



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

SIS Training & Consulting Ltd

Date of report: 17 November 2025

About SIS Training & Consulting Ltd

SiS Training & Consulting Limited (SiS) provides training services to organisations and students in the seafood, maritime and aviation industries. The PTE also provides consultation services to organisations in these industries.

Type of organisation:	Private training establishment (PTE)
Location:	2 Corson Avenue, Beckenham, Christchurch
Eligible to enrol international students:	No
Number of students:	Domestic: in 2024 – 94 students, including six Māori students and one Pasifika student
Number of staff:	Two full-time staff, eight contract staff – 4.1 full-time equivalents
TEO profile:	See: SIS Training & Consulting Ltd
Last EER outcome:	At the previous external evaluation and review in 2021, SiS was found to be Highly Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) [ID 124750-3] leading to [2505-1]¹• Seafood Industry Training
MoE number:	7677
NZQA reference:	C61336
Dates of EER visit:	19-21 May 2025

¹ For brevity, this programme will be referred to as Domestic Maritime Operations hereafter, unless otherwise stated.

Summary of results

SiS comprehensively meets the most important needs of students and all other stakeholders, with the PTE's training providing valuable, industry-recognised knowledge, skills, qualifications and licences. The PTE is generally effective at reviewing its own performance and at making improvements across the organisation.

Highly Confident in educational performance

- Student achievement is strong, with students completing courses and programmes at high rates.
- Students gain industry-relevant skills and knowledge and industry-recognised qualifications.
- Students' learning goals are well understood and strongly supported at all stages of the training, including during self-directed learning.

Confident in capability in self- assessment

- Management is highly effective in supporting educational achievement, and the PTE's organisational self-assessment is highly effective.
- The PTE's management of compliance accountabilities is mostly effective.
- In the largest of the PTE's programmes, issues were identified through NZQA programme monitoring of assessment and moderation practices. These are being responded to. Assessment and moderation practices for other programmes meet the requirements of external stakeholders.
- Other aspects of the PTE's programme design and delivery suitably match the needs of students and other stakeholders. Programmes and courses are reviewed effectively, and the PTE uses student and stakeholder feedback to meet the needs of these groups. Tutors use a range of methods to engage the students in their learning, and to ensure the authenticity of student work.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Student achievement is strong, with students completing courses and programmes at high rates.</p> <p>In the Domestic Maritime Operations programme students show strong achievement. The PTE's pass rate for this programme has remained near 100 per cent since the previous EER. Overall course completion rates for 2021-24 ranged from 78 to 89 per cent.³ Reasons for all withdrawals from the Domestic Maritime Operations programme are well understood by SiS.</p> <p>Students from SiS's Seafood Industry Training programmes also achieve strongly, with completion rates ranging from 93 to 100 per cent for 2021-23.⁴ Completions for 2024 are yet to be finalised, due to a high volume of students still completing programmes into 2025.</p> <p>SiS's academic committee analyses cohort-level and programme-level enrolment and completion data, and this group uses relevant data effectively for the purposes of self-assessment.</p> <p>In the Domestic Maritime Operations programme, the PTE analyses data for Māori and Pasifika students to gain an understanding of achievement for these groups. Māori students were above parity in the years 2022-24, and Pasifika students were above parity in the years 2021, 2023 and 2024. These priority student group completion rates are subject to fluctuations, given the low number of students from each group.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ See Table 1 in Appendix 1 for further detail.

⁴ See Table 2 in Appendix 1 for further detail.

	SiS does not disaggregate enrolment and completion data for Māori or Pasifika students enrolled in its Seafood Industry Training programmes. Additionally, SiS does not disaggregate enrolment or completion data for students with disabilities across any of its programmes. There is an opportunity for the PTE to improve its usage of enrolment and completion data for these priority student groups, and to thereby improve its understanding of achievement within these groups.
Conclusion:	Student achievement is strong, with students completing courses and programmes at high rates. The PTE uses enrolment and completion data effectively to gain an understanding of student achievement. However, there is an opportunity to improve the PTE's evaluation of its own performance regarding student achievement, especially as this relates to Māori, Pasifika and students with disabilities.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Most of SiS's students are already employed in relevant industries prior to enrolling in training at the PTE. Across all the PTE's courses and programmes, the value of SiS's training to students lies in the gaining of industry-relevant skills and knowledge and industry-recognised qualifications. Domestic Maritime Operations students indicated that they gain useful practical experience from the programme, and that tutors are responsive to their queries. Seafood Industry Training students indicated that SiS's training provided useful knowledge on background reasons for relevant industry and workplace practices.</p> <p>In the case of Domestic Maritime Operations, a further valuable outcome of SiS's training is that it prepares students for the successful completion of examinations pertaining to their Skipper Restricted Limits (SRL) licences. These examinations are carried out independently by Maritime New Zealand, which issues the SRL licences. Evaluative conversations with management indicated that</p>

