

Provider code: 6035

TAKE YOUR MARITIME CAREER TO THE NEXT LEVEL



Summary

Self-Assessment Review October 2023

Code of Pastoral Care

Self-Review Process

What are the main steps in the Self-review process.

Skipper Training NZ firmly believes in, and follows, the practice of continuous improvement rather than major milestone reviews. Therefore, the fortnightly staff meeting with key staff is its main tool for reviewing the students and the institute itself, and it played a major role in this self-review documentation. However, particular steps undertaken for this review were:

1. Analysis of relevant policy and procedure statements to ensure still up-to-date and effective. In particular, reviewing Student Complaint and Health and Safety Policies by Sebdata consultant with updates made to the complaint policy.
2. Summary of course/tutor feedback (already analysed following each course by Academic Committee)
3. Staff discussion of informal, continuous feedback from staff, students and industry
4. Completion of the self-review report comparing what actually happened
5. Inclusion of definitions of Complaint and Critical Incidents – in line with the QMS.
6. Decision that action plan was not required as no gaps or issues identified.
7. Publish of summary report.

The self-review itself and its draft findings was discussed with staff and the final report was approved by the Academic Committee on 31st Oct.

Student feedback/endorsement was not sought as the size of the PTE means that there is no formal student association. Moreover, we believe that the practical nature of Skipper Training NZ's training where learners mainly attend Skipper Training to attain qualifications/licenses for their employment, means that our student body is unlikely to want to be included in these matters. However, in our daily contact with our small classes of students, we are always alert to any issues/concerns or good ideas that they might have.

This summary was created for publication so that all individual student, or collated information whereby individual student information could be inferred, has been removed.

Outcome 1: A learner well-being and safety system.

Strategic Goals and Strategic Plans – Documented systems.

We have a comprehensive QMS system which:

- is effective, consistent, and emphasises ongoing improvement
- accurately reflects the Skipper Training's structure, culture, and the way education and training is delivered in the School .
- Is accessible and useable and does not involve unnecessary procedures and documentation which lessens effectiveness and hinders communication
- encourages teamwork and pride in performance
- maintains direct links with industry and is perceptive to changing needs
- defines and meets the needs of students
- aims to assist students who demonstrate commendable behaviour and performance standards by connecting them with potential employment opportunities
- is regularly reviewed to ensure it reflects current practice and regulatory requirements

Strategic Plans are reviewed and course reviews/scheduling completed annually at the end of the year. Strategic plans include a risk analysis and strategies to manage risk and normally also a cash flow predictive of capital and course cost requirements. A scan of legislative and regulatory changes, including revisions of Maritime NZ documentation, is completed alongside this.

The Managing Director maintains regular contact with industry consultants and attends the NZ Marine Transport Association meetings keeping up to date with trends, changes to requirements etc

When required but at least annually, the entire Skipper Training NZ team will, endeavour to meet to discuss Skipper Training NZ's performance and identify key areas where improvement and development are possible. It is during this meeting that any changes to the QMS will be discussed and agreed.

Skipper Training NZ uses identified goals and objectives to monitor overall company performance and demonstrate compliance with the Quality Management System.

Therefore Skipper Training is providing essential training for both newcomers to the industry and those already in the industry ie Education and training that delivers for learners – a major strategic priority in particular delivering learning through the best mode; career changers and lifelong learning; rural provision and less served regions.

Skipper Training's mission Skipper Training NZ endeavours to provide and promote the best practical maritime skipper courses within the industry. We take pride in providing individualized training and strive to

Skipper Training NZ Self-Assessment Review Code of Pastoral Care 2023

build confidence, by standing with students every step of the way to help grow only the best skippers, from student to colleague.

Skipper Training's aim: is to deliver practical courses to foster an efficient and enjoyable learning process.

Skipper Training's role is to equip students with the knowledge and skills to become a commercial skipper.

Overall, The School positions itself to add value through the extended training of students and aims to react swiftly and positively to industry feedback and the changing needs of the maritime industry.

All of this is based on the premise – how can we best serve and support our students to reach their true potential.

