonstrate basic knowledge of contamination hazards and control methods used in a food business. L2 2 Credits

KEQ 1: How well do students achieve?

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

Fifty percent of our learners are put on to our courses through their employers. Fifty percent are individuals who are looking for employment or starting a business.

All our learners are adults.

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

All our learners achieve the required standards although some require one or more resubmissions. We have never had anyone not complete. However, some people who request to do self-paced completion never actually complete even after multiple attempts to contact them.

In the 12 months from 1 July 2024 to 30 June 2025 the following split between the standards achieved are 215 learners doing food safety either 167 or 168 or both together and 776 LCQ candidates doing 4646 and 16705 of which 36 have been granted micro credential Licensed Controller qualification.

Standard	Number
167	148
168	67
LCQ	776
Subset Microcredential	(36.00)

We offer trainer led face-to-face courses, Self-Paced Correspondence completion, eLearning online courses and Interactive Online Courses using Zoom or Microsoft Teams. In 2025 we did the following numbers.

Course Format	Number
Correspondence Self Paced	105
Online E Learning	19
Interactive Teams Learning*	76
Trainer Led	728
* Many Online and Correspondence Learners attend Online Interactive LCQ but they are recorded by their format	

Our learners are diverse and come from many countries. It shows that we do have a representative number of Māori learners and our low numbers of Pacifica learners reflect the industry we work in which is hospitality and alcohol sales. Our next highest group are people from India who do work in grocery and alcohol stores. These are self-selected categories.

Ethnicity	Percentage
Asian	10.39%
Chinese	3.46%
NZ Pakeha	25.43%
European	18.18%
Indian	16.99%
Maori	14.94%
Fijian	1.08%
Niue	0.54%
Samoan	1.95%
Tongan	0.22%
Other	6.82%

We ask our learners (optionally) to self-identify any learning challenges at registration. Also we sometimes are informed when they arrive at the course and record this in our system. We only had three learners in the last year who identified as having learning differences, but we would say many more have language problems and those who come to the course with learning challenges but do not think they affect them.

Learning Challenge	Numbers
ADHD	1
Dyslexia	1
Other	1

Resubmission and Problems

Those students who need to re-submit are coached to understand and identify the right answers.

In course students are individually met with and asked to review their answers from the resource books – explained what needs to change what the question means and what needs to be correct.

Where students complete self-paced, they are emailed back the questions they need to correct with page references to find the right information and if required are called to coach them through.

Complaints

Our Complaints process is.

- Complaint received.
- Initial Reviewed and considered.
- If cannot be responded to on the same day, a formal receipt of complaint email is sent saying we will respond to your complaint within five working days.
- The Internal Quality Management Team consider the complaint – Longlas Limited and the contractors.
- Our response is determined.
- A formal response will be made to the customer.
- If required, it is forwarded to the NZQA or Ringa Hora.
- We consider all complaints, issues or concerns raised by our learners or their employers, or agencies without prejudice and non-defensively.

KEQ 2: What is the value of the outcomes for key stakeholders, including students?

Our key stakeholders are:

- The NZQA
- Our WDC Ringa Hora
- Local Councils
- Hospitality Businesses
- Licensed premises including supermarkets and bottle stores.
- Schools and other organisations that train their clients for work readiness and for community support.

For the NZQA we are required to adhere to the code of practice and submit all annual PTE registration requirements. We cannot grant an LCQ certificate without resulting their achievement to their NZQA record. One thing we struggle with is the inability to result anyone with an accent, umlaut, or macron in their name. These are common to many foreign names and Māori learners. The NZQA systems do not support these. At present we cannot

result anyone who is not M or F - this is becoming more of an issue as many people who work in hospitality are non-binary presenting.

The workforce development council Ringa Hora is our moderating agency they have been most helpful and engaging this year with fast turnaround, changes in the requirements for level 1 and 2 standard changes and engaging with their client organisations to discuss PTEs and their businesses.

Local councils interview our learners who progress to applying for duty manager certificates. We are sometimes asked to confirm the holding of a legal LCQ certificate and to provide update training for licensed premises if a license is under some issue at renewal.

