



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Seafood Training Services Limited

Date of report: 12 March 2026

About Seafood Training Services Limited

Seafood Training Services Limited (STS) has specialised in providing seafood processing training for employees of companies across New Zealand. More recently it has provided training for other food and beverage processing. The government invests in this industry through funding the training.

Type of organisation:	Private training establishment (PTE)
Location:	481 Hills Rd, Marshland, Christchurch
Eligible to enrol international students:	No
Number of students:	<p>Tertiary Education Commission-funded – 47 (34.7 equivalent full-time students) in 2024; Māori 28 per cent, Pasifika 20 per cent</p> <p>Nelson Marlborough Institute of Technology (NMIT) subcontract funded – 120 equivalent full-time students in 2024</p> <p>No data on disabled students; all students are employed</p>
Number of staff:	Nine full-time equivalents
TEO profile:	<p>Seafood Training Services – NZQA profile of this organisation</p> <p>Nelson Marlborough Institute of Technology (NMIT) subcontracts STS to deliver NZQA-approved programmes.</p> <p>NZQA monitored STS’s internal moderation practice for the New Zealand Certificate in Seafood Processing (Level 3) (7 October 2025). The review found some significant gaps in the PTE’s practice over the review period. An action plan was required to address the report’s recommendations.</p>
Last EER outcome:	At the last EER (2021), NZQA was Highly Confident in Seafood Training Services’

educational performance and Highly Confident
in its capability in self-assessment.

Scope of evaluation:	All training delivery
MoE number:	7625
NZQA reference:	C63993
Dates of EER visit:	26 and 27 November 2025

Summary of results

STS is meeting the most important needs of its employers and students by providing relevant on-site training that improves the quality of seafood processing. Training also enhances work satisfaction and provides other positive impacts. Self-assessment is mostly strong.

Confident in educational performance

- Students acquire relevant skills and knowledge that they apply immediately in their workplace. Nearly all students complete their training.
- Trained staff are seen to more consistently apply company processes and standards. Graduates report being more confident, often gaining their first qualification. There is informal evidence of other positive impacts.

Confident in capability in self-assessment

- NZQA had significant reservations about the quality PTE's internal moderation practices, as reflected in a recent monitoring report (7 October 2025). STS has now resolved these gaps.
- STS has an innovative and flexible delivery approach that matches well the needs of employers and their workers. Feedback from these stakeholders is that they are consistently satisfied with key training components.
- Students are well supported to stay engaged and complete their learning. Tutors actively seek to understand the students' needs. Students value the support from their tutors and the learning resources provided. There are further opportunities to build tutor capability.
- STS has been mostly effective in managing and reviewing its important compliance requirements.
- STS has a clear and established purpose. Self-assessment is mostly strong. STS has extended its NZQA-approved training offerings and entered a new market, offering similar training. STS has improved some key educational processes and systems.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are employed in seafood and/or other food processing roles. Overall course and qualification completion rates are high. Qualification completion rates have been between 93 and 100 per cent and course completion rates between 92 and 100 per cent.²</p> <p>Māori and Pasifika trainees represented around half of the students in 2024, reflecting the demographics of employees working in the industry. Completion rates for these priority group students generally matched the rates for all students. There was insufficient data for disabled students to reach a judgment on their performance.</p> <p>Students are acquiring relevant skills and knowledge that they apply immediately in their workplace. NZQA monitoring has identified some significant concerns about internal moderation practices and capability. Because of these reservations, NZQA cannot express full confidence in these seemingly impressive results.</p> <p>STS has a sound but not comprehensive understanding of student achievement. STS actively monitors individual student progress and provides additional support to help students who have not completed. This is a core strength. But STS has not analysed achievement data for the full review period from 2021, and priority group² rates have not been systematically monitored.</p>
Conclusion:	Students have high completion rates; however, the reliability of some of these results is called into question by NZQA monitoring. STS has a sound but not comprehensive understanding of student achievement.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² See Appendix 1, Table 1 and 2 for further details.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students and employers reported that the training provides improved understanding of the reasons for the company's standard operating procedures, safety protocols and food safety standards. Staff are seen to more consistently apply company processes and standards. Employers report that employees are more efficient and independent, requiring less supervision. These are important outcomes to companies and to New Zealand as a whole, as these employees work with a perishable, high-value products in a rigorously controlled working environment.</p> <p>A consistency review (2022) of the New Zealand Certificate in Seafood Processing (Level 3) found the information STS provided was convincing, indicating that the graduates had demonstrated the expected graduate outcomes:</p> <ul style="list-style-type: none"> • Implement and monitor staff work routines, and legislative compliance in a seafood operation. • Implement and monitor fish and fish product processing operations, and quality control processes.³ <p>There are a range of likely positive impacts from the improved work practices: products are more likely to meet current regulatory food safety and product quality standards; employers and consumers clearly value safer food of more consistent quality; risks to consumers would be reduced and the reputation of the brand would be better maintained. It is also likely that the workplace would be safer for employees when they more consistently follow standard operating procedures (this is a benefit to both employees and employers). The evidence of these impacts is mostly informal.</p> <p>Students described their increased confidence and wellbeing, improved team dynamics and communication skills. For many, it may be their first formal qualification or achievement. Some are motivated to progress their</p>

