Programme Handbook 2019

NZ2100 New Zealand Certificate in Cookery (Level 3)

Credit Value   60

School of Hospitality

School Welcome

Welcome to the School of Hospitality, we hope you enjoy your time studying with us. The school staff are experts in their field and are looking forward to sharing their knowledge with you.

Programme Staff

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Your Programme Handbook

This handbook provides information specific to your programme of study this year. You will also receive a Course Outline for each course you are enrolled in during the first week of your study. The Student Guide provides all other information you will need to support your study, including policies and procedures that apply to students. You will find the Student Guide on the website.

Programme Aim

The aim of this programme is to provide the hospitality industry, graduates who are able to work as chefs in junior positions producing basic dishes in a commercial kitchen.

Pathways

Employment Pathways

New Zealand Certificate in Cookery (Level 3) develops skills for students who are employed as chefs in entry level positions or for those wishing to work at this level. Students will have the opportunity to develop communication, organisational and professional skills required for commercial kitchens in a hospitality environment. Graduates may enter the workforce as Chefs in entry level positions producing basic dishes in a professional kitchen across the hospitality sector.

Education Pathways

Learners may staircase through the programme to:

- NZ2101 New Zealand Certificate in Cookery (Level 4)
- NZ1841 New Zealand Certificate in Baking (Level 3)

These qualifications could then lead on to:

- NZ1842 New Zealand Certificate in Baking (Generalist) (Level 4)
- NZ2102 New Zealand Diploma in Cookery (Advanced) (Level 5) with strand in Cookery
- NZ2539 New Zealand Diploma in Hospitality Management (Level 5)

Programme Outline

Course Code	Course Title	Level	Credit	Compulsory or Elective
FC3110	Introductory Cookery Skills	3	15	C
FC3111	Applied Kitchen and Food Safety Practice	3	15	C
FC3112	Fundamental Cookery Skills	3	15	C
FC3113	Commercial Kitchen Practice	3	15	C

Introductory Cookery Skills

Introduction to basic skills around preparing, cooking and presenting a range of products employing commodities commonly used in the hospitality industry.
Effective communication skills needed to interact with others in a commercial kitchen.

Applied Kitchen and Food Safety Practice

Introduction to the preparation, cooking and presentation of basic dishes employing commodities commonly used in the hospitality industry.
Application and understanding of Work safety and Food safety practices relevant to a commercial kitchen practice.

Fundamental Cookery

Prepare, cook and present basic meal options using a range of commodities commonly used in the hospitality industry.
Application and understanding of standard operation procedures of a commercial kitchen.

Commercial Kitchen Practice

Prepare, cook and present three course meal options using a range of commodities commonly used in the hospitality industry.
Understand procedures for identifying and ensuring security for customers, establishments and employees in the hospitality industry.

In addition to gaining specific discipline related knowledge and skills, this programme will place emphasis on the

development of transferable 'soft skills' that are required for success in the industry.
These include the following:

Professional conduct
Students learn how to meet the professional standards expected within the industry.

Self-confidence
Students build self-confidence through developing their skills to the standard required by industry. This includes the confidence to request help when necessary and respond to, and use, feedback constructively to improve practice. Students will also build their confidence when working with fellow students to complete daily activities in the practical workshops and during the programmed café service lessons.

Communication
The communication skills learnt in the practical workshops will include listening, asking questions, conveying information concisely and clearly and reading non-verbal cues. The skills are developed and practised as students interact with each other and their tutors.

People skills and team work
Students develop professional skills through the co-operative needs of working in a team to deliver a specific product. This includes developing an awareness of, and exceeding, customer expectations when delivering a professional service. Working as a team member within an industry environment provides students with the opportunity to practice their skills and develop professional interactions between other work colleagues and peers.

The building, sustaining positive relationships between tutors and students, between students themselves is an important part of this programme. We engage with the whole student, and recognise the importance of each student's cultural and family background. Tutors create an atmosphere of inclusiveness in their classrooms and value learners' individual potential and uniqueness; to create a successful teaching and learning environment.

