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# Report of External Evaluation and Review

Westport Deep Sea Fishing School Ltd  
trading as Westport Deep Sea Fishing  
School

Confident in educational performance

Confident in capability in self-assessment

Date of report: 21 December 2017

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# 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 trading as Westport Deep Sea Fishing School (WDSFS)
Type:	Private training establishment (PTE)
First registered:	1993
Location:	16 Brougham Street, Westport
Delivery sites:	Student accommodation is located at 48 Cobden Street; some aspects of the training are taught and assessed there.
Courses currently delivered:	<p>WDSFS delivers pre-employment programmes to:</p> <ul style="list-style-type: none"><li>• Youth Guarantee students (Tertiary Education Commission (TEC) funded) – may gain the National Certificate in Seafood Vessel Operations (At Sea Processing) (Level 2) and the New Zealand Certificate in Fishing Vessel Crewing (Level 3). On completion of the programme, a completed Maritime New Zealand (MNZ) workbook and six months sea time, trainees can sit for the MNZ licence – Advanced Deckhand Fishing.</li><li>• Training for Work (Ministry of Social Development (MSD) funded) – may gain the National Certificate in Seafood Vessel Operations (At Sea Processing) (Level 2).</li></ul> <p>WDSFS delivers Standards of Training, Certification and Watchkeeping (STCW) for Seafarers courses to</p>

	<p>individuals already in employment:</p> <ul style="list-style-type: none"> <li>• Personal survival techniques</li> <li>• Fire prevention and firefighting</li> <li>• Personal safety social responsibilities</li> <li>• Elementary first aid.</li> </ul>
Code of Practice signatory:	Yes
Number of students:	<p>Domestic: during 2016 WDSFS enrolled 132 students aged between 16 and 25 years. Māori consistently make up a high proportion of students (81 students, 61 per cent during 2016). Approximately 15 per cent of students are female.</p> <p>No international students are enrolled.</p>
Number of staff:	Six full-time and four part-time staff
Scope of active accreditation:	<a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=924747001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=924747001&amp;delSiteInd=0</a>
Distinctive characteristics:	<p>WDSFS offers residential programmes to students from all over New Zealand. Students are accommodated at the PTE hostel throughout their training, where they are subject to communal living and disciplines (including a prohibition on the use of drugs and alcohol) which are intended to prepare students for the reality of life at sea for extended periods of time.</p> <p>Students do not pay a course fee, but they pay for weekly accommodation. The Treaty of Waitangi Fisheries Commission awards 11 Te Ohu Kaimoana scholarships annually.</p> <p>Many students have been receiving the jobseeker benefit prior to enrolment at WDSFS, and this is their first involvement with the fishing industry.</p>
Recent significant changes:	A full-time tutor and part-time administrator have been appointed since the previous evaluation and review (EER).
Previous quality assurance history:	At the previous EER of WSDFS in June 2016 (reported September 2016), NZQA was Confident in the PTE's

educational performance and Not Yet Confident in its capability in self-assessment.

External moderation requirements have been met for both Competenz and Primary ITO (industry training organisations).

The TEC conducted a routine audit of WSDSF in April 2017. A number of issues were identified to be addressed including:

- 'Policies to be developed for student enrolment and course completion
- Funding claim to TEC to be corrected to show accurate student start and finish dates
- Correct identification to be collected for students to be eligible for funding and this to be verified by management
- Staff teaching Literacy and Numeracy to have, or be enrolled in, a Literacy and Numeracy qualification
- Subcontracting arrangements with the first aid provider to be reviewed and renewed
- Health and Safety unit standard to be standalone (not embedded in other unit standards) so that recognition of prior learning can occur.'

All recommendations have been satisfactorily addressed.

Other:

At the time of the EER, WDSFS was finalising an agreement with a major industry employer to provide pre-employment training and induction for all seagoing crew.

The New Zealand fishing industry is experiencing strong growth, and planned investment in new vessels is expected to significantly increase the opportunities for seagoing positions. New regulations regarding crew qualifications are likely to be implemented during 2018 and WDSFS is preparing to meet those requirements.

## 2. Scope of external evaluation and review

The following focus areas were selected:

- Governance, management and strategy – WDSFS is a small organisation with a significant reliance on the industry knowledge and expertise of the managing director. The recent TEC audit identified issues relating to aspects of management. At the previous EER, NZQA identified the need for WDSFS to further develop its capability in self-assessment in this focus area.
- Training for Work – this is a 13-week, employment-focused, MSD-funded programme which provides the PTE's largest number of enrolments (116 students in 2016).
- Youth Guarantee – this is a 26-week programme, funded by the TEC, leading to the award of the New Zealand Certificate in Fishing Vessel Crewing (Level 3). It is a smaller proportion of the PTE's training (22 students in 2016).