Hospitality Providers who send their staff to our courses need them to be trained and understand their responsibilities under the Sale and Supply of Alcohol Act 2012. By using us they minimise their risk of breaching the act. An employer paying for the LCQ for one of their staff also is providing a benefit to that staff member. As we run our LCQ courses over one day with most learners knowing they have passed on the day - employers benefit by not having staff away for longer or having to chase them for completion.

Organisations that put their staff through Food Safety Training reduce the risk of problems occurring, meet their audit requirements and give confidence to their customers.
Incident Glengarry

For our students they gain qualifications that make them immediately work ready. Anyone with an LCQ could potentially obtain a trial in any licensed premise in New Zealand as many are looking for staff. Food Safety Training and qualifications are considered as beneficial to any employers in the food space. For some of our students it may be the first time since school or first time ever that they have successfully achieved a qualification.

Longlas Limited t/a Innovative Hospitality undertakes a significant amount of time in licensing work and advice. It is from the 150 odd licensing clients we gather our knowledge input to share with learners. This is invaluable.

KEQ 3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Program design and delivery is required to meet the learning objectives of the NZQA standards involved. This means we must use assessments that are pre moderated by Ringa Hora. Our delivery of learning is our own to do and we have developed an approach based on our hospitality experience and our own professional development.

Every year we send samples of learning for Post Moderation, and we also get any assessments we produce for pre moderation.

To ascertain the value of our teaching and determine if it is matching the needs of students and other stakeholders, we gather feedback from as many as we can and analyze how often organisations resend their candidates to us.

Our customers

Our learners come from our licensing customers and from licensed premises across the motu.

If an organisation sends someone to us, they nearly always send another when they need to. We have approximately two hundred regular customers who sent LCQ or food safety candidates to us. In the last year, these customers have sent us over five hundred learners. This shows they value our services.

We are not able to confirm how many of our LCQ learners continue to successfully become duty managers. This is due to timing of public record publication which relies on council's sending information and them being recorded at ARLA (Alcohol Regulatory Authority)

Learner Responses

- Learner responses are gathered through formal feedback forms for each lesson, and we have also undertaken self-assessment through surveys.
- We also gather feedback from Online and Self-Paced Learners
- Overall, the feedback is extremely positive.
- Feedback is requested on the Assessment Process, the explanation of the process, discussions, and support from the Assessor (before during and after), workbooks and written exercises and whether the assessor was helpful.
- We ask every learner to complete the following feedback form at the end of every lesson.

Our online and self-paced learners are asked to complete the following which is edited from the main feedback form. This began in 2024 year and continued into 2025. There were 51 feedback forms received.

Please rate the following by ticking the number - 5 being excellent 1 being Poor

	5	4	3	2	1
I understood what I am here to learn and what I will be assessed on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course resources and work books were appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to complete and send back my work easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutor helped when I needed it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The tutor gave me helpful feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The course was relevant to my employment or goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident I have the learning and resources to help in obtaining my ongoing qualifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The average results of feedback are shown below.

I understood what I am here to learn and what I will be assessed on	5.00
The tutor helped when I needed it	5.00
The tutor gave me helpful feedback	5.00
The course was relevant to my employment or goals	5.00
I am confident I have the learning and resources to help in obtaining my ongoing qualifications.	5.00

Our main feedback form from face-to-face classes.

Please rate the following by circling the number - 5 being excellent 1 being Poor

I was comfortable in the course environment	5	4	3	2	1	NA
I was welcomed and personally engaged	5	4	3	2	1	NA
I understood what I was here to learn and what I will be assessed on	5	4	3	2	1	NA
Course resources and work books were appropriate.	5	4	3	2	1	NA
Course timings were clearly explained	5	4	3	2	1	NA
The tutor helped when I needed it	5	4	3	2	1	NA
The tutor gave me helpful feedback	5	4	3	2	1	NA
I was treated fairly and with understanding regardless of ethnicity, gender, background.	5	4	3	2	1	NA
My personal learning needs were listened to and help offered	5	4	3	2	1	NA
Special words and terms were explained and clarified.	5	4	3	2	1	NA
The course was relevant to my employment or goals	5	4	3	2	1	NA
I was able to engage and ask my questions	5	4	3	2	1	NA
I am confident I have the learning and resources to help in obtaining my ongoing qualifications.	5	4	3	2	1	NA