The programme structure enables students to develop hospitality industry skills and knowledge as well as practical application.

The programme has four courses, over one trimester, each of which covers different elements of the learning required to meet the graduate profile.

Teaching and Learning Methods

Teaching Philosophy
The programme uses teaching strategies including cooperative learning which reflect the different ability levels of the students by using small teams and learning activities to improve their understanding of the subject matter. The programme also uses inquiry based learning, asking questions, using problem solving techniques to promote learning.

The programme helps to create, maintain and evolve an environment which fosters active learning, broad thinking, integrity and respectful engagement all of which are valuable within the sector and across the community.

Formative assessment is used to support learning throughout the course to provide students with regular, prompt and constructive feedback.

Evaluations are also used in ensuring delivery meets students' needs. This ensures students have the opportunity to develop graduate attributes in preparation for employment, further study and participation in society.

Teaching and Learning Methods
Tutorials
Used to illustrate and explain basic knowledge requirements for a particular module. Also to outline the structure of the practical content of the lessons or to debrief previous practical lessons.

Practical demonstration
Used to present material for lessons involving demonstration and hands on learning by students with tutor guidance.

Group Activities
Students are exposed to a work- based learning environment in a group or team structure in a simulated production kitchen to produce a food-related product for virtual or real paying customers who have the expectation of quality and timeliness.

Project activities
Students produce and serve real customers attending a real function or event.

Theory activities
Classroom activities and projects are used to develop the students' knowledge from a variety of subjects to support the knowledge and skills required to perform effectively in teams and groups in a virtual or real production kitchen.

Online learning activities
Learning management systems will be used to lead students into a variety of tools and web sites to support and inform the student's theory knowledge of commodities, communication skills and cooking methods commonly used in the hospitality industry.

Reflective learning activities
Students peer review the standard and performance of other group members while completing projects and practical activities in a virtual or real production kitchen

Assessments

This programme uses competency-based assessment.
The assessments measure the achievement of the learning outcomes for each course through the collection of evidence of learning.

Assessments are developed and marked by WelTec staff and each student's progress is monitored through assessment completion.

Formative assessment is carried out throughout the course to monitor student progress and to inform the student of their own learning progress.

Assessment of practical skills forms a large part of the programme this integrates the practical elements of the graduate profile around such areas as food and work safety and where appropriate effective communication and industry standard operating procedures.

Underpinning theory is delivered throughout the courses and is integrated and developed within practical applications. Learners are guided throughout the programme and receive feedback to support the development of their skills, knowledge and attributes.

Assessment of underpinning theory where appropriate is through Moodle and open book assessment and as such continues the hospitality school's approach to blended learning.

Information on the assessment policies and procedures can be found in the Student Guide

Progress through Programme

This programme is completed in 17 weeks, full time.
Start: 04 March to 28 June 2019
Start: 15 July to 08 November 2019

Timetable

Here is the link to the timetables on the WelTec website. https://www.weltec.ac.nz/current-students/student-resources/timetables/

Other Information

Programme Footwear
Required: Black leather flat shoes with good rubber grip soles for kitchen use.
Not permitted: Open toed, sandals, flip flops, heels, smooth soles or sports shoes.

Please refer to the Student Guide for all general information about studying here.

Award of Qualification

Students must successfully complete all four compulsory courses to be awarded the New Zealand Certificate in Cookery (Level 3).

A5-R5 Student Rights and Responsibilities

1. Introduction

1.1 The institutions promote lifelong learning and are committed to working with students to provide a quality educational experience in accordance with the expectations of *T2-R1 Our Commitment to Learning*.

1.2 These Regulations set out the rights and responsibilities of students to support their own learning and to maintain a safe learning environment.

1.3 The Regulations are consistent with current legislation.

2. Scope

2.1 These regulations apply to all students enrolled at the institutions, on or off campus, participating in any course related activities, and any other student activity or conduct which could impact on the institutions' operations or reputation.

2.2 When required, disciplinary action is intended to be primarily educative and then to discourage recurrence. The institutions reserve the right to address any specific situation as is considered appropriate.

