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External Evaluation and Review Report

Seafood Training Services Limited

Date of report: 14 December 2021

About Seafood Training Services Limited

Seafood Training Services Limited is a well-established training provider specialising in seafood processing training for employees of companies across New Zealand.

Type of organisation:	Private training establishment
Location:	479 Hills Rd, Marshland, Christchurch
Code of Practice signatory:	No
Number of students (at the time of this EER):	Domestic: 48 (20 equivalent full-time students)
Number of staff:	Seven full-time, and one part-time
TEO profile:	See the NZQA profile for the organisation
Last EER outcome:	At the last EER (2017), NZQA was Highly Confident in Seafood Training Services educational performance and Highly Confident in its capability in self-assessment
Scope of evaluation:	New Zealand Certificate in Seafood Processing (Level 3) (ID: 125233) New Zealand Certificate in Seafood Processing (Level 4) (ID: 125958)
MoE number:	7625
NZQA reference:	C45304
Dates of EER visit:	15 and 16 September 2021

Summary of Results

Seafood Training Services (STS) provides high value, workplace-embedded training for learners in the seafood processing industry. Their self-assessment practices effectively identify and review the programmes and the work based teaching and support approaches.

Highly confident in educational performance

- Achievement in courses and qualifications (i.e. pass rates) for all learner groups is high.
- STS has a comprehensive understanding of learner progress and achievement. The PTE uses this effectively to inform improvements and business decisions.

Highly confident in capability in self-assessment

- Companies and learners get highly valued outcomes. Learners gain useful skills and knowledge to apply in their workplaces. However, the evidence to support this is largely informal: the PTE could further collect and analyse feedback and case studies on the benefits of their training.
- Learners are well supported and engaged in their learning. Tutors actively seek to understand the learners' needs, use innovative delivery and assessment practices, and develop positive and constructive relationships with learners.
- STS has a consistent and clear educational focus and business strategy. Effective management and academic leadership supports the strong educational performance.
- The PTE's self-assessment practices result in worthwhile improvements in teaching approaches, material and administrative systems.
- STS manages compliance matters effectively and in a timely manner.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Overall qualification completion rates are high. Of the 404 learners who started training during 2019-2020, 369 completed the qualification: a 91 per cent completion rate.² These achievement rates are confirmed by monitoring carried out by STS's contractual partner Nelson Marlborough Institute of Technology (NMIT)³, external moderation results⁴, and the robust internal moderation process done by tutors.</p> <p>Māori and Pasifika trainees represent around half of STS's learners. This reflects the demographics of employees in the seafood processing industry. Completion rates for these priority groups learner match other learners.⁵</p> <p>STS has comprehensive data systems in place, a newly implemented student management system and access to the contractual partner's business analytics tool. The strongly data driven culture supports the ongoing monitoring of learner achievement, the performance reporting to NMIT, making improvements to training, decision making and the overall sustainability of the business.</p>
Conclusion:	Learners have high qualification completion rates. Māori and

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 Data source – STS 2019 and 2020 programme completion summaries for expired qualifications, National Certificate in Seafood Processing with Strands in Basic Processing Skills (Level 2) and Intermediate Processing Skills (Level 3).

³ STS has a contractual agreement with NMIT for the delivery of 100 EFTS per year.

⁴ External moderation results from Primary ITO and Competenz are positive, evidence shows minor changes required and action taken.

⁵ EPI reports from NMIT courses completed in May-June 2020 – qualification completion rates: All Learners 97 per cent, Māori 95 per cent, Pasifika 94 per cent. For courses completed between October-December 2020 qualification completion rates: All Learners 98 per cent, Māori 95 per cent, Pasifika 93 per cent.

