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Report of External Evaluation and Review

Seafood Training Services Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 September 2017

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

| | |
|--------------------------------|---|
| Name of TEO: | Seafood Training Services Limited |
| Type: | Private training establishment (PTE) |
| First registered: | 18 November 2003 |
| Location: | 479 Hills Road, Marshlands, Christchurch |
| Delivery sites: | On site at company locations |
| Courses currently delivered: | Under a sub-contracting arrangement with Nelson Marlborough Institute of Technology (NMIT), Seafood Training Services delivers the National Certificate in Seafood Processing, with strands in Basic Processing Skills and Intermediate Processing Skills (Levels 2-3). |
| Code of Practice signatory: | Not a signatory |
| Number of students: | Domestic: 30 ¹ International: not applicable |
| Number of staff: | Four full-time and one part-time |
| Scope of active accreditation: | The accreditation for Seafood Training Services is available at: http://www.nzqa.govt.nz/providers/nqf- |

¹ As a corporate trainer, Seafood Training Services has no control over the ethnic balance of enrolments. However, the PTE enrolls a number of Asian and Pasifika workers who are put through by their employers.

accreditations.do?providerId=762547001

Distinctive characteristics: Seafood Training Services is a small, family-owned training provider, sub-contracted by NMIT to deliver a seafood processing programme. The main office is located in suburban Christchurch, while delivery of training is usually carried out on site at various fishing companies in the South Island. Seafood Training Services' approach to training is to provide technical and/or foundation skills together with life skill capabilities. This is further reinforced by offering credits towards a nationally recognised tertiary qualification.

Recent significant changes: Seafood Training Services relinquished its sub-contracting arrangement with Ara Institute of Canterbury at the end of its contract cycle with the institute. In 2015, Seafood Training Services' directors employed a new office manager who has implemented a number of processes and systems that have enabled the PTE to stream much of its training online. This has also included supporting staff to develop new training resources which have brought a level of consistency in the use of training materials.

Previous quality assurance history: Seafood Training Services was last quality assured by NZQA by external evaluation and review (EER) in June 2013. Seafood Training Services received statements of Confident in educational performance and Confident in capability in self-assessment.

At that EER, two focus areas – Future Focused Training Opportunities (FFTO, a now discontinued training programme) and governance and management – were each rated as Good for educational performance. FFTO was rated Good for capability in self-assessment, while governance and management was rated Adequate. NZQA recommended that Seafood Training Services develop processes for the periodic collation and analysis of information to identify opportunities to improve teaching effectiveness and to meet industry and learner needs.

In 2016, NMIT conducted an internal review of Seafood Training Services in relation to the sub-contracted programme the PTE delivers. Overall, the review was positive, with only minor process and systemic issues to address.

Other

On-site training is conducted while the trainee is working. Seafood Training Services provides trainees with headphones linked to a trainer, using Bluetooth technology developed by the managing director. This allows for training under real-world conditions.

2. Scope of external evaluation and review

The scope of the EER consisted of a whole-of-organisation review including a focus on:

- National Certificate in Seafood Processing with strands in Basic Processing and Intermediate Processing Skills (Level 2-3).

The rationale for using a whole-of-organisation approach for this EER is that Seafood Training Services delivers a number of unit-standard-based short courses.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eeer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER was conducted over one and a half days by two evaluators who visited Seafood Training Services at its head office in Christchurch.

The evaluation involved engagement with the two Seafood Training Services directors, the office manager², three trainers³, and five course participants. Five industry stakeholders were interviewed by phone. Three of the stakeholders indicated that they had completed training with Seafood Training Services.

² The office manager is also responsible for all the information technology hardware and software.

³ The managing director also delivers training.

In addition to documents provided for the EER scoping, the EER team sighted and was provided with programme training plans, management and operational policies, quality management system documents, moderation review results⁴, self-assessment documents, and monitoring and programme review data (including results data and stakeholder and learner feedback).

⁴ Moderation review results from NMIT were provided during the EER.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Seafood Training Services Limited**.

Key reasons for this judgement include the following:

- Seafood Training Services has a clear purpose and direction which is fully understood by staff. This is demonstrated through their commitment to delivering quality training to a high standard, resulting in a very low attrition rate.
- Seafood Training Services has consistently met its contracted course and qualification completion targets set by NMIT for 2014 to 2016.
- Learners' previous experience within the industry is recognised through credits gained towards a formal qualification. This leads to opportunities for promotion and becoming more marketable to other seafood companies who need qualified staff.
- Seafood Training Services is well managed, with a 'can-do' attitude typical of a small provider, enabling the PTE to make immediate operational decisions. These include introducing online systems and development of simple but effective and innovative training resources.
- Seafood Training Services is a preferred training provider and is well regarded within the industry. This is a result of the managing director maintaining strong industry networks.