³ These do not include all the qualification strand outcomes.

	<p>careers. There was some evidence presented of level 2 graduates progressing to the level 3 programme. It was not evident whether priority students were gaining these benefits on par with other students. This is a limitation in self-assessment.</p> <p>STS is responsive to the needs of each employer. The PTE gathers useful feedback from students and employers and tailors the training to each workplace. STS has professional relationships with key stakeholders, including the relevant workforce development council. STS has actively contributed to the review and development of qualifications.</p>
Conclusion:	STS training provides outcomes of significant value for employers, students, industry and the wider public. STS is responsive to the evolving needs of each employer.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>STS has an innovative and flexible delivery approach that matches well the needs of employers and their workers/students. The use of intercom headsets for communication between tutors and students allows the instruction and assessment to take place on the factory floor. This provides an authentic workplace learning experience, where the student's knowledge and skills are being formed and reinforced in real time and place. This reduces disruption to the production process and minimises the cost of training.</p> <p>Students receive training content through multiple channels: on the factory line, and in hard copy, online videos and one-on-one sessions with a tutor. Content that reflects current industry practices is held in a central location to ensure control and consistency. Student survey results say the training is relevant, well structured and organised. Nearly all rated the learning materials as either 'outstanding' or 'good'.</p>

	<p>STS has extended its NZQA-approved training offerings. PTE self-assessment identified that some students found the leap from level 2 to level 3 – or even level 4 – challenging. STS therefore developed a level 2 programme with a strand in self-management and employability skills, enabling these students to broaden their foundation skills. STS also has some supermarket customers whose staff undertake food processing beyond just seafood. It has just received NZQA approval to offer a level 3 programme for these workers.</p> <p>An NZQA monitoring report (7 October 2025) on the New Zealand Certificate in Seafood Processing (Level 3) found some significant gaps in the PTE’s internal moderation practice over the evaluation period. There was no internal pre-moderation, and post-moderation was not undertaken in the first two years of delivery. STS has promptly addressed the NZQA action plan requirements (13 January 2026).</p>
<p>Conclusion:</p>	<p>STS matches well the keys needs of its customers and students. It has developed new training offerings. NZQA identified some significant gaps in the moderation practices that have recently been resolved.</p>

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

<p>Performance:</p>	<p>Excellent</p>
<p>Self-assessment:</p>	<p>Good</p>
<p>Findings and supporting evidence:</p>	<p>STS reports that students often have literacy and numeracy challenges, and/or English is not their native language and they have had limited prior educational achievement. STS has developed a range of processes to support and guide these students to complete their training. Tutors ‘meet and greet’ with students one-on-one using a checklist to onboard them, assess their needs, and develop individual learning plans. They sign them on to the online student management system and provide the student handbook. STS staff track student engagement via this system. One recent improvement is that the student management system supports translating materials into multiple languages in bite-size amounts.</p>

	<p>On-site tutors have worked in the industry and/or have education and training experience. They tailor their support to assist each student in individual sessions. Tutors break down the content into smaller chunks and use simpler language. They often provide guidance on other matters impacting training and work. Student survey feedback stated that nearly all students were either satisfied or highly satisfied with their tutors.</p> <p>Tutors have undertaken little professional development and have limited engagement with fellow tutors.⁴ Strengthening tutor capability was recommended in the last EER report. The 2025 Code of Practice self-review also identified this as an action. However, tutor involvement was limited to viewing the draft review document. Formal feedback is collected from students and employers but not from tutors as a group.</p>
Conclusion:	Students are well supported to stay engaged and complete their training. Tutors develop positive and constructive relationships with the students to enhance their retention and success.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The STS educational purpose is to train food processing staff with the skills and knowledge required for meeting and exceeding business clients' goals. This purpose remains clear and strong, and STS has extended its food processing training with its supermarket business clients. STS has also developed two new approved programmes to meet the identified needs of employers and employees.</p> <p>The managing director has recently recruited a capable, trained ex-teacher to oversee key training operations. Systems and processes have also been strengthened. STS</p>

⁴ The second tutor meeting of 2025 focused on moderation practices, responding to the NZQA monitoring report.