3. Students Rights

Students have the right to:

3.1 Competent, professional and effective teaching

3.2 Current and relevant teaching content

3.3 Regular, prompt and constructive feedback

3.4 Fair, valid and reliable assessment

3.5 A consistent learning experience with a reasonable workload

3.6 Opportunity to give feedback on the teaching, programme and student experience

3.7 Be treated with fairness, dignity and respect by staff and other students in accordance with the principles of te Tiriti o Waitangi and natural justice

3.8 A safe, secure and inclusive environment in which all staff and students can flourish and be valued

3.9 Freedom from intimidation, violence, bullying, cyber-bullying, unreasonable disruption, unlawful discrimination, or any harassment

3.10 Trustworthy handling and retention of personal confidential information while at any campus or while engaged in institutional activities

3.11 Access to appropriate and sufficient learning spaces and resources

3.12 Access to appropriate academic, health, welfare, cultural and pastoral support

3.13 A safe, clean and healthy working environment

3.14   Access to Regulations and Procedures that affect students, including those for dealing with student concerns and complaints, at the commencement of their studies

3.15   Access to their student record

3.16   Representation on the Academic Board

4.   Student Responsibilities

Students:

4.1   Prepare for and actively participate in learning events

4.2   Build and sustain the learning environment by giving and receiving constructive feedback

4.3   Maximise learning by willingly learning independently, experientially and collaboratively

4.4   Contribute positively to the learning experience of others

4.5   Be truthful and trustworthy

4.6   Respect the dignity and rights of all members of the campus

4.7   Apply te Tiriti o Waitangi and institutional values in daily practice

4.8   Respect the environment and property of staff, students, visitors and residential neighbours

4.9   Contribute to an environment that is free from intimidation, violence, bullying, unreasonable disruption, unlawful discrimination, or any harassment of other students, staff or any member of the public

4.10   Maintain privacy of confidential information while at any campus or while engaged in institutional activities

4.11   Keep campus buildings and grounds smoke free

4.12   While on any campus or undertaking any institutional activities be free from the influence of:
a)   Any drug that is not lawfully prescribed for that student
b)   Alcohol, except where it has been expressly permitted

4.13   Maintain a safe and healthy working environment whether on campus or studying off-site

4.14   Advise of any need that may require additional health and safety support

4.15   Carry a student identification card while on campus

4.16   Comply with safety rules and procedures including fire and emergency evacuation procedures

4.17   Notify a staff member as soon as possible of any actual or potential hazards, incidents, accidents or emergency situations on any campus or in relation to any institutional activity or course

Information and Communication Technology

4.18   Ensure activities on their own network accounts meet the standards of conduct appropriate to an educational institution.

4.19   Use their network accounts or permitted institution systems or hardware exclusively for their own use; they must not:

a)   Copy, modify or install software without authority
b)   Infringe copyright regulations or any intellectual property
c)   Access, obtain, alter, add or erase data without proper authority
d)   Disable or make unusable institution-owned ICT equipment or software
e)   Incur cost to the institution or anyone else, except where prior express authority is obtained
f)   Use electronic or online communication such as email, video conference, instant messaging, learning management systems such as Moodle, other collaboration tools or social media (including but not limited to Twitter, Facebook and other internet functions or sites) in a manner which:
o   brings or is likely to bring the institutions into disrepute
o   breaches the Harmful Digital Communications Act 2015 (such as cyber bullying, or harassment)

g) Access, store, view, publish or distribute material which is objectionable, or offensive or otherwise inappropriate in an educational institute

h) Permit anyone else to use their network accounts or any institution system or hardware