	<p>the students go on to complete their SRL examinations at high rates.</p> <p>SiS considers repeat business as an indicator of value to stakeholders, including employers and students. For the Domestic Maritime Operations and Seafood Industry Training programmes, the PTE has strong, long-standing relationships with relevant employers. Stakeholders indicated that employees improve their skills, knowledge and attention to safety in the workplace.</p> <p>SiS's self-assessment regarding value is generally effective. SiS collects feedback on student satisfaction each year, and this feedback is overall positive. The PTE uses this data to understand its performance and provides a general response to students on the qualitative feedback received.</p> <p>SiS engages with industry and stakeholders, and this provides the PTE with insights into the value of its training. However, feedback from stakeholders is not formally captured or collated. To enhance its understanding of the value provided to stakeholders, SiS could consider ways to capture and collate this feedback.</p>
Conclusion:	<p>Students gain industry-relevant skills and knowledge and industry-recognised qualifications. Domestic Maritime Operations students also gain preparedness for SRL licence examinations. The PTE has strong, long-standing relationships with relevant stakeholders. The PTE could consider ways to formally capture and collate stakeholder feedback to enhance its understanding of the training value provided.</p>

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>Many aspects of SiS's programme design and delivery suitably match the needs of students and other stakeholders.</p> <p>SiS reviews its programmes and courses effectively, and the PTE uses student and stakeholder feedback to meet the needs of these groups and to support the relevance of the programme. For Domestic Maritime Operations and Seafood Industry Training, SiS makes changes to delivery which improve the meeting of student and stakeholder needs. For example, the PTE has arrangements in place to take its training to workplaces rather than requiring students to travel to SiS.</p> <p>Additionally, after considering feedback from Domestic Maritime Operations students, the PTE recently purchased a diesel engine to support relevant practical activities that occur during the training.</p> <p>To engage the students in their learning, tutors use mixed modes of delivery and assessment, including quizzes, practical activities and self-directed learning. Students indicated that the tutors have strong subject-related understanding and expertise, strong abilities in communicating knowledge to students, and strong availability in providing learning-related support to students.</p> <p>To ensure the authenticity of student work, SiS has informal processes for identifying cheating during Domestic Maritime Operations block courses, including tutor invigilation and the use of oral questions during assessments.</p> <p>Based on evidence provided during the EER, SiS's assessment and moderation practices for Seafood Industry Training meet the requirements of the relevant standard-setting body (SSB). This includes external moderation reports that indicate an alignment between assessor and moderator decisions pertaining to relevant unit standards.</p>

	<p>This also includes external moderation reports that provide independent assurance that SiS's assessment practices are valid, consistent, fair and authentic. Evaluative conversations with the relevant SSB reaffirmed the effectiveness of assessment and moderation practices relating to SiS's Seafood Industry Training programmes.</p> <p>A 2025 NZQA programme monitoring report found that SiS does not meet the relevant criteria, and that assessment and moderation practices for Domestic Maritime Operations require improvement. SiS has been responsive in meeting NZQA requirements resulting from the programme monitoring report, and the PTE has provided evidence of changes to policies and forms to support its meeting of these requirements.</p>
Conclusion:	<p>Many aspects of SiS's programme design and delivery suitably match the needs of students and other stakeholders. Programmes and courses are reviewed effectively, and the PTE uses student and stakeholder feedback to meet the needs of these groups. Tutors use a range of methods to engage students in their learning and to ensure the authenticity of student work. Issues relating to assessment and moderation practices have been identified, and the PTE is taking steps to address them.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>For Domestic Maritime Operations and Seafood Industry Training, students' learning goals are well understood and strongly supported. SiS's enrolment process is such that students typically complete training at the PTE with the support of their employers. Common learning goals include the gaining of industry-relevant skills, qualifications and licences to support career improvement. These goals are well understood by SiS staff by virtue of the PTE's enrolment process. Additionally, these staff support the students strongly in meeting their goals at all stages of the training, including self-directed learning and block courses.</p>