	Pasifika learners' achievement matches all learners. STS has a good understanding of achievement data and uses this well to inform improvements and business decisions.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Learners and employers report that the training provides an enhanced on-the-factory-floor understanding of 'why things are done in certain ways'. This leads to a better appreciation of the company's standard operating procedures, safety protocols and food safety standards. Learners also report increased confidence and communication skills, and the motivation to progress their careers in the industry because of the training.</p> <p>This demonstrates high value for:</p> <ul style="list-style-type: none"> • learners, as for many this is their first formal qualification or achievement • employers, who gain employees who consistently apply company processes and standards, comply with regulatory food safety standards, and are a pool of potential team leaders/supervisors. <p>STS is adding significant value, to both the learners and companies, through their innovative and flexible delivery approaches. The on-site training is purposefully aligned with the company policies and processes. The use of intercom headsets for communication between tutors and learners on the factory floor allows the instruction and assessment to continue in the work environment. This provides an authentic learning experience, the learner's skills and knowledge are reinforced in real time, and it increases the potential for the transfer of skills and knowledge. From the employer's perspective this reduces the disruption to the normal processing production and minimises the cost of training.</p> <p>STS can show, from course and tutor surveys and the employer's annual evaluation, that learners are succeeding and adding value to companies. Some stories are relayed by tutors, learners themselves, and their supervisors.</p>

	<p>There are opportunities to strengthen self-assessment, and to prepare for future qualification consistency reviews, through formalising the collection of data, feedback and case studies on the benefits of training, for example:</p> <ul style="list-style-type: none"> • productivity gains • reduced product loss • how the learner applies the qualification outcomes in the workplace • salary gains and career progressions.
Conclusion:	Outcomes from the training are highly valued by the learners and employers. There are further opportunities to enhance self-assessment through the collection of data, feedback and case studies to validate stories of value and success.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Since the last EER, STS has successfully developed and gained approval for the programmes leading to the New Zealand qualifications (level 3 and 4) in seafood processing⁶. The addition of the level 4 programme provides a learning pathway and access to higher level skills and knowledge for the industry and learners. STS has also secured funding⁷ to deliver these programmes, allowing a greater number of learners in the industry to access the training.</p> <p>STS has well-developed enrolment and selection process, with tutors working alongside supervisors and managers to gain an understanding of learners needs and the requirements of their processing roles. The low withdrawals (20 in 2019, 10 in 2020)</p>

⁶ New Zealand Certificate in Seafood Processing (Level 3) with strands in Fish and Fish Products, Live Holding, Cleaning and Sanitation, and Seafood Logistics (Level 4)[Ref: 3130], and New Zealand Certificate in Seafood Processing (Level 4) [Ref: 3131].

⁷ This Tertiary Education Commission funding is in addition to the funding available via the contractual agreement with NMIT.

	<p>confirm these processes are robust, and enable learner success.</p> <p>Tutors have either industry expertise, or education and training experience. The on-site training provides tutors with ongoing exposure to the latest processes and technology, which are skilfully incorporated into the training. The student survey results⁸ confirm the training is applicable, well-structured, and organised, and that learners are highly satisfied with their tutors. Employers reported the training complements company induction processes, is relevant, and is meeting their needs for upskilling their staff.</p> <p>The STS team uses their expertise to develop programmes and resources. They use feedback from surveys, moderation records and input from tutors to improve workbooks, training materials and assessments. The design of the headsets and innovative use of tablets for recording assessments and accessing videos to reinforce learning, demonstrates STS is continually seeking and implementing improvements to their programmes and delivery.</p>
Conclusion:	Programmes are well designed to match employer and learners' needs. Delivery is embedded in the workplace and tutors effectively use learning opportunities and technologies to provide relevant and high quality training. There is effective ongoing self-assessment through monitoring and deploying resources.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Learners are well-supported and engaged in their learning. They rate their level of involvement in learning the subjects presented in the courses highly. ⁹ This is important as it shows that learning is transferable to their daily work activities.

⁸ Student survey dashboard from NMIT (Oct-Dec 2020) 121 student responses provided the following satisfaction ratings. Course evaluations – 96 per cent relevant to learning goals, 99 per cent well-structured and organised. Tutor evaluations – 98 per cent overall tutor satisfaction.

⁹ 2020 student survey (120 responses) reported in STS self-assessment report – 38 per cent rate involvement in learning as 'very high', and 51 per cent rate their involvement as 'active'.