The evaluators did not identify any serious weaknesses in the PTE's operations. However, in the medium term, Seafood Training Services will need to make some strategic decisions about succession planning for the trainers and the introduction of a new qualification as a result of the Targeted Review of Qualifications (set for 2010).

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Seafood Training Services Limited**.

Key reasons for this judgement include the following:

- Self-assessment is structured, ongoing and continually monitored through the responsibilities of the manager director and the employment of a new office manager who has implemented new and improved online processes and systems.
- Regular reviews of learner progress are guided by a range of inquiry questions including NZQA's six key evaluation questions. This has created an environment where self-assessment is well understood and embraced by staff.
- Seafood Training Services is well embedded in the industry through strong networks and the extensive experience of all training staff, and is therefore able to make modifications to training based on industry needs.
- Seafood Training Services ensures that its long-established links with the industry are nurtured and maintained by the managing director and the tutors through various formal and informal relationships. This allows Seafood Training Services to be aware of and responsive to industry developments and needs.
- In relation to moderation, Seafood Training Services has recently received positive responses from NMIT and Primary Industry Training Organisation, after receiving less than favourable remarks from Primary ITO in 2014 and 2015. Seafood Training Services was able to identify the issues and address them accordingly.

Findings⁵

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Table 1 demonstrates that Seafood Training Services' learner achievement rates have remained consistently above NMIT contracted targets since the last EER. Many of the learners are going on to complete the qualification. These results indicate strong learner credit achievement. This is significant as many of the learners are undertaking this type of study with little or no formal educational qualifications. Completing the qualification enables the learners to apply for employment with other commercial operators who require appropriately qualified and trained staff.

Table 1. Educational performance indicator data for the National Certificate in Seafood Processing with strands in Basic Processing Skills, 2014-2016

| Course completions % | | | | Qualification completions % | | | |
|----------------------|-------------------------|------------|-----------------|-----------------------------|-------------|------------|-----------------|
| | 2014 | 2015 | 2016 | | 2014 | 2015 | 2016 |
| All | 93 (81) ⁶ | 94 (76) | 94 ⁷ | All | 103 (73) | 88 (74) | 79 ⁸ |
| Māori | 96 | 100 | 91 | Māori | 102 | 76 | 92 |
| Pasifika | 100 | 100 | 98 | Pasifika | 86 | 96 | 288 |
| Under 25 | 94 | 95 | 100 | Under 25 | 97 | 85 | 69 |

Source: NMIT

In addition to completing their qualification, trainees are gaining useful and practical skills. Trainees commented that they had improved their literacy levels and increased their confidence and knowledge around best practice relating to their place of work. They also commented that they had a greater awareness of their

⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁶ Brackets indicate NMIT target.

⁷ Target not supplied.

⁸ Target not supplied.

roles and responsibilities in the job. The qualification and their experience with Seafood Training Services had increased trainees' confidence.

The self-assessment summary and analysis provided by Seafood Training Services for this EER shows that its processes are comprehensive and robust. Seafood Training Services has demonstrated through its reports, staff interviews, recorded meeting minutes, learner and stakeholder evaluations and key stakeholder interviews that its programmes are clearly learner focused. Learner evaluations are administered by Seafood Training Services as part of its contractual arrangement with NMIT. The PTE is also undertaking in-depth analysis of data, particularly achievement data. This provides Seafood Training Services with a good understanding of learner outcome trends, satisfaction with the way the programme is delivered, and suggested areas for improvement. The managing director also checks the evaluations for any likely trends and prepares them for discussion with all staff during their review meetings. Although moderation conducted in July 2016 by Primary ITO identified some minor remedial work needed on assessment processes, Seafood Training Services addressed this within a month of receiving the results, to the satisfaction of Primary ITO and NMIT.

1.2 What is the value of the outcomes for key stakeholders, including students?

The rating for performance in relation to this key evaluation question is **Excellent**

The rating for capability in self-assessment for this key evaluation question is **Excellent.**

In almost all cases, learners trained by Seafood Training Services are referred by their employer with the aim of achieving the relevant certification to satisfy industry requirements relating to their job. Positive evidence from various sources, including post-course evaluation feedback, telephone interviews with learners and employers and written testimonials, demonstrates how key stakeholders derive much value from Seafood Training Services' training courses. In addition to meeting contracted requirements, this evidence supports the confident endorsement by NMIT, which considers Seafood Training Services a competent training provider sub-contracted to the institute.