Nearly all our feedback results are holding with four improvements and one dropping but not significantly. This reflects actual changes we have made in course delivery in terms of timing (changing the order of the course so everyone finishes the morning at the same time) and pastoral care. Also implementing the new micro credential format which tracks completion of modules earlier and gives the learner a feeling of progress.

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

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

‘Andragogy

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

Recognition of prior knowledge

- For Food Safety 167 and 168 all my learners are working in food related roles, many have been family providers of food. In the first lesson and in each following one – a specific set of questions are asked to elicit prior knowledge and experience.
- For LCQ all our learners are practitioners in the hospitality or related sectors. Most have significant experience in the subject and bring with them many stories and experiences that are relevant to the learning.

Guided Reading

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

Experiential Learning

- I use experiential learning technique to a large extent in the delivery of lessons 1 Food Safety risks, 2 Cross Contamination and 3 Temperature Management. I actually ‘deliver food’ and get the team to check it and temperature check it and tell me what I should do with it. I have designed simulation and practical exercises for cross contamination, learners actually cook food to take its temperatures.
- In an LCQ course we ask learners to actually place the required signs for different types of licences, perform role plays and review situations in groups for the correct legal interpretation.

Flipped Learning

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

Collaborative Learning

- In food safety lessons 2 Cross Contamination, 3 temperature management and 4 Food Control Plans learners work in pairs and groups to complete practical and written exercises.
- In LCQ they work in groups and pairs to consider situations and apply the requirements.

Literacy and Numeracy Exercises where necessary

- In each of the courses there is a need for literacy or numeracy exercises. The need is based on the use of specific terms and their meanings. In Lesson 3 temperature management the numeracy exercise is about temperatures – negative and positive, Celsius and Fahrenheit and reading temperatures on a screen. When doing these exercises, I first thought not necessary how it is surprising actually how different people understand differently and I now see it as crucial to ensure shared understanding of words. The numeracy exercise in Lesson 3 is critical as otherwise learners would not be able to complete their assessments correctly.
- In an LCQ there are specific words that mean something in the act different from their day to day meaning. We identify these and ensure each learner understands the use in the LCQ language.

How do we ensure an inclusive learning environment'

- We contact each learner on registration to find out who they are, their purpose in coming to the course, any learning challenges, any language needs, any other support they will require. To date I have trained persons with hearing problems coming with a sign language interpreter, Māori City Mission staff and 'customers,' refugee learners from Burma, Colombia, Sri Lanka, and Middle East, Pacifica and Māori childcare and aged care workers, gender diverse individuals. I have delivered the lessons to those with dyslexia and dyspraxia. I have collaborated with interpreters and whanau support.
- Other inclusive practices are that our tutors contact each person quietly on their arrival, and before each lesson to check in and see if they have any concerns or need any assistance.
- Our visual aids and posters show individuals of different ethnicity, and our presentation does too. I ensure we talk about diverse cultures and experiences in each lesson.
- Our workbooks contain all headings and section descriptions in Te Reo Māori. Images in our learning resources are representative of many cultures.
- Our trainers use a significant amount of Te Reo Māori in course delivery – especially at welcome, mihi/pepeha, instructions for the wharepaku. This is noticed and commented on positively in learner feedback.
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- The form also asks for any learning challenges (optional) including Dyslexia, Dyspraxia, ADHD, Other

KEQ 5: How effective are governance and management in supporting educational achievement?

There are two principals in the business Sarah Thompson and Gregory Williams Directors of Longlas Limited NZQA Provider 8357 and two contract trainers.

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

Sarah Thompson completes all company management, financial management, learner resulting, LCQ and Food Safety Certificates, NZQA and Ring Hora reporting, PTE Annual Requirements, and training resource development and obtaining pre moderation.