Consequently, during 2022/2023, Skipper Training NZ has now expanded its Mix of New Zealand Qualifications and Micro-Credentials Framework (NZQCF) levels:

1. NZ Cert in Maritime Operations (L4) (2513) with strands in Fishing, and Watchkeeping leading to Maritime New Zealand licenses – Mate Fishing Vessel - Limited (MFV Ltd) for fishing Strand or Watchkeeper Deck <500 GT Near Coastal for the Watchkeeper strand.
2. NZ Cert in Domestic Maritime Operations (Restricted Limits) L4 (2505) – leading to MNZ license – Skipper Restricted Limits
3. Maritime Crewing Deck Watch Rating Micro-credential L3 (recently approved)
4. Basic Radar Operator Micro-credential L4

And is currently going through NZQA for approval for NZ Diploma in Fishing Vessel Operations (L6) 2893 – leading to MNZ license Mate Fishing Vessel - Unlimited (with optional strand Fishing Vessel Skipper) – leading to MNZ license Skipper Fishing Vessel – Unlimited.

Outcome 1: Well-implemented

Outcome 2: Learner Voice.

How do we identify and raise concerns about the wellbeing, safety and behaviour of learners?

Skipper Training is a small PTE offering workplace based training to the seafood and maritime industry and can operate within a culture of inclusiveness and friendliness where trainees can learn in an environment to ensure they achieve relevant qualifications for their employment.

The support and guidance needs of students are identified by either the candidate themselves, their employer/supervisor, or the Skipper Training trainer with whom they are working. The Tutor will meet with the Student Engagement Manager to develop a plan and records will be kept in the Student Management System, SELMA. The assigned tutor will follow up on progress.

Skipper Training ensures that candidates are able and encouraged to access services and processes which support their personal guidance and support needs. We take all practicable

and reasonable steps to ensure that candidates and the public are protected from any physical, mental, moral or emotional harm which may result from our training and assessment activities. We do this by ensuring that:

- All staff are of good and reputable character, professional practitioners in the Maritime Industry and maintain professional relationships with candidates.
- All candidates are informed of the support and guidance systems available to them through Skipper Training at the induction and through the student handbook and are encouraged to access them as and when necessary.
- A student engagement manager is dedicated to supporting students from their first contact through to their final exam.
- Where personal or employment issues arise for candidates, which are beyond the resources or expertise of Skipper Training, such candidates are referred to an appropriate local support group or counselling agency for advice and support.

Being a small PTE ensures that the student voice is heard both informally through tutors and direct contact of the Managing Director and Admin; plus formally through course/tutor evaluations and graduate outcomes.

Orientation

The School provides a complete orientation programme to all students. Students are introduced to the School facilities and procedures before commencing any training and are made aware of expectation of conduct on the course before enrolling. This may be conducted by electronic forum.

Student Progress

Student progress is carefully monitored throughout to ensure progression and issues discussed daily at team meetings. Attendance is logged daily and communication with students indicating issues are logged online and tracked by management. If help is required, staff discuss and implement a support strategy with the student.

Diversity

Skipper Training recognises the value of diversity within an education context and is committed to providing education to people from a wide range of personal and cultural backgrounds. Skipper Training ensures equitable access to its programmes for priority learner groups (and is very well represented in these groups).

As part of the School's wider self-assessment process the School makes extensive use of anonymous and open feedback to assess student concerns and comments and has a policy of continuous improvement in both its theoretical, practical and pastoral activities.

- Student feedback on teaching
- Staff feedback on teaching
- Feedback from stakeholders
- Meetings with staff and students
- Teaching and learning plans

- Receiving and analysing insights through informal learner feedback

Tutors have regular contact with the Managing Director. This allows management to gain up-to-date feedback on progress through the various modules/courses. They can also gauge the ability levels of individual learners, which is most important in matching them to suitable work-based training. Learners with learning disabilities are identified and the timing of the modules is monitored to ensure all learners meet the learning objectives by the end of each module.

Moreover, the dedicated Student Engagement Manager, will be liaising with learners throughout their journey with Skipper Training NZ, and is another conduit of the learner voice.

Learner Surveys specifically asking the questions as to how well Skipper Training and its staff perform in these areas including;

Hold a weekly “session” with all learners – open forum asking what has worked well, what has not and suggestions for improvement and reporting back on any previous issues.

Monitoring of withdrawals where lack of support was an issue.

