

# Report of External Evaluation and Review

Westport Deep Sea Fishing School Ltd

Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 April 2012

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	4
3. Conduct of external evaluation and review.....	5
Summary of Results .....	6
Findings .....	8
Recommendations .....	15
Appendix .....	16

MoE Number: 9247  
NZQA Reference: C05568  
Date of EER visit: 14 and 15 February 2012

# 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:	Westport Deep Sea Fishing School Ltd
Location:	16 Brougham Street, Westport
Type:	Private Training Establishment
First registered:	1993
Number of students:	Eight (all domestic)
Number of staff:	5.5 full-time equivalents
Scope of active accreditation:	<p>Westport Deep Sea Fishing School (WDSFS) is accredited for a number of vocational and generic unit standards that make up the targeted training programmes on offer; both programmes are at level 2 and offer 60 credits. They are:</p> <ul style="list-style-type: none"><li>• National Certificate in Seafood Processing (Level 2)</li><li>• National Certificate in Seafood Vessel Operations (Level 2)</li></ul>
Sites:	One
Distinctive characteristics:	<p>WDSFS is the only establishment of its kind in New Zealand. It runs a residential programme with trainees (up to 80 per cent Māori and Pasifika) accommodated in the school's hostel. All trainees must be alcohol and drug-free for the duration of the programmes and are subject to regular random testing. There is a focus on the trainees developing self-discipline. The school establishes links with families where possible and word-of-</p>

mouth referrals are very important. The school has strong links with the fishing industry; the managing director has 30-plus years' experience within the industry. The Waitangi Fisheries Commission funded ten to 15 places in 2011, but at the time of writing the number of funded places for 2012 was unknown. In addition, there are usually six to nine Māori scholarship trainees each year. WDSFS trainees are 18-25 years of age and mostly from small North Island towns.

Recent significant changes: Recent changes to government funding mean the previous 20-week programmes are now 13 weeks. Tertiary Education Commission-funded places (six for youth training in 2011) have been reduced and most funding now comes from the Ministry of Social Development (MSD).

Previous quality assurance history: At the most recent quality assurance visit by NZQA, an external evaluation and review (EER) on 15 June 2010, Westport Deep Sea Fishing School was found Confident in educational performance and Not Yet Confident in capability in self-assessment.

## 2. Scope of external evaluation and review

The mandatory focus area selected was governance, management, and strategy. The EER also included a focussed evaluation of student support. Student support is critical as WDSFS enrolls trainees from throughout New Zealand who have to adjust to a residential programme, including the drug and alcohol-free policy which is strictly enforced.

The intention of this EER is to review progress in the level 3 qualifications since the last EER. However, because of funding changes this was neither possible nor appropriate. As a consequence, the evaluation team focussed on individual trainees, eight in total, all of whom were studying at level 2 in either seafood processing or vessel operations.

### 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-eer/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 evaluation team consisted of a lead evaluator and an external evaluator who visited the site for one day. The following people were interviewed by the team: the managing director, administration manager, the two tutors, hostel manager, and trainees. In addition, the relevant personnel in major fishing companies and the Seafood Industry Training Organisation were contacted by phone after the on-site visit.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Westport Deep Sea Fishing School Ltd.**

WDSFS offers residential programmes in seafood processing and vessel operations, with all trainees living in the school's hostel. Round-the-clock pastoral support is provided by WDSFS staff. The selection process for entry to the programmes is thorough and includes health and police vetting. A strict alcohol and drug policy means some trainees do not complete the course. However, since taking more trainees from the Limited Service Volunteers (LSV) course (a military-style course for long-term unemployed), WDSFS's positive labour market outcomes (the measure of the number of trainees who gain employment within two months of completing a course) rose from 85 per cent in 2010 to 95 per cent in 2011.

WDSFS programmes set clear boundaries which help trainees develop effective work habits, physical fitness, and self-discipline. Successful trainees can be confident that they have been trained by an established, respected provider and that they will gain employment in the industry. Employers interviewed said WDSFS trainees were valued workers because they had the required technical ability and could adapt to community life at sea.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Westport Deep Sea Fishing School Ltd.**

Since the last EER in 2010, WDSFS has made a greater attempt to capture feedback from trainees and external stakeholders more formally to augment the informal feedback regularly received already. This includes undertaking trainee evaluations of tutor effectiveness and the quality of course materials. These evaluations are now undertaken regularly every three months. The evaluation team was also shown evidence of feedback from the trainees' work experience at sea, collated to provide a quick snapshot of overall trainee progress and areas where trainees required more tuition and assistance. Both the managing director and the tutors commented that the collection of this data guided them in their day-to-day teaching practices and longer-term lesson planning.