We record feedback from all learners against each trainer who led the courses. We can compare trainer results year on year. It is often now in the margin with only changes.

Trainer	2021	2022	2023	2024	2025
Dean	4.97	4.93	4.98	4.99	-
Greg	4.94	4.94	4.97	4.97	4.98
Morna	5	4.96	5	4.99	5
Sarah	4.97	4.96	4.96	4.96	5
Jude	-	-	-	-	5



Our trainers have a professional development plan which has been in place since 2021. In the last year, the principals have attended **ADHD | Supporting learner success** and one is in the process of completing the NZ Certificate in Adult Literacy and Numeracy. They continue to learn more Te Reo Māori and Tikanga.

This shows that all trainers are delivering to a very high standard as rated by our learners. We review in detail as a group and identify focus areas to work on.

Each principal and trainer have undertaken significant professional development and have plans to continue. Individual plans are maintained.

All principals and contractors have or will have completed the NZ certificate in Adult Education and Training. Sarah Thompson and Morna McGregor have completed the NZ Certificate in Adult Literacy and Numeracy.

in 2025 Innovative Hospitality have joined ITENZ as a member and attended multiple webinars and road shows.

- Continued to learn Te Reo Maori and Tikanga
- Have enrolled in AKO Autism Neurodiversity Course
- Phriendly Phishing initiative by the TEC to manage and train our team in handling spam and fraudulent emails.

Team Engagement

Regular Zoom sessions are held between the team to discuss what has happened and what will – Covering such issues as training development, any individual or thematic learner issues, what needs to be done, NZQA and Ringa Hora developments.

Learning Resources

Learning resources have been reviewed at least every six months and improved each time. The improvements have been implemented to improve learner understanding where difficulties in completion have been noticed, reflect changes in the rules from MPI and to make the open learning more accessible. In 2025 we developed and got pre-moderated the Micro Credential Licensed Controller Qualification assessment – a new format based on Modules for each subject area with subjects in a better order.

Due to the level of detail and the formatting challenges across Word and Power Point now all resources and assessments are sent to our internal proofreader (Morna McGregor) for review prior to printing. This is especially important as mistakes in detail and formatting are very easy to miss.

Changes

During 2025 training schemes have been changed to micro credentials. This changes nothing about how we deliver learning, nor does it change the learning objectives of the standards. It is an administrative change with a significant amount of work required and

registration required which takes time and money. An example of a non-value add change forced upon PTE by the NZQA.

New online eLearning formats for LCQ and food safety have been pre moderated and available for learners.

The micro credential assessment for LCQ has been created and pre moderated is now set up in a series of 9 modules.

Resubmission and Problems

Those students who need to re-submit are coached to understand and identify the right answers.

In course students are individually met with and asked to review their answers from the resource books – explained what needs to change what the question means and what needs to be correct.

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- If required, it is forwarded to the NZQA or Ringa Hora.
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In 2025 we had no complaints that warrant being informed to NZQA and Ringa Hora. There were no incidents to report and nothing occurred.

KEQ 6: How effectively are important compliance accountabilities managed? Quality Management System

Programs are delivered according to programme approval documents. If not a request for change has been submitted to NZQA (or the correct moderating agency) and approved prior to the change being made.

Our learning resource books are not required to be pre or post moderated. Our assessments are required to be both pre and post moderated.

Our moderation agency is Ringa Hora. Each of our assessments for the standards we teach have been pre moderated by the correct agency and moderation records are retained.

NZQA Reporting

Each year Longlas Limited completes and reports all required PTE annual registration requirements.

- Any new delivery sites are reported.
- Annual fee is calculated through credit and learning hours.
- Longlas is audited annually, and annual PTE attestation made.
- All payments to NZQA for resulting are maintained.

Code of practice

Outcome 1 A learner wellbeing and safety system

Our Health and safety policy is published on our website. Each location we offer courses is accessible, offers sufficient bathrooms, air conditioning, water, tea, coffee, and refreshments are offered.

Our courses are very short only 3-8hours and there is no formal continuous engagement with our learners.