5. Links

5.1 The relevant legislation includes the following (together with any amendments or re-enactments):

a) The Treaty of Waitangi Act 1975

b) Misuse of Drugs Act 1975

c) Official Information Act 1982

d) Sale of Liquor Act 1989

e) The Education Act 1989

f) New Zealand Bill of Rights Act 1990

g) Health and Safety at Work Act 2015

h) Film, Videos and Publication Classification Act 1993

i) Human Rights Act 1993

j) Privacy Act 1993

k) Copyright Act 1994

l) Harassment Act 1997

m) Copyright Infringement File Sharing Amendment Act 2011

n) Harmful Digital Communications Act 2015

5.2 Principles of te Tiriti o Waitangi

http://www.teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti

5.3 Relevant Taikura documents include:

- *A4-P8 Academic Integrity*

- *A5-P5 Student Conduct*

A4-P8   Academic Integrity

6. Introduction

6.2 These procedures:

a) Give effect to *T2-R2 Commitment to Learning*, *A1-R1 Academic Statute* (section 4), *A4 Learning and Teaching, A4-P4 Assessment, A5-R1 Student Rights and Responsibilities* and *A7 Research*

b) Outline the commitment to academic integrity expected of staff and students

c) Are made available to students when they start their programme of study

d) Are applied in the management of allegations of academic misconduct by students

7. Commitment to Academic Integrity

7.2 Academic staff:

a) Consistently model honesty in academic practice

b) Promote and inform students of the requirements and expectations for academic integrity in assessments and research
c) Inform students of text-matching software as a learning tool
d) Minimise potential for academic misconduct through assessment design and practice

7.3 Students:

a) Engage proactively with learning about, and showing commitment to, academic integrity
b) Submit their own work
c) Protect their work from copying
d) Acknowledge contributions from all sources using the latest edition of APA referencing (as required)

8. Academic Misconduct

8.2 Academic misconduct includes any form of dishonest academic practice that intentionally or unintentionally undermines academic integrity and may result in unearned academic benefit.

8.3 Plagiarism is using someone else's work without proper acknowledgement (citation), including:

a) Copying directly from any source
b) Summarising another's work
c) Using research data obtained by another

8.4 Plagiarism also includes:

a) Copying the work of another student
b) Re-use of previously submitted work
c) Submitting an assessment written by someone else
d) Submitting the work of a group when individual work is required
e) Intentionally or knowingly helping or attempting to help another student engage in some form of academic misconduct

These are likely to be deemed cases of serious academic misconduct.

8.5 Academic misconduct in a supervised assessment, includes:

a) Secretly bringing in unauthorised material
b) Copying answers from another student
c) Giving answers to another student
d) Making additions to work outside time allowed

These are likely to be deemed cases of serious academic misconduct.

8.6 Other forms of academic misconduct include misrepresentation of identity or circumstances, data falsification and breach of ethics.

9. Procedural Fairness

9.2 The institutions deal with allegations of academic misconduct in a fair, consistent and transparent manner.

9.3 A first instance of academic misconduct may be regarded as unintentional through a lack of understanding of academic integrity.

9.4 When an allegation is being investigated the student:

a) Is informed in writing of the allegation
b) May continue with their studies and submit assessments unless the Head of School deems this inappropriate due to the serious nature of the allegation

9.5 The student is given at least five (5) working days' notice in writing of any meeting they are requested to attend to discuss the allegation. The student may use this time to prepare a response and arrange for one or more support people to attend the meeting. The notification:

    a) States the date, location, the intent of the meeting and people who will be present at the meeting

    b) Includes *A4-P8 Academic Integrity* and any other relevant Taikura Academic Manual policy documents

    c) Advises entitlement to representation, advice, advocacy and support at all stages

    d) Advises that students under 16 years of age must have a parent or caregiver or other appropriate support person present

9.6 Personal information related to the allegation is confidential and is disclosed only to those involved on a "need to know" basis.

9.7 The student has the right to see their student record on request.

9.8 If the person making the allegation is a student they may request that their name is kept confidential.

10. Allegation of Academic Misconduct

10.2 An allegation of academic misconduct can be made by a student, tutor, assessor, examiner or other member of staff, against one student or a group of students.

10.3 The allegation, with evidence, is reported to the Programme Manager/Associate Head of School or Head of School.

10.4 Where an allegation of academic misconduct is made, the Programme Manager/Associate Head of School, in consultation with the Head of School, determines one of the following:

    a) There is insufficient evidence to investigate.

    b) There is sufficient evidence to investigate (refer to section 6).

    c) The alleged misconduct is of a serious nature (refer to section 12).