## 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.*

Two evaluators conducted the on-site enquiry phase of the EER on 1 and 2 November 2017. The team interviewed the managing director, three tutors, the hostel manager and a random selection of trainees and one graduate. Industry and funding stakeholders were interviewed by phone.

Documentation considered by the evaluators included: the investment plan with the TEC; strategic plan; student handbook; staff and student files; training and assessment materials; achievement and outcomes data; policy and procedure documents, including the quality management system; student evaluations; meeting minutes and hostel records.

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud<sup>1</sup>*
- *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.*

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<sup>1</sup> 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.

# Summary of Results

## Statement of confidence on educational performance

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

- Many students are achieving their goal of sustainable employment in the fishing industry (more than 80 per cent of MSD-funded Training for Work students for the last three years). Demand from industry is strong and successful students on the 13-week employment-focused programme are now going into paid work within an average of eight weeks after commencement. This is a shorter duration to work than previously, but has reduced the average number of NZQA credits being achieved. Some students will achieve further assessment standards throughout and/or complete qualifications once they are employed. WDSFS has recently adjusted the teaching timetable to increase the opportunities for students to complete unit standards.
- WDSFS is achieving good results for the small number of students enrolled on the Youth Guarantee-funded 26-week programme. Course completion rates are consistently good and exceed the sector median (refer 1.1, Table 1). In 2016, 68 per cent of Youth Guarantee students achieved a level 3 qualification, which exceeds the performance commitment with the TEC.
- WDSFS' residential programme enables students to experience a training and living environment, which provides good preparation for employment on New Zealand's deep sea fishing fleet. In addition to practical skills and units of learning related to workplace safety, and fishing and fish processing, students gain physical fitness (including being drug and alcohol free) and experience at living in close quarters. Students are supported and encouraged to succeed. The rate of attrition, although still significant, has improved in the past four months, which may reflect MSD referral practices and improved information and support for prospective students by WDSFS.
- Longstanding relationships with key industry players and feedback gathered during this EER confirms WDSFS' effectiveness in meeting stakeholder needs for motivated employees with the basic skills to enter the workforce. During 2017, WDSFS has also increased its delivery of short courses for individuals in employment.<sup>2</sup> More recently, WDSFS has enhanced its relationship with a major employer to provide training to all new crew.

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<sup>2</sup> WDSFS is approved by Maritime New Zealand to deliver Standard of Training, Certification and Watchkeeping (STCW) for Seafarers courses, which are part of the Advanced Deckhand Fishing programme. WDSFS delivered more than 140 courses during 2016.



## Statement of confidence on capability in self-assessment

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

- WDSFS has sound processes for the management and reporting of student enrolments, assessment and employment outcomes. Management and staff track individual student progress and well-being, are responsive to student needs, and have a reasonable understanding of achievement and employment trends. The value of information gathered from student surveys is limited and used for monitoring rather than improvement. However, there is some evidence of changes being made to improve outcomes for students and other stakeholders.
- WDSFS has addressed gaps in self-assessment identified at the previous EER, through a more systematic approach to operational activities and through networking with other PTEs to deepen understanding of self-assessment more generally. These include the preparation of course and study information for students, testing and monitoring Youth Guarantee students' literacy and numeracy levels, and internal moderation. Some policies and procedures have also been reviewed. The recent preparation of a strategic plan provides a useful basis for ongoing review and improvement, although mechanisms for gathering data and measuring progress against stated objectives have not yet been fully developed.
- The recruitment of additional staff has enabled responsibilities to be clarified and shared. This was a significant improvement since the previous EER, and is leading to improved organisation and consistency in both administration and programme delivery and reduced risks associated with the reliance on the direct involvement of the managing director. Day-to-day matters relating to the teaching programme, hostel life and student behaviour are closely monitored at regular staff meetings which ensures issues are identified and addressed at an early stage.
- WDSFS is a small organisation which relies on direct communication among staff and externally with stakeholders to ensure that training is aligned to industry and learner needs. This is largely effective, as attested by stakeholder feedback and ongoing relationships and funding contracts. However, a more systematic approach to involving staff and stakeholders in collective planning and review processes could be useful for identifying the strengths and weaknesses of programmes and identifying improvements.