	<p>is meeting or exceeding NMIT performance expectations, as reflected in their shared memorandum of understanding.</p> <p>High completions and positive feedback from both employers and students indicate that important needs are being met. However, the NZQA monitoring report has identified some significant gaps in academic quality which need attention. STS has now resolved these issues.</p> <p>STS gathers regular feedback from employers and students and modifies its delivery as required. STS is actively involved in industry forums to stay current with industry trends. Formal feedback from tutors appears less substantive, regular or systematic. The online platform offers feedback on student engagement and strong data management which management monitors. Overall, achievement information is sound but not comprehensive.</p>
Conclusion:	<p>STS leadership continues to offer training that meets the important needs of employers and students. STS has generally strong self-assessment that supports a range of improvements. The key gaps were those identified in the NZQA monitoring report.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>STS has a wide range of compliance management systems which the head office oversees. STS has appointed a capable coordinator who oversees compliance processes. This evaluation found:</p> <ul style="list-style-type: none"> • STS has a range of organisational policies and procedures in its quality management system (QMS). NZQA monitoring found some gaps in the PTE's moderation policies. STS has reviewed and made some changes to its QMS policies and procedures. • A TEC Audit report (11 April 2023) found that "Systems, processes and practices are acceptable, with minor nonconformities. Improvements will need to be monitored."

	<ul style="list-style-type: none"> • All NZQA attestations were submitted in a timely manner. • There was significant late credit reporting in 2021 and 2022, which STS identified and then effectively resolved. • STS has engaged with its external moderation requirements. • STS was proactive in determining that NZQA does not require workplaces to be registered as delivery sites. STS maintains suitable written agreements with employers outlining their respective responsibilities. • STS published its Code of Practice review in 2025. STS reported no complaints or incidents. It did not define a complaint and critical incident.
<p>Conclusion:</p>	<p>STS has been mostly effective in managing and reviewing its important compliance requirements.</p>

Focus areas

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

2.1 All training delivery

Performance:	Good
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Seafood Training Services Limited:

- Better analyse the achievement and outcomes for priority students (key evaluation questions 1 and 2).
- Build the capability of tutors to better respond to the complex needs of their students, through professional development and/or developing a stronger community of practice (key evaluation question 4).
- Consider developing a formal feedback mechanism from tutors to management (key evaluation question 4).

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. New Zealand Certificate in Primary Industry Skills (Level 2) with optional strand in Self-Management and Employability Skills (headcounts and percentages)

Key indicators	STS 2022	NMIT 2022	STS 2023	NMIT 2023	STS 2024	NMIT 2024
All students	55	207	-	30	35	293
Māori students	10	61	-	6	12	63
Pasifika students	9	21	-	15	2	97
Under 25	6	30	-	0	9	66
Disability	-	-	-	-	-	-
All students course completion (%)	94	98	-	92	100	95
All students qualification completion (%)	99	96	-	94	100	91
Māori course completion (%)	-	-	-	87	100	95
Māori qualification completion (%)	-	-	-	100	100	86
Pasifika course completion (%)	-	-	-	100	100	97
Pasifika qualification completion (%)	-	-	-	100	100	100
Under-25 course completion (%)	-	-	-	97	100	93
Under-25 qualification completion (%)	-	-	-	93	100	93
Disability course completion (%)	-	-	-	83	-	92
Disability qualification completion (%)	-	-	-	100	-	85

Source: STS and NMIT data

Table 2. New Zealand Certificate in Seafood Processing (Level 3) (headcounts and percentages)

Key indicators	STS 2023	STS 2024	NMIT 2024
All students	54	57	-
Māori students	15	24	-
Pasifika students	13	17	-
Under 25	15	15	-
All students course completion (%)	90	97	97
All students qualification completion (%)	93	95	94
Māori course completion (%)	80	88	100
Māori qualification completion (%)	78	88	95
Pasifika course completion (%)	60	100	100
Pasifika qualification completion (%)	60	95	95
Under-25 course completion (%)	100	100	100
Under-25 qualification completion (%)	100	100	83

Source: STS and NMIT data

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁵*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁵ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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