External stakeholders contacted by the evaluation team noted that the managing director is an experienced practitioner with good industry contacts which keep him up to date with industry developments and allow him to have input into decision-making. He in turn shares this information with staff who are able to discuss any new developments with trainees. Trainees at WDSFS know that any positive alcohol or drug test or refusal to be tested will result in instant expulsion from the course. This approach to testing is a form of self-assessment as it ensures the

school is very aware of the suitability of each trainee for the drug and alcohol-free environment aboard the vessels. Lastly, WDSFS has adapted well to the changing funding environment which has introduced new funding criteria and the requirement to review the provision of level 3 programmes.

# Findings<sup>1</sup>

## 1.1 How well do trainees achieve?

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

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

The school prefers to take most of its trainees directly from the LSV course. LSV is a six-week, hands-on training/motivational course run by the New Zealand Defence Force for young people in receipt of a benefit from Work and Income New Zealand (WINZ). Trainees develop self-discipline, individual responsibility, pride, confidence, and the ability to work in a team through participation in a range of activities that develop their physical fitness and general health, leadership and communication skills, financial and budgetary skills, and the ability to meet people and make new friends. At the completion of the course, trainees receive a certificate and references outlining their new skills. According to New Zealand Defence Force advertising, of those who successfully complete the LSV course, 70 per cent come off the benefit within two months. A WDSFS tutor visits this course to explain what WDSFS has to offer, discuss the work options in fisheries, and recruit potential trainees.

WDSFS's strict alcohol and drug policy means that some trainees do not complete the course. However, since taking more trainees from the LSV course, WDSFS's positive labour market outcomes (the measure of the number of trainees who gain employment within two months of completing a course) rose from 85 per cent in 2010 to 95 per cent in 2011. This positive result is because LSV graduates arrive at WDSFS drug and alcohol-free, physically fit, with established routines and the self-confidence and motivation required to be ready to study and undertake work experience. Trainees are carefully interviewed by phone by the experienced administration manager, who has had 18 years in this role. They are screened for criminal convictions and any health issues that may affect their ability to complete the programme. About 50 per cent of trainees who apply are deemed ineligible as a result of their police record.

Trainees gain the skills they require for the fishing industry as well as the soft skills, such as time management, for a variety of jobs outside the industry. Evidence of the acquisition of these skills was gained from interviews with the trainees and the tutors as well as comments from industry feedback. Since the last EER, WDSFS has made a greater attempt to capture feedback from trainees and external stakeholders more effectively. The managing director provided evidence of feedback from the trainees' work experience at sea, collated to provide a quick snapshot of overall trainee progress and areas where trainees required more tuition

---

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



and assistance. Both the managing director and tutors commented that the collection of this data assisted them in their day-to-day teaching practices and longer-term lesson planning.

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

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 **Good**.

The key stakeholders, apart from the trainees, are fishing companies, the Waitangi Fisheries Commission, the Seafood Industry Training Organisation, the Tertiary Education Commission, Ministry of Social Development, the Fishing Industry Guild, the Inshore Fishermen's Association, and Work and Income New Zealand.

WDSFS works closely with WINZ case managers to ensure a smooth transition for trainees who attend the school. The administration manager has regular contact with WINZ and often goes to the WINZ office to assist a trainee. Several trainees interviewed by the evaluation team, largely unemployed since leaving school, said that WDSFS had helped them to realise that they had skills and abilities and did not have to be unemployed indefinitely. They stated that the school had provided them with routines and structure, often missing from their lives previously. These trainees now had basic work skills and respect for authority and were motivated to move from dependency to making plans for their futures. Many trainees return to their home towns when their training course finishes and contribute to their local communities.

Employers interviewed said WDSFS trainees were valued workers because they had the required technical ability and could adapt to the community at sea. WDSFS has begun to record and collate feedback from the fishing companies and trainees in a more systematic manner to augment the informal feedback regularly received.