# Findings<sup>3</sup>

## 1.1 How well do students 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 **Adequate**.

WDSFS has a good record of success in providing education and training to students for whom the primary aim is sustainable employment in the fishing industry (see Tables 1 and 2).

Students enrolled on the MSD-funded Training for Work programme achieve unit standards, depending on the duration of their study. Previously they achieved 70-80 NZQA credits in the course of the 13-week programme. However, successful students are now being placed in work within an average of eight weeks and are achieving between 15 and 50 credits. Over the past four years WDSFS has improved employment outcomes based on the achievement of paid work on the completion of the programme. High rates of sustainable employment exceed contracted outcomes and compare very favourably with other, similar providers, according to MSD.

**Table 1. WDSFS Training for Work employment outcomes (2014–2017 in progress)**

	Enrolled	Employed	% employed	% sustainable*
2014	107	47	44%	85%
2015	121	61	50%	85%
2016	107	70	65%	81%
2017**	75	54	72%	Not available

Source: WDSFS, confirmed with MSD

\*Still employed after 12 months; \*\*as at the end of October 2017

Course completion rates are consistently good for the small number of students enrolled on the Youth Guarantee-funded 26-week programme, many of whom have limited experience of academic success. TEC-published data shows that Māori student achievement is comparable with non-Māori. WDSFS has improved processes for testing and monitoring literacy and numeracy levels using the TEC assessment tool, and there is some evidence of progression for most students who receive additional support. Most Youth Guarantee students are gaining relevant national qualifications, and in 2016, 68 per cent achieved a level 3 qualification,

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

which exceeds the performance commitment with the TEC. This positions them well to enter the fisheries industry and continue with on-job training while on vessels. There is an opportunity here for WDSFS to track the students' career progress in combination with industry partners.

**Table 2. WDSFS Youth Guarantee qualification and employment outcomes (2014–2016)**

	Enrolled	Course completion (sector median)	Level 2*	Level 3**	Employed
2014	10	85% (71%)	6	3	3
2015	18	96% (61%)	9	9	8
2016	22	99% (81%)	17	13	8

\*National Certificate in Seafood Processing (Level 2) or National Certificate in Seafood Vessel Operations, and/or \*\*New Zealand Certificate in Fishing Vessel Crewing (Level 3)

As noted in the previous EER, rates of attrition have historically been high, arising from a combination of dismissal for breaches of rules and discipline, and personal choice and circumstances (27 per cent for Training for Work students in the previous contract year). Recently WDSFS has sought to improve retention by raising awareness of the nature and requirements of the programme among MSD staff who refer prospective students, and improving information for prospective students. WDSFS reports that since July 2017 attrition rates have improved (to 14 per cent). WDSFS closely monitors student progress, and those who comply with the rules and are able to make the required adjustments to cope with the living arrangements are generally successful.

WDSFS has recently revised its teaching and assessment schedule to increase opportunities for students to complete the theory components of the National Certificate in Seafood Vessel Operations (At Sea Processing) (Level 2) before going to sea. A review of the impact of this change on achievement is planned.

Management and staff regularly discuss individual student progress and have a reasonable understanding of overall achievement and employment trends. WDSFS needs to further improve its use of achievement-related data. WDSFS reports that Māori students – who are a significant proportion of students each year – achieve well, but did not provide supporting evidence. A more systematic approach to analysing achievement, by cohort and/or over time would lead to a fuller understanding of educational performance and provide a basis for identifying further improvements.

## 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 **Good**.

WDSFS is contributing to the New Zealand fishing industry through a steady supply of beginning employees who have basic maritime skills and knowledge, including seafood processing, and an understanding of the realities of on-board living. The industry knowledge and experience of WDSFS' managing director enables him to place students on boats to suit their skill levels and attributes. In addition, WDSFS supports work placements with compliance and screening processes. More recently, WDSFS has reached agreement with a major employer to provide on-shore pre-employment training and induction to all new crew. MSD also reports strong satisfaction with WDSFS' delivery on their contract obligations (refer Table 1, 1.1).

WDSFS offers useful pathways to employment for students in an industry that provides attractive starting salaries and the potential for further training and promotion. The longer programme completed by the Youth Guarantee students provides successful graduates with a level 3 New Zealand certificate, which attracts a small premium in wages. These graduates also have the opportunity to achieve the Maritime New Zealand Advanced Deckhand Fishing licence on completion of a workbook, six-months sea time and a two-week refresher course. Other valued outcomes of the programmes for students are improved health and well-being (including increased fitness and becoming drug-free), and the development of teamwork and social skills. Although WDSFS reports that it is maintaining informal contact with many graduates, there is limited data available on the medium-term employment and educational outcomes of graduates.

WDSFS communicates very regularly with key industry players and is flexible and responsive to requests for staff and training. WDSFS' effectiveness in ensuring that training is aligned to industry needs is attested by good outcomes data, stakeholder feedback, and ongoing relationships and funding contracts. Employers also value the short courses for employees which enable them to upskill and/or gain Maritime New Zealand licences.

WDSFS encourages students to contribute to the local Westport community by volunteering at local events and providing support to schools and community groups.

### 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 **Good**.

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

WDSFS demonstrates a strong commitment to matching the needs of employers, funders and individual students. The managing director has a good understanding of industry needs and communicates very regularly with employers, including head office and seagoing staff of fishing companies, and also wider industry networks. Information is gathered from these activities and from the managing director's role as an assessor, which ensures programmes and services delivered to the industry remain relevant. Recent examples include the introduction of the STCW short courses and investment in a fire fighting facility. WDSFS continues to work with industry to find better ways to prepare and channel students to employment. The managing director has recently completed training in other specialist areas with a view to possible future development aligned to industry needs. Employers interviewed during this evaluation confirmed their satisfaction with the flexibility and responsiveness of the PTE and their confidence in the quality of the training provided.

WDSFS is offering hands-on vocational training at levels 2 and 3 which provides the majority of its students with the basic skills and knowledge required to progress directly to employment. Key features which match industry requirements are the acquisition of fitness and stamina through daily supervised exercise, personal and fish handling hygiene, and the development of suitable attitudes, namely teamwork, a positive attitude to work and self-management. The training model allows for observation requirements for relevant standards to be signed off during work placements. WDSFS reports that currently approximately 50 per cent of completed observation books are returned, and it is working with skippers to improve this rate.

WDSFS offers a unique model of training. Until August 2017 this residential programme incorporated a 'six hours on-six hours off' roster (Thursday to Sunday) to simulate life on board a vessel. Although this has previously been considered an important component of the programme, WDSFS has now put more teaching and assessment time into the normal five-day week, to facilitate the completion of theory components of unit standards prior to work placement, and has focused weekend activities on fostering appropriate behaviours and attitudes. It was unclear whether this was a temporary adjustment or intended to be permanent, although WDSFS reported an intention to review its impact.

In 2017 WDSFS reviewed internal moderation policy and processes and established an annual moderation plan. A review of a sample of files confirmed that internal moderation is being undertaken by the managing director every two months. Greater involvement of other staff in internal moderation processes and

closer attention to detail would further strengthen the process for improving assessment practice. WDSFS engages positively with the relevant standard-setting bodies and meets the required standards for external moderation.

An additional tutor has been appointed since the previous EER, which has relieved tutor workload and is contributing to greater coherence and organisation in teaching planning and delivery. Students are benefiting from increased contact time with teachers who can draw on recent relevant industry experience and real-life scenarios. Professional development in adult teaching is planned for late 2017.<sup>4</sup>

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

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**.

WDSFS creates a welcoming and inclusive learning environment for students from a variety of backgrounds and personal circumstances. Small classes and a shared living environment contribute to strong relationships among students and between students and the tutors/hostel manager, which is important for the effectiveness of WDSFS' approach to teaching and learning. Tutors describe adjusting their teaching and assessment styles to suit the needs of individual students, and offer one-to-one support as required. Students report that they find it easy to ask for help from classmates and staff, and confirm that they receive feedback which helps them to learn.

WDSFS has a good understanding of the needs of the student group, and staff share responsibility for pastoral care. A no-penalty drug and alcohol screening at the beginning of the programme, which has been recently introduced, has provided additional evidence of the challenges for some students in preparing for work placements. Practical and personal support is provided to support students to improve their health and fitness, including access to a gym, addiction and sexual health services and a smoking cessation programme (due to start shortly after the EER). WDSFS has a memorandum of understanding with Buller REAP (Rural Education Activities Programme) which provides literacy and numeracy support, advice on CV preparation, and assistance with gaining drivers' licences.

The hostel provides a closely supervised and supportive environment for students' learning and personal development. A review of the student files confirms that prospective students are informed about the nature and requirements of the

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<sup>4</sup> This includes enrolment for the National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 4 or 5) for those staff who do not currently have relevant qualifications for teaching literacy and numeracy.

programme. Students are kept busy and active, and behaviour is managed well. Some students struggle to comply with the rules and to make the required behavioural adjustments. Issues and sanctions, including dismissals from the course, are well documented in staff meeting minutes and hostel activity logs.

WDSFS gathers feedback from students through surveys at various points in their study. The managing director reviews the feedback and follows up with staff as required. However, from interviews and a review of samples of completed surveys, there is limited evidence of how findings are being shared with relevant staff or used to identify improvements. Although it is apparent that WDSFS staff are focused and collaborative in identifying and responding to student needs, alternative mechanisms for gathering meaningful feedback warrant investigation.

### 1.5 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**.

WDSFS is a small organisation which is strongly focused on high-quality engagement with the deepwater fishing industry and contributing to their plans for growth and workforce development. Over recent years WDSFS has invested in training and resources to meet emerging industry needs and has a good track record for delivering valued outcomes to stakeholders. During this evaluation, WDSFS described plans for further expansion which could significantly increase the number of trainees on site. Careful management of processes and resources will be required to deliver on new initiatives while maintaining good quality educational provision. The PTE's physical facilities are adequate, although some would benefit from further investment and maintenance.

WDSFS has responded constructively to the findings of the previous EER. Steps taken to address issues include improved course and study information for students, more consistent testing and monitoring of Youth Guarantee students' literacy and numeracy levels, and a more systematic approach to internal moderation. Relevant parts of the quality management system have also been reviewed. The recruitment of additional administrative and teaching staff has enabled responsibilities to be clarified and shared, and has reduced the risks associated with reliance on the direct involvement of the managing director. Performance indicators have been identified in the recently developed strategic plan, such as for stakeholder satisfaction. However, WDSFS was not able to describe how progress against the targets will be measured in every case. It is intended that this plan will be reviewed six-monthly to support ongoing improvement.

Overall, the evaluators noted improvements across key areas of activity since the previous EER in June 2016, particularly the consolidation of academic and

management processes, although there has been limited time for significant evidence of the impact of changes made. In some areas, the evidence of self-assessment activities could be more comprehensive and robust, especially in relation to student feedback and involving staff in planning and review processes. Processes for analysis and use of achievement information for improvement purposes also require further improvement. Nevertheless, WDSFS is now well positioned to further strengthen self-assessment capability and achieve sustained good educational performance.

## 1.6 How effectively are important compliance accountabilities managed?

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

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

WSDSF has few documented processes for managing compliance accountabilities. The managing director described how communications from key agencies are handled, which provided reasonable assurance that information is being shared and requirements identified and responded to in a timely fashion. A review of documents confirmed that programme delivery matches NZQA approvals, that the annual review of the Education (Pastoral Care of International Students) Code of Practice has been completed (although no international students have been enrolled as yet), and that police checks are conducted for all staff to meet the requirements of the Vulnerable Children Act 2014. WDSFS is monitoring attendance and tracking occupancy as required to comply with TEC funding rules.

Several issues were identified in a routine audit conducted by the TEC in April 2017 (relating to policies, enrolment processes, sub-contracting, staff qualifications for teaching literacy and numeracy and recognition of prior learning) which have since been satisfactorily addressed (see Previous Quality Assurance in the Introduction). While WDSFS is responsive to audits and findings of external agencies, issues are not necessarily being identified through systematic checking by the PTE.

During this evaluation, several issues were noted which indicate that further attention is required to improve ongoing management of compliance accountabilities. These include:

- No reference to the outcomes of WDSFS' previous EER on the website or in student information as required by the EER Rules.
- While most tutors have appropriate skills and industry experience to deliver training, not all hold the relevant standards in competency-based assessment and moderation which are a minimum requirement.



- WDSFS has a health and safety policy, and some related record-keeping was sighted. However, further attention is required to ensure full compliance with requirements of the Health and Safety at Work Act 2015 for ongoing monitoring, incident reporting and hazard mitigation.

## Focus Areas

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

### 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**.

### 2.2 Focus area: Training for Work programme

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: New Zealand Certificate in Fishing Vessel Crewing (Level 3)

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

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

# Recommendations

NZQA recommends that Westport Deep Sea Fishing School:

- Strengthen self-assessment processes for analysing and using achievement information for improvement and for managing compliance accountabilities.
- Consider alternative approaches to gathering and using feedback from students.
- Increase the involvement of staff in internal moderation activities to further strengthen assessment practice.

# 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](http://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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