	<p>Tutors get a good understanding of the learner’s needs and aspirations through learning plans, literacy and numeracy testing, and conversations with supervisors, done when students enrol. Real-time instruction, mentoring and oral assessments with immediate feedback (all done in the factory) support the learning process. The positive impact of tutor support is highly evident in the tutor survey results, with a 97 per cent satisfaction rating for being ‘provided feedback’, and 98 per cent rating for ‘available to help’ in the 2020 survey (see footnote 7).</p> <p>STS reported that approximately 25 per cent of their learners have English as a second language, and that this presents some additional challenges in the teaching and learning process. Some tutors have specific training in this area, and others have gained skills and developed strategies through experience and from their peers. Ongoing development in this area would be beneficial for all tutors.</p> <p>STS’ contractual agreement with NMIT allows STS learners to use NMIT student support services, but STS didn’t provide any information during the evaluation to indicate if learners used these services. The recent recruitment of an-house learner support person is a positive addition to the STS team.</p> <p>STS made contact with their learners the recent lock-down to check on their well-being and progress. This service complements the support provided by tutors and the services available from the companies.</p> <p>STS has completed a self-review of its practices against the requirements of the interim domestic Code of Practice for pastoral care.¹⁰</p>
<p>Conclusion:</p>	<p>Learners are well supported and engaged in their learning. Tutors understand the learners’ needs well and develop positive and constructive relationships with them.</p>

¹⁰ Quality management system p12 Code of Practice for the pastoral care of domestic and tertiary students

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>STS's education proposition ('to bridge the knowledge gap of employees and managers to foster a positive and productive work environment'¹¹) is strong, and has continued to provide this small, agile private training education organisation with a focus since it began in 2001.</p> <p>The managing director's philosophy of 'doing things well and not overextending' has been a successful and enduring approach. STS is focused on looking for ways to improve its programmes, delivery strategies and resources, to assist learners with their learning, and bridging the knowledge gap in their workplaces. Securing a funding stream, to supplement the funding available under a memorandum of understanding, shows that STS is responsive to change and managing risks as the reforms of vocational education are underway.</p> <p>Management and academic leadership is effective, with regular communication and monitoring of programmes, staff and learners. Tutoring and support staff are valued for the skills and experience they bring to their roles. The small cohesive team works well, and keeps in regular contact, despite being dispersed. Annual meetings provide an opportunity for the team to come together, share practices, develop materials and for professional development. As the team grows and the programmes expand, it will be important for these meeting to occur on a more regular basis (for example twice a year).</p> <p>The memorandum of understanding with NMIT is current and signed. STS meets the performance requirements and reports to NMIT according to the memorandum.</p>
Conclusion:	<p>STS has a clear focus and business strategy for its training. Effective management and academic leadership supports the strong educational performance. Self-assessment practices result in worthwhile improvements in teaching approaches, material and administrative systems.</p>

¹¹ Seafood Training Services website

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>STS has comprehensive compliance management systems in place. The managing director actively ensures all compliance requirements are met, in a timely manner.</p> <p>The evaluation confirmed:</p> <ul style="list-style-type: none"> • All NZQA yearly attestations are submitted in a timely manner. • Programme approvals, accreditations and site approvals are current. • Approved programme hours are rigorously monitored and met. The PTE closely follows the Tertiary Education Commission's funding rules. • STS conducts moderation in accordance with NZQA requirements, and ensures assessment is valid, fair and consistent. • A comprehensive set of organisational policies and procedures are well documented in the quality management system. STS regularly reviews these, and staff understand and consistently implement them. • STS tutors comply with the protocols and health and safety policies of seafood processing companies sites. • Electronic filing systems are well-organised and files are accurate, easily understandable and readily accessible. File and data management is a major strength of this PTE.
Conclusion:	Compliance matters are effectively managed, in a timely manner. At the time of the EER, no compliance issues were identified.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Seafood Processing (Level 3) [Ref: 3130]

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Certificate in Seafood Processing (Level 4) [Ref: 3131]

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 Seafood Training Services consider:

- Providing tutors with ongoing training in working with learners with English as a second language.
- Systematically collecting outcome data, feedback and case studies to better understand and promote the value of their programmes.

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

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 fraud¹²*
- *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.*

¹² 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. 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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