## 1.3 How well do programmes and activities match the needs of trainees and other stakeholders?

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

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

At the hostel trainees get breakfast and dinner cooked for them but are expected to contribute to domestic chores. Every Friday there is a big clean-up of the hostel when trainees work together to complete the required tasks. The duties trainees are expected to undertake at the hostel are useful preparation for life at sea where they have to maintain a high level of hygiene, as they are involved in food preparation; and to be tidy and safety-conscious to minimise hazards such as falling over gear not stowed away properly. There is an hour of fitness training

each day, including regular runs. The fitness level of the trainees is very important as on the factory ships workers have shifts of six hours on and six hours off. During the off-time they have to eat, do their washing, and sleep, before the cycle repeats itself.

One of the largest fishing companies interviewed by the evaluators stated a preference for cadets from WDSFS and maintained that over 50 per cent of its cadets come from the school. This preference is a strong indicator that WDSFS is providing trainees with excellent fishing industry level-entry skills. One way the school does this is by providing one week of work experience for all trainees at a local fish processing company. This is an important initiative as some trainees have minimal or no work experience. The week provides useful information to the trainee, the company, and WDSFS as all trainees are tracked and assessed against a range of work skills, including the ability to follow instructions, the ability to perform tasks at the required speed, take instructions from others, and so on. This information is analysed to determine the work-readiness of the trainee, who may return to the company for further work experience. The week also provides trainees with a realistic insight into what it would be like to work on a factory vessel processing and packing fish.

There is widespread acceptance of the need for a drug and alcohol-free environment. The school emphasises rigid adherence to safety and legal requirements in order to protect the safety of vessels and the people working on them. The fishing industry recognises that substance abusers are significantly more likely to have accidents than other workers. Trainees at WDSFS know that any positive test or refusal to be tested will result in instant expulsion from the course. This approach to testing is a form of self-assessment as it ensures the school is very aware of the suitability of each trainee for the drug and alcohol-free environment aboard fishing vessels.

#### 1.4 How effective is the teaching?

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

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

Trainees spoken to by the evaluation team confirmed that the tutors had relevant industry experience and were highly knowledgeable. For example, prior to employment at WDSFS both tutors had worked for over a decade at a local fish processor in supervisory and quality control roles. Trainees said the teachers were very helpful and made the classes interesting and that they had learnt a lot. All classes start with a “heads up” on any issues and tutors and trainees discuss these before the learning begins as any unresolved issues may get in the way of effective learning.

Both tutors are locals and know the Westport community well and were responsible for initiating the week of work experience at the local fish processing company. The training facilities at the school are set up to replicate the work environment that

the trainees will experience. For example, there is a room attached to the main classroom which simulates the space trainees would find on a factory processing ship. It allows trainees to weigh fish and perform other tasks they would be expected to do at sea. Tutors focus on practical work as this fits with the learning style that is most prevalent among trainees. There is a strong focus on health and safety, with 25 credits on this subject in each programme offered.

Staff said they worked closely with the managing director and that he regularly runs ideas past them, for example for classroom activities. They also said they have round-the-clock phone access to him and regular day-to-day contact. The school operates in one main building, with the classroom below the managing director's office, allowing for easy ongoing interaction between tutors, trainees, and other staff. Tutors have participated in external moderation with the Seafood Industry Training Organisation each year, with the next scheduled meeting in March 2012. Internal moderation involves trainees check-marking each other's work and ongoing joint development of resources for the current unit standards offered in the certificates.

The most recent EER report, while acknowledging that there was frequent and informal feedback to trainees, said that some trainees would have appreciated more frequent formal feedback. This was not an issue at this EER visit. Neither was the issue of how well WDSFS accommodates individual trainee's learning needs. However, the sample size was very small, with only four trainees available to be interviewed.

The managing director is aware of the effectiveness of the training through the informal checks that tend to occur in a relatively small organisation. The tutors expressed confidence in the value of the feedback they receive through interaction with the trainees, particularly in the form of questions when a trainee does not understand some of the material. The evaluation team sighted folders containing trainee evaluations of tutor effectiveness and the quality of the course materials. These evaluations are now undertaken every three months.

## 1.5 How well are trainees guided and supported?

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 **Good**.