In addition to satisfying industry-related certification requirements, other outcomes include:

- improved practice in the workplace
- greater appreciation and awareness of the need to ensure safe practices are happening
- employees gaining increased skills, recognised unit standard-based certification, improved learning abilities and, in some cases, pathways to promotion.

For some older workers who had been in the industry for a long time (where they were not required to have a recognised qualification), the attainment of the qualification gives them a lot of satisfaction as most did not have any form of academic qualification.

Employers commented that having qualified people on site ensured their organisation was compliant with regulatory health and safety requirements. The employers also found beneficial the on-site training during work hours rather than off-site and away from work. This meant that there was little disruption to the workplace.

Through the managing director, Seafood Training Services maintains regular contact with learners, employers, NMIT, NZQA and Primary ITO. This enables the PTE to react almost immediately to accommodate the needs of these stakeholders. These include schedule changes, notification of updated legislation, programme reviews led by NMIT, and participation in reviews by the institute. This level of contact with stakeholders also provides Seafood Training Services with opportunities for learner enrolment. More importantly, the regular and direct industry contact provides Seafood Training Services with a reasonable level of information to ensure its programmes continue to add value to its business clients.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Seafood Training Services delivers a programme that enables learners to gain unit standards, giving them credits that can lead towards a national qualification. The programme is well planned and is designed specifically to meet the needs of the seafood industry. This is achieved through the ongoing engagement of the managing director with key stakeholders, ensuring that Seafood Training Services' training is relevant. This includes conducting training on site which provides real workplace learning. The significance of this for the learner is that they are already familiar with the equipment, they can be assessed almost immediately, and as it is in the workplace they can apply their knowledge immediately. The positive learner achievement rates of the past three years indicate that the programme and the delivery style are meeting learner needs.

As mentioned, the teaching staff have extensive industry experience and are delivering within an authentic learning workspace. The creative use of technology is well managed and is providing tutors with various ways of teaching. These include use of an online translator to cater for learners with English as a second

language, and use of Google's share-point application which gives tutors immediate access to training modules developed by Seafood Training Services.

Self-assessment activities relating to this key evaluation question have proven to be highly beneficial to Seafood Training Services for improving its delivery and assessment processes. The PTE uses a range of pivot tables designed and developed in-house to provide a range of information such as identifying how long a tutor takes to deliver individual modules to improve their delivery time. In terms of moderation, internally it is carried out by the tutors who observe and assess one another. This gives the tutors immediate feedback about their practice. External moderation is carried out by NMIT and Primary ITO. Between 2014 and 2015, external moderation results did not meet required standards. Seafood Training Services realised its assessment processes were flawed and put in place improved processes. Additionally, greater scrutiny of learner assessment documents is carried out by head office prior to being submitted to NMIT. These improved practices have resulted in Primary ITO indicating that Seafood Training Services has met their moderation standards and NMIT being confident enough to increase the number of EFTS (equivalent full-time students) at Seafood Training Services from 40 to 100.

1.4 How effectively are students supported and involved in their learning?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Seafood Training Services trainees are well guided and supported. As most courses are of short duration, Seafood Training Services has identified that the pre-course preparation and the on-site delivery are where it can effectively provide resources to support trainees. Trainees are provided with pre-course checklists detailing course instructions, location, date and training time and assessment criteria. In addition, and as part of the enrolment process, tutors try and meet with trainees about a month before the start of the programme in a 'meet and greet' session. This gives tutors the opportunity to see what extra support the learners may need.

In relation to appropriate learning environments, Seafood Training Services has produced good evidence to demonstrate that it responds well to minimising barriers to learning. As most trainees are sourced through employer referrals, Seafood Training Services has found that levels of prior learning can vary widely. In some cases, trainees' literacy and numeracy needs only surface at the beginning of the course. On these occasions, the trainers are able to provide one-to-one tuition given the relatively small class sizes. In addition, Seafood Training Services

continues to encounter trainees who have English as their second language. By identifying these people early, the PTE can bring in translators as well as ensure that software and resources have appropriate translations.

As the owner of a relatively small company, the director of Seafood Training Services can develop innovative resources that support learning. One example is the use of headsets with microphones that allow instruction and assessment to take place on site while the learner is working. Feedback from learners gathered during the EER and compared with achievement rates indicates that learners are getting good support which is having a positive impact on their results.