10.5 In a first instance of academic misconduct where it is regarded as a lack of understanding by the student, the tutor:

    a) Ensures the student has access to targeted skills development

    b) May reduce the grade for the original assessment

    c) May require, and allow, the student to correct the plagiarised sections and submit the assessment to be marked as a first attempt

    d) Records the instance and action taken in the student's file

11. Academic Misconduct Investigation

11.2 The Programme Manager/Associate Head of School confirms with the Head of School that there is sufficient evidence to proceed with an investigation.

11.3 The Head of School may delegate the investigation to a suitable staff member independent of the allegation.

11.4 The Programme Manager/Associate Head of School notifies the student in writing of the allegation. If relevant the student is informed that their assessment result and/or course grade under investigation are being withheld or withdrawn until the allegation is resolved.

11.5 The Head of School or delegated staff member:

    a) Checks for compliance with regulations set by any relevant external body

    b) Collects further evidence as required

    c) Arranges to meet with the student (refer to section 4.4)

11.6   If academic misconduct is admitted or established the Head of School considers the following factors to determine the appropriate sanction:

   a) The extent of the misconduct
   b) The student's intention
   c) The level of programme
   d) Any previous record of academic misconduct
   e) Adequacy of information and support around academic integrity provided within the course
   f) The impact, if undetected, the academic misconduct may have had on the student, other students and the academic integrity of the institution

11.7   The student receives no more than the minimum pass grade for the assessment.

11.8   The Head of School may:

   a) Require the student to undergo targeted academic skills development
   b) Cancel the result of the assessment and allow the student a further assessment attempt (refer A1-R1 Academic Statute - Further Assessment Attempts)
   c) Uphold the minimum pass or fail grade given for that assessment with no opportunity for further assessment attempt

12.   Serious Academic Misconduct

12.2   Serious academic misconduct may include cases identified in 3.3, 3.4 and 3.5 and where academic misconduct has previously been admitted or established.

12.3   Allegations of academic misconduct that are of a serious nature may warrant an academic misconduct hearing.

12.4   The hearing panel is the Head of School and two senior academic staff who are independent of the allegation.

12.5   The student may elect to respond in writing or appear in person and may bring a support person.

12.6   The panel:

   a) Hears and considers the evidence of the student and those making the allegation
   b) Makes a decision

12.7   After a hearing, the Head of School may impose any of the sanctions in 6.7 and/or require the student to repeat the course.

12.8   The Head of School may recommend to their Director that the student's enrolment in the programme is cancelled.

12.9   The Head of School may be required to inform the appropriate professional body.

12.10   Registration bodies may decline to register students who have been found guilty of academic misconduct.

13.   Notification of Decision

13.2   The Head of School notifies the student in writing of the decision resulting from the investigation or hearing, within five (5) working days of the decision, informing them of the:

   a) Explanation for the decision and sanction
   b) Sanctions that may apply if further academic misconduct is established
   c) Student's right to appeal

13.3   The Programme Manager/Associate Head of School writes a brief report on the allegation of academic misconduct and decisions and outcomes, including unsubstantiated, and

a) Lodges it in the student file
b) Reports to the Board of Studies

13.4   If appropriate, the person who made the allegation is informed.

13.5   StudyLink are informed of the decision to cancel the student's enrolment, after the period for Appeals has lapsed.

14.   Appeal

14.2   A student may appeal a decision on one of the following grounds:

a) Additional information has become available since the decision was made by the relevant body
b) There is evidence of procedural irregularities in the process followed.

14.3   The student applies in writing to the Director Academic, within five (5) working days of notification of the decision, stating the decision the student is appealing and ground/s of the appeal. The student states the outcome they are seeking.

14.4   The appeals process is documented in *A1-P9 Appeals*.

15.   Related Documents

T2-R2 Commitment to Learning

A1-R1 Academic Statute

A1-P9 Appeals

A4 Learning and Teaching

A4-P4 Assessment

A5-R5 Student Rights and Responsibilities

A7 Research