Trainees are well supported both during school hours and after hours at the hostel. Induction of trainees is comprehensive and relevant to the industry they are entering. The administration manager is the first person most of the trainees interact with, either by phone prior to being offered a place or when they first arrive at the school. She is the key liaison person with external social agencies and also provides ongoing support, particularly for the female trainees. The hostel manager also provides round-the-clock pastoral support for the trainees, who discuss a wide range of issues with her. She has been in this role for seven years and some trainees call her "mum". Trainees learn to take increasingly greater responsibility

for themselves and the environment. For example, breakfast and dinner are prepared for them but they are expected to help with tidying up afterwards. If the level of support required is outside that available on site, trainees will be referred to community-based professionals for specialised assistance.

Clear boundaries and expectations are provided for the trainees, and the evaluation team noted that the trainees interviewed were polite, attentive, and genuinely interested in the EER visit. The no-drugs and alcohol policy prepares them for the boats where they may be out at sea for six-plus weeks and where this policy is strictly adhered to. Trainees get well paid once they are at sea where they are not able to spend money, which helps them to save. The administration manager counsels trainees to open two accounts at the bank, one to live from and the other to put their savings in. If they budget carefully they can earn enough money for a house deposit. The administration manager may also organise a reduction in payment of fines if this would be difficult for the trainees financially.

A nurse from the district health board speaks to trainees about personal health and sexually transmitted diseases and collects urine samples for drug testing. The administration manager takes trainees to the medical centre if required. She also watches their “body language” to pick up important clues about their well-being and will intervene proactively before issues become more serious.

Guidance and support at WDSFS are comprehensive and balanced, encouraging greater independence for the trainees while recognising that many of them have not had appropriate role models or suitable boundaries in their lives thus far. The staff are committed to providing an atmosphere where trainees can learn about themselves, enhance their self-esteem through experiencing success, and gain the skills required to work at sea. The previous EER report, while acknowledging that there are many forms of support available for the trainees, noted that a more formalised system for assessing the well-being of trainees might lead to a reduction in the number of trainees who, for example, are dismissed for alcohol or drug use. Taking the majority of trainees from the LSV course, where the same rules around alcohol and drug use apply, being explicit about the rules, enforcing them without exception, and providing round-the-clock access to experienced WDSFS staff and outside specialist help where appropriate, is all that could be realistically expected of the school.

## 1.6 How effective are governance and management in supporting educational achievement?

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

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

At induction the managing director emphasises to the predominantly Māori trainees that they are being introduced to an industry in which they have a significant ownership. This is a way to encourage them to see how important their contribution could be and to increase their motivation to work hard in their training,

by highlighting their share of ownership of the industry. Another way the school encourages and challenges trainees is by inviting graduates to come and talk to them. This assists trainees to gain a current and realistic view of what is involved in working at sea, and also of the rewards.

The managing director encourages professional development opportunities for his tutors and frequently suggests courses they could attend. He supplements this with a formal evaluation once a year during which performance is reviewed and goals are set. Staff at WDSFS said that the managing director was very collegial; for example, he supported them with decisions, and they supported him. While he was not at the school every day, he always knew when trainees were going off site onto the boats and trusted the staff to get on with their work.

External stakeholders contacted by the evaluation team noted that the managing director is an experienced practitioner with good industry contacts. For example, he is a Maritime New Zealand examiner and an active member of the Maritime Seafood Educators Association whose membership includes 12 trainers and providers such as Competenz, Sealord, and the Seafood Industry Training Organisation. These responsibilities and contacts keep him up to date with industry developments and also allow him to have input into industry decision-making. He in turn shares this information with staff, who are able to discuss any new developments with trainees.

WDSFS has clear health and safety boundaries which are enforced without exception. While this can seem tough for some trainees, staff are well supported by the managing director and the community they work with, for example by the police and WINZ. Successful trainees can be confident that they have been trained by an established, respected provider and that they will gain employment in the industry.

## Focus Areas

### 2.1 Focus area: Governance, management, and strategy

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

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

Refer 1.6 below

### 2.2 Focus area: National Certificate in Seafood Processing (Level 2)

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

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

### 2.3 Focus area: Student support

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

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

# Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*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 EER process approved by the NZQA Board.*

*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](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)