Seafood Training Services' tutors actively engage with learners and are effectively meeting individual learning needs as required within the context of the programme delivered. As all the tutoring staff, including the managing director, have extensive experience working in the seafood industry, they are acutely aware of what works and how processes can be improved. Attendance is carefully monitored and any issues are routinely followed up. Learners at risk are discussed at regular staff meetings and reported in the tutor reports. Learners are also given a range of opportunities to provide feedback to Seafood Training Services including one-on-one direct feedback to tutors as well as post-course evaluations administered and analysed through NMIT. The small number of learners on each programme and the ongoing development of good relationships between tutors and learners means immediate action can take place no matter how the feedback is gathered – formally or informally.

1.5 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Despite being a small training provider with two directors and four staff, the evidence produced for the EER clearly shows that in the context of a sub-contracted training provider, Seafood Training Services is highly effective, well managed and appropriately resourced. It has a clear strategic purpose with the intent of providing quality industry training to a niche market. The managing director explained that Seafood Training Services staff have a set of key seafood handling skills and experience and are committed to sharing this knowledge with the learners. The tutors have worked in the fishing industry for many years, and this experience has made the task of giving effect to the company's purpose much easier. Tutors commented that they had the utmost confidence in the managing director. This confidence was further expressed through the tutors explaining that although they typically worked away from the main company office, they could

depend on the administration and management to ensure they were well resourced and any administration matters were properly handled.

The recent recruitment of an office administrator has seen the processes and systems developed and implemented by Seafood Training Services improve dramatically. The administrator has both national and international corporate information technology experience and has brought this to Seafood Training Services. The head of department at NMIT, who sub-contracts to Seafood Training Services, commented that the reporting of results and general information updates from Seafood Training Services to NMIT are clear and concise. This further increases the confidence of NMIT in Seafood Training Services. In addition, Seafood Training Services was included in a Tertiary Education Commission audit conducted on NMIT, with a positive outcome.

In relation to self-assessment activity, Seafood Training Services has monitoring and review systems in place which provide the managing director with comprehensive information to make improvements to content, delivery methods and training resources. An example is the previously mentioned development of Bluetooth headphones and speakers that enable learners to practise on the job while the tutors observe and assess the learner. This innovative idea provides realistic training and much greater emphasis on immediate improvement strategies.

The managing director's involvement in the seafood processing industry and educational development activities ensures quality information is obtained to either make improvements or validate the training. The managing director has been involved in the NZQA Targeted Review of Qualifications process at both governance and working party levels. At an operational level, Seafood Training Services has developed its own set of structured review and monitoring processes which ensure there is complete control and management of the quality assurance processes in place. These include a continuous improvement register and an amendment register to record and monitor programme changes and improvements. Almost all of Seafood Training Services' processes and systems are now automated and online. This enables tutors to quickly download course results, including post-course evaluations, and send these to the administration manager.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Despite being a small provider delivering one programme under a sub-contracting arrangement with NMIT, Seafood Training Services provided good evidence that it has clear, simple and highly effective processes to manage its compliance accountabilities. Almost all the compliance requirements for Seafood Training Services come directly from NMIT under the contract arrangement. Internally, Seafood Training Services has implemented simple processes that define roles and responsibilities for ensuring compliance requirements are managed. One example provided was the need for trainers who conduct on-site training to verify that they have completed an induction for the company's health and safety procedures. This verification is monitored and recorded by the administration manager at the head office. In addition, Seafood Training Services' tutors are required to undertake and provide evidence that they have completed an induction for the health and safety policies at the company site where they deliver training.

In relation to complying with the Education Act, Seafood Training Services takes its direction from NMIT. Conversations with NMIT during the EER indicate that they are more than happy with how Seafood Training Services is complying with their delivery requirements. NMIT also said they have a very close working relationship with Seafood Training Services which gives them a lot of confidence in the PTE, to the extent that they have increased the number of EFTS from 40 per year to 100.

In terms of self-assessment activities, in monitoring its delivery of the health and safety component in its curriculum, Seafood Training Services found some of its assessments did not align with current health and safety legislation. The PTE made appropriate corrections to the assessment. This example shows that Seafood Training Services' monitoring processes are effective.

Focus Areas

This section reports significant findings in each focus area, not already covered in Part 1.

2.1 Focus area: Whole-of-organisation focused review

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

Recommendations

There are no recommendations arising from the external evaluation and review.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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