	<p>SiS provides students with comprehensive and timely study information and advice. The PTE's student workbook contains key study and non-study information. Additionally, the first 18 weeks of the Domestic Maritime Operations programme is carried out by self-directed learning, which occurs in distance mode. Students have a dedicated support staff member who periodically checks in with the students during this time. Students reported that this process is helpful in ensuring they stay on track with their studies.</p> <p>In the Domestic Maritime Operations and Seafood Industry Training programmes, SiS's small classes enable the tutors to provide individualised, one-to-one support during their learning. The high amount of one-to-one support assists SiS in reducing barriers to learning for its students.</p> <p>Additionally, SiS has provided examples in which students with disabilities have been supported in their learning. However, the PTE did not provide evidence of formal policies or practices for supporting students with disabilities. There is an opportunity to develop policies and practices in this area, to ensure that the support needs of students with disabilities are well understood and responded to.</p> <p>As indicated in 1.3, SiS has arrangements in place to deliver training at the premises of employers. This enables familiarity in the learning environment for the students. Additionally, for the Seafood Industry Training programmes, SiS's tutors schedule delivery at different times of the day to suit the students. This indicates a high level of effort from tutors to support the students in their learning.</p>
Conclusion:	<p>Students' learning goals are well understood and strongly supported at all stages of the training, including during self-directed learning. The PTE provides students with comprehensive and timely study information and advice. Small classes and workplace-based training enable individualised, one-to-one support for the students in their learning.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>SiS's management is highly effective at supporting educational achievement, and the PTE's organisational self-assessment is also highly effective. The central decision-making unit at SiS is the PTE's academic committee. Staff in this area have an overview of the PTE's programme-level data, including completions, student feedback and information relating to SiS's programme-related resourcing needs. Additionally, the PTE's academic committee uses achievement data and student feedback to make some improvements throughout the organisation.</p> <p>SiS has a clear organisational purpose: to provide high-quality training and consulting services for the maritime, seafood and aviation industries. The PTE's organisational purpose is supported by a clear strategic plan that outlines key actions pertaining to achievement outcomes and positive client feedback, along with key goals relating to student and stakeholder needs.</p> <p>SiS allocates sufficient resources to support learning and teaching, with the PTE purchasing key training equipment, and with the PTE providing training at client premises.⁵ SiS operates a sustainable business model which is consistent with its organisational purpose.</p> <p>SiS recruits and develops staff well, and the PTE's policies ensure the suitability of teaching staff. Staff capability is also strong and well evidenced by the PTE. Key organisational staff have worked at SiS for over 15 years. This continuity in membership has enabled corresponding continuity of institutional knowledge over time, and this has supported the PTE to manage periods of transformative change well. Staff reported that they feel valued and enjoy working at SiS.</p>
Conclusion:	Management is highly effective at supporting educational achievement, and the PTE's self-assessment is also highly effective. Data is used effectively to make improvements

⁵ See 1.3 and 1.4 for more information regarding programme delivery and student support-related dimensions of this activity.

	across the organisation. The PTE has a clear purpose, which is supported by clear strategic planning. Recruitment and development of staff is effective, and staff feel valued by the PTE.
--	--

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>SiS uses an annual academic calendar to manage its compliance accountabilities to NZQA and other external agencies. Relevant NZQA attestations, submissions and returns were received in a timely fashion. Additionally, evaluative conversations with external stakeholders indicate that SiS manages its agreements effectively.</p> <p>SiS also manages some of its other important compliance accountabilities very effectively, as indicated by:</p> <ul style="list-style-type: none"> • Timeliness in the PTE's reporting of unit standard credits to NZQA, which improved significantly in 2023 and 2024. • Publication of the PTE's Code⁶ self-review on its website, along with information on the number and nature of complaints and critical incidents. <p>As indicated in 1.3, a recent NZQA programme monitoring report for Domestic Marine Operations found that SiS received an outcome of 'does not meet criteria'⁷, where the relevant criteria pertain to NZQA rules regarding assessment and moderation practices. SiS is addressing NZQA's specific requirements resulting from the programme monitoring report, and it provided the evaluation team with evidence of actions being taken. Additionally, both ratings for this key evaluative question consider the strength of the</p>

⁶ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

⁷ Please note: 1.3 considered the impact of this outcome specifically in relation to SiS's assessment and moderation practices. As explained in the main text, this outcome also constitutes an instance of non-compliance. It is therefore relevant to 1.6 as well as 1.3.

	PTE's assessment and moderation practices relating to its Seafood Industry Training programmes.
Conclusion:	The PTE's management of important compliance accountabilities is mostly effective. NZQA programme monitoring activities nonetheless identified instances of non-compliance regarding assessment methodology in one area of delivery. These issues indicate that the PTE's management of compliance accountabilities requires further improvement.

Focus areas

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

2.1 New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) [ID 124750-3] leading to [2505-1]

Performance:	Good
Self-assessment:	Good

2.2 Seafood Industry Training

Performance:	Excellent
Self-assessment:	Excellent

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 SIS Training & Consulting Ltd:

- Consider ways to improve usage of enrolment and completion data for Māori, Pasifika and students with disabilities, and to thereby improve the PTE's understanding of support needs within these priority student groups.
- Consider ways to capture and collate stakeholder feedback, to enhance the PTE's understanding of the value it provides to stakeholders.

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 this external evaluation and review.

Appendix 1

Table 1. Course completion data for the Domestic Maritime Operations programme (data provided by SiS)

Year	Overall course completion rate	Māori student course completion rate	Pasifika student course completion rate
2021	78.30%	75.00%	100.00%
2022	88.24%	100.00%	0.00%
2023	88.57%	100.00%	100.00%
2024	83.86%	100.00%	100.00%

Table 2. Completion data for Seafood Industry Training and unit standard-based courses (data provided by SiS)

Year	Completion rate for Seafood Industry Training programmes	Completion rate for unit standard-based courses
2021	92.94%	82.00%
2022	95.10%	78.57%
2023	100.00%	76.60%
2024	52.94%	63.16%

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 fraud⁸*
- *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.*

⁸ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz