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# External Evaluation and Review Report

Westport Deep Sea Fishing School  
Ltd

Date of report: 17 January 2022

# About Westport Deep Sea Fishing School Ltd

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*Westport Deep Sea Fishing School provides residential, practical training programmes for people interested in working on deep sea and in-shore fishing vessels, and for those seeking to progress their careers in the maritime industry.*

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Type of organisation:	Private training establishment
Location:	16 Brougham St, Westport, West Coast
Code of Practice signatory:	Yes
Number of students:	Domestic: in 2020, 191 students, including 95 (49 per cent) Māori students and 10 (5 per cent) Pasifika students  International: nil
Number of staff:	11 full-time and three part-time
TEO profile:	<a href="#">Westport Deep Sea Fishing School Ltd</a> (provider page on NZQA website)
Last EER outcome:	In 2017, NZQA was Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Primary Industry Skills - Seafood (Level 2) Programme ID 125284</li><li>• New Zealand Certificate in Fishing Vessel Crewing (Level 3) Programme ID 119421</li></ul>
MoE number:	9247
NZQA reference:	C45606
Dates of EER visit:	9 and 10 November 2021

# Summary of Results

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*Westport Deep Sea Fishing School (WDSFS) is providing high value, practically based training for students in a supportive environment. Self-assessment practices provide valuable insights into achievement, improving programmes and aligning with future industry needs.*

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## **Highly Confident in educational performance**

- Achievement in courses (pass rates) for all student groups is high.
- WDSFS is producing work-ready graduates with the required knowledge, practical skills, personal discipline and physical fitness. Employment outcomes from the level 2 primary industry skills programme are strong.

## **Highly Confident in capability in self-assessment**

- Higher-level programmes provide students with the advanced skills and licences required to progress in the maritime industry, and are highly valued by employers and employees, and the industry.
- WDSFS delivers hands-on learning in an inclusive and supportive environment to students who have varied educational backgrounds and personal circumstances.
- Tutors have extensive industry experience and are supported to build their teaching capability in a collegial team environment.
- WDSFS has a clear educational focus and business strategy. Effective management and administrative systems support the strong educational performance.
- Self-assessment is of high quality in relation to achievement, aligning programmes with industry needs and future planning.
- WDSFS manages compliance matters effectively and in a timely manner.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Achievement of courses (pass rates) is high (refer to Table 1, Appendix 1). Māori students represent around 49 per cent of the student cohort, and their achievement is on par with other students.</p> <p>The recent decline in course completions, and lower qualification completions for the level 2 seafood processing programme<sup>2</sup> is explained by the proactive approach taken by WDSFS to supporting students to transition to employment at the beginning of the Covid-19 national lockdowns.<sup>3</sup> Students benefited from this strategy, the funder's employment targets were exceeded, and WDSFS is following up to offer the students opportunities to complete their qualifications, or progress to another programme, such as the level 3 fishing vessel crewing.</p> <p>Students and employers report that relevant practical skills and knowledge are gained in preparation for employment, or for sitting the Maritime NZ licence examinations. For many, this is their first formal qualification or achievement, and is a real boost to their self-confidence.</p> <p>The residential facility – with its associated structure, discipline and shared living environment – is a positive addition to the learning programmes. This environment simulates 'life on a boat' and support students to work as a team, develop self-discipline, and establish friendships.</p> <p>WDSFS understands the student achievement data at an individual student, cohort and priority group level, including reasons for withdrawals. Collation and analysis of data has been supported by the implementation of a new student</p>

<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.

<sup>2</sup> This programme is funded by the Ministry of Social Development (MSD).

<sup>3</sup> MSD-funded students 2019-20 – 96 enrollments, 88 completed, 76 went to employment; 2020-21 – 120 enrolments, 88 completed, all went to employment.

	management system.
Conclusion:	Achievement in courses for all student groups is high. WDSFS has a good understanding of achievement data and uses the evidence base for decision-making and improvement purposes.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>WDSFS's programmes create highly valued outcomes for employers and students. The fishing and seafood processing employers value the supply of work-ready graduates with the necessary skills and personal discipline, including being drug free, to join their deep-sea or inshore fishing crews. Students value the opportunity to get their lives back on track, their improved well-being, preparation for well-paid employment, and their increased ability to contribute positively to their whānau and community.</p> <p>Graduate feedback indicates the high level of confidence and the multi-skills gained through the highly practical nature of the training necessary for the fisheries workforce. Their valued experience has contributed to WDSFS being a preferred education provider, with some graduates returning to progress to higher-level maritime courses.</p> <p>The maritime industry values the availability of the higher-level programmes and the opportunity these create for employees to progress in their careers through the gaining of Maritime NZ licences, such as Skipper Restricted Limits and Skipper Coast/Offshore. Employers reported that the availability of accommodation meets their needs for employees to complete the programmes while away from work and home.</p> <p>MSD's continuity of contract and increased funding are indicators of the value placed on WDSFS's pre-employment programme and strong outcomes achieved (a high percentage of the students move from benefits into paid employment).</p> <p>WDSFS's submission to NZQA's consistency review of the</p>

	level 3 fishing vessel crewing qualification was rated sufficient, after further data was collected from the graduates and employers. This indicates that, while the managing director and staff are well connected with the industry and graduates, engage with them regularly, and hear about the relevance and value of the programmes, WDSFS has yet to find ways to systematically collect this rich information without impinging on the flow of information. Further understanding of the outcomes and their value could inform the business strategy and promote the value to industry.
Conclusion:	WDSFS's programmes create real value for employers and students, through supplying work-ready graduates, access to well-paid jobs and life enhancements, and preparation for taking examinations for the licences required to progress in this industry. Systematic collection and analysis of outcomes data could lead to better understanding and promotion of the value of the programmes.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>WDSFS's programmes are very relevant to the stakeholders. The recent expansion of the portfolio, with the development and approval of the level 4 and 5 skippers and marine engineering programmes, was a direct response to the maritime industry's needs.</p> <p>WDSFS offers rolling intakes, allowing students to commence programmes when it suits them and/or their employer. This flexibility aligns well with the fishing industry's constant recruitment process due to high turnover, and to accommodating the pre-employment students, many of whom have completed the LSV programme.<sup>4</sup></p> <p>The hands-on delivery of practical skills and knowledge suits the learning styles of the students. Tutors draw on their</p>

<sup>4</sup> Limited Service Volunteer Programme, funded by MSD and run by the New Zealand Defence Forces Youth Development unit, is an intensive, six-week course with the goal of teaching life and motivational skills to unemployed young people between 18 and 25. This course also prepares applicants for training or work.

	<p>extensive experience and expertise to make the learning real, including sharing stories, simulation exercises such as filleting and packing fish, and opportunities to practise in a seagoing vessel with real-world equipment.</p> <p>WDSFS offers additional practical skills development, such as health and safety, firefighting and sea survival skills, to deliver to industry expectations, where these are not included in the New Zealand qualifications.</p> <p>Internal moderation processes have been strengthened with the appointment of a dedicated moderator, and the implementation of robust processes and documentation.</p>
Conclusion:	WDSFS's programmes and delivery are well aligned with industry and student needs and learning styles.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>WDSFS has developed effective processes for recruiting and selecting students for the pre-employment level 2 programmes. Admission interviews explore the alignment of the programmes with applicants' goals and aspirations. Health checks, criminal record checks and a 'fit and proper persons' assessment ensure applicants are set up for success, can meet Maritime NZ requirements, and are able to progress in the industry. These enhanced screening processes have contributed to the improved retention and completion rates, as well as employment outcomes.</p> <p>Tutors are accessible and approachable. Barriers to learning are minimised through tutor strategies, application of skills, use of peer support, and purposefully designed learning materials. Feedback is provided to the group and individuals as appropriate.</p> <p>Rules and expectation are very clear, and the implications of breaching these are well understood by the students. Students are linked up with social services, including drug and alcohol courses and advice, family planning and public health advice, if and when required.</p> <p>Students are establishing strong and enduring social</p>

	<p>networks through sharing their experiences and life goals, living and learning together, and supporting peers in a structured environment. This is good preparation for future teamwork on a fishing vessel.</p> <p>WDSFS completed a reflective self-assessment against the outcomes of the domestic Code of Practice and has identified areas for improvement.<sup>5</sup></p>
Conclusion:	Structured and effective support and guidance is appropriate for the student cohorts and their varied educational backgrounds and personal circumstances.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>WDSFS has grown as an organisation since the last EER in 2017. The development and approval of new programmes, coupled with access to tertiary education funding, has supported the increase in the number of students, associated resourcing (staff, facilities and physical resources), enhanced academic oversight, and shared management and administrative responsibilities. While the managing director continues to have oversight of the day-to-day operations, the increased financial security is supporting a more proactive and entrepreneurial approach to the business. More meaningful engagement with regulatory agencies, the services of external professionals, and translating industry needs into programmes have also contributed to WDSFS's development.</p> <p>Staff are valued for their extensive fishing and maritime experience. They are supported to build their teaching capabilities through completing tertiary teaching qualifications and relevant unit standards.</p> <p>Self-assessment practices have matured. Performance data and industry information are being used effectively across the organisation to improve the programmes and delivery. An example is a change, currently with NZQA for approval, to the</p>

<sup>5</sup> This evaluation did not include a review of outcomes 7-10 of the domestic Code relating to the student accommodation.



	level 3 and 4 programmes, to embed integrated learning and assessment practices and reduce the assessment burden on students. WDSFS intends to roll out this change to other maritime programmes.
Conclusion:	WDSFS has a clear educational focus and business strategy. Effective management and administrative systems support the strong educational performance.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>WDSFS has made notable progress with this important area since the last EER in 2017, and now has comprehensive compliance management systems in place. Responsibilities are clear, and 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"> <li>• The current EER status is published on the PTE’s website.</li> <li>• All NZQA yearly attestations are submitted in a timely manner.</li> <li>• Programme approvals, accreditations and site approvals are current and unit standards are reported in a timely manner.</li> <li>• The health and safety policy and related procedures are well documented and visible, and registers are maintained.</li> <li>• Emergency management and contingency planning are in place.</li> <li>• Minor issues identified in the recent Tertiary Education Commission audit have been rectified and the amendments documented in the quality management system.</li> <li>• The recent MSD audit confirmed retention of level 4 social services accreditation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Student attendance is monitored in class and at the accommodation.</li> <li>• WDSFS conducts moderation in accordance with standard setting body requirements. Staff hold appropriate adult teaching and learning qualifications, unit standards relating to assessment and moderation, or are working towards these.</li> <li>• A comprehensive set of organisational policies and procedures are well documented in the quality management system. WDSFS regularly reviews these, and staff understand and consistently implement them.</li> <li>• Maritime programmes are accredited by Maritime NZ.</li> </ul>
<p>Conclusion:</p>	<p>WDSFS manages compliance matters effectively and in a timely manner. At the time of the EER, no compliance issues were identified.</p>

## 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 Primary Industry Skills - Seafood Processing (Level 2)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

### 2.2 Focus area: New Zealand Certificate in Fishing Vessel Crewing (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 Westport Deep Sea Fishing School Ltd consider:

- Systematically collecting outcome and value information to inform business strategy and promote the value of the 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 1

**Table 1. Course completions 2017-21 (YTD)**

Programme		2017	2018	2019	2020	2021 YTD
Primary Industries L2	No. of student completions	16	13	13	109	69
		95%	100%	81%	78%*	80%
Fishing Vessel Crewing L3	No. of student completions	8	5	22	51	35
		100%	99%	100%	93%	75%
All programme completions	No. of student completions	24	18	42	208	119
		97%	99.8%	96%	87%	76%
	Māori student completions*	11 EFTS** 98%	5 EFTS 100%	9 EFTS 89%	45 EFTS 84%	35 EFTS 77%

Data provided by WDSFS from Wisenet SMS 2017-19

\*All programme and Māori student completions data relates to level 2 and 3 programmes in 2017-18, and thereafter includes completions for all programmes (levels 2-5).

\*\*Equivalent full-time students

**Table 2. Qualification completions**

Programme	2020
Primary Industries L2	47%*
Fishing Vessel Crewing L3	95%
Skipper Restricted Limits L4	94%
Marine Engineer Class 6 L4	91%
Skipper Coastal/Offshore L5	88%

Data provided by WDSFS from Wisenet SMS

Note: 2017-19 data not available due to a set-up issue in SMS

\*The decline in course completions, and lower qualification completions for the level 2 primary industries seafood processing programme is explained by the proactive approach taken by WDSFS to supporting students to transition into employment at the beginning of the Covid-19 national lockdowns.

# 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 fraud<sup>6</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>6</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.

## 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](http://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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