In our courses we engage with each learner to determine their sense of wellbeing and any particular needs they may have.

Outcome 2 Learner Voice

Our Learners are asked for feedback on every course. Results are shown above. They are given and explained the ability to formally complain and how to do that.

Outcome 3 Safe, Inclusive, Supportive, and Accessible, Physical and Digital Learning Environments

As listed above we have inclusivity built into our registration processes, we openly support those of diverse learning capability, those with non-binary or non-specific gender, and those with different cultural beliefs. All our learning resources show images from different ethnicities and ages and non-stereotypical images. Each location we offer courses is accessible, offers sufficient bathrooms, air conditioning, water, tea, coffee, and refreshments are offered. We do offer digital learning courses and we schedule times and breaks to meet people's location and physical needs. We offer different ways of assessing including read/write and verbal assessment.

Outcome 4 Learners are safe and well.

Each learner is greeted individually to ensure we identify any particular needs. Our courses are very short only.

3-8hours and there is no formal continuous engagement with our learners. This means if a learner expresses anything from -- there is something going for me outside the course, or I am feeling very un-confident, or I have ADHD and find it hard to concentrate. We work with each individual to help them and keep them comfortable. - checking in with them over the day.

Outcomes 5-8 are not relevant to us as we do not offer accommodation or enroll international students.

The Tertiary Education Strategy currently has six key elements. We discuss our approach to each.

• *the achievement and wellbeing of all learners*

Nearly every one of our learners successfully achieves their chosen standards. We work with each learner to ensure they are physically, mentally, and spiritually comfortable in their short courses.

- *ensuring that places of learning are safe and inclusive and free from racism, discrimination, and bullying.*

Our learners are from diverse background and are all welcomed equally, there is no entrenched racial stereo typing, all resources have varied, and many ethnicities represented.

- *reducing barriers to success and strengthening the quality of teaching to give learners the skills they need to succeed in education, work, and life.*

We have improved our resources several times over the last three years to ensure the open book nature of the learning and assessment is the best it can be, what we teach is very specifically work related.

- *taking account of learners' needs, identities, languages and cultures in their planning and practice*

We do take the cultures and identities of our learners into our Korero - talking about how each culture treats alcohol and keeps food safe. The korero will change depending on who is in the room. We have resource guides in different languages.

- *incorporating te reo Māori and tikanga Māori into their everyday activities*

Key principal has been undertaking Te Reo Māori and Tikanga lessons over the last three years. Our resources all have Te Reo Māori headings and titles. Each course starts with a Mihi/Pepeha and a significant amount of Korero is in Te Reo Māori When food safety is undertaken in largely Māori environments a karakia is sung.

- *collaborating more with whanau, employers, industry, and communities to support learners to succeed in work.*

We have key customers -- The Trust in Masterton whose staff are mainly Māori and Pacifika and The Red Cross and Change Makers who are refugees from many different countries.

Conclusion for Year Ending 30 June 2025

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

The feedback we receive from our learners is very positive and improving - we continue to look at how to improve.

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

We have ensured all our assessments have been appropriately pre and post moderated by the correct agencies.

We have the required policies and procedures in place for compliance with legislation and our NZQA accreditation and have ensured all annual and regular reporting is completed on time and as per NZQA schedule.

We have considered and understand our adherence to the Code of Practice and our response to the Tertiary Education Strategy

Specific improvements we have made since the last ERR result in 2023.

- Professional Development has continued to be undertaken and is a continuing commitment for the principals and contract trainers.
- Continued improvement in learner resources based on feedback and version updates every six months.
- Significant increase in use of Te Reo Māori and Tikanga Māori
- Solid improvement in learner feedback.
- Increase in experiential learning exercises across all courses.
- Feedback being gathered from all online and self-paced learners.
- Form Internal Moderation and records kept.

Our agreed areas of improvement for 2025 and beyond years are:

- Continue developing our Quality Management System to handle the impacts of increased AI.
- Continued professional development on an ongoing basis.
- Learning more Tikanga and Te Reo (enrolled in UCOL)
- Ensuring any new tutors are inducted with the same quality requirements Ongoing.