Skipper Training NZ is a small PTE with classes restricted to an average tutor student ratio of 1 to 12 and no international students. As stated, all students are given a Student Handbook prior to enrolment and it is compulsory to attend orientation and with the small numbers involved it is easy to ensure this happens, or follow up if there is some kind of emergency which ensures they could not attend. Therefore, students are told about how to raise concerns if they have any. Moreover, the small ratio of students and the nature of the practical part of the programmes ensures that tutors will get to know their students and therefore be more likely to identify any concerns about the wellbeing, safety and behaviour of learners. Staff and students are aware (through handbooks and orientation) that they can approach their tutor, Stakeholder Engagement Manager, Administration Manager or Managing Director if they have any concerns. Tutors are also in regular contact with the MD so can easily raise concerns if they need to. Moreover, the nature of the Maritime industry is about being aware of and looking out for yourself and your crew. Therefore, all tutors are trained in identifying and raising concerns.

The Student Handbook has the full detail of how a student should raise a grievance and has a step 1 to step 5 approach escalating from tutor to Managing Director, to NZQA, with deadlines by which each person must respond. This is also included in the QMS. The philosophy of Skipper Training NZ is to work with the student to ensure a satisfactory outcome can be reached; however, it does recognise the need for more formal processes if this cannot happen.

We have had no formal complaints raised. Any informal issues raised by students/tutors have been action.

All programmes have 100% of respondents to surveys completed as good or above.

In 2023 qualification programmes out of 85 enrolments to date we have 15 students identifying as Māori (18%) and 27 students under 25 (32%).

For 2023, 96% of students completed NZ Certificate in Maritime Operations (L4) and 100% completions of the two micro-credentials.

Definition of a Complaint: A complaint is when a student makes a formal complaint in writing following the process outlined in the QMS and as outlined in the student handbook. A

Skipper Training NZ Self-Assessment Review Code of Pastoral Care 2023

complaint is not deemed to be a general comment made verbally to a member of staff, or feedback received via course or tutor evaluation.

We have had no formal complaints raised.

Any informal issues raised by students/tutors have been actioned.

Outcome 2: Well-implemented

Outcome 3: Safe inclusive, supportive and accessible physical and digital learning environments.

How do we provide a safe environment both in terms of physical environment and inclusive communities; and ensure learner participation and engagement?

Our policy on candidate guidance and support systems (policy 12) ensures that all candidates have appropriate support and guidance in order to meet their learning goals.

Support	Method	Responsibility
Induction	Tour of site (if Nelson); course & assessment details; instruction on health and safety issues on site; information on the support services.	Tutor
On-going review of students' goals, achievement and well-being.	Formal review of student assessment performance is conducted per the requirements of accrediting bodies or at least at the end of the course whichever is the more onerous. Review records are kept in the project activity book and MNZ Training and Record Book and/or student folders. Records may be provided to accrediting bodies (if required) and are then kept per Skipper Training record keeping procedures.	Tutor with communication to Managing Director
Student Advocacy	Support services given in Student Handbooks. This includes an invitation to seek pastoral help from administrative as well as teaching staff. Individual support for students is supplied by their tutor and a list of all relevant support services is in the handbook.	All staff and Student Engagement manager

Skipper Training NZ Self-Assessment Review Code of Pastoral Care 2023

<p>Compliance with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.</p>	<p>Using the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 self-assessment guidance document.</p>	<p>Managing Director And Student Engagement Manager</p>
	<p>And evaluate performance by:</p> <ul style="list-style-type: none"> • gathering data about their pastoral care of domestic tertiary students (e.g. processes, student support, surveys of students or others) • reflecting on the data (e.g. gaps, strengths, weaknesses, opportunities) • coming to conclusions about their own effectiveness 	

Skipper Training has comprehensive systems of student support in place, such as the ongoing monitoring of student progress. In addition to support for learning, personal support is available through direct communication with tutors. The School also has community contacts for those students needing support such as counselling outside of the academic setting.

We prefer to deal with any issues as they arise and therefore if any concerns are raised (we have had no complaints) or feedback was received necessitating change, then we action that immediately by having the relevant staff around a table and discuss the best way forward.

Skipper Training recognises the value of diversity within an education context and is committed to providing education to people from a wide range of personal and cultural backgrounds. Skipper Training ensures equitable access to its programmes for priority learner groups such as Māori and Pasifika and is very well represented in these groups.

How the principles of the Treaty of Waitangi are addressed

Kawānatahanga Principle: the training offered by the school has wide accessibility.

Tino Rangatiratanga Principle -high employment outcomes help enhance Māori socio-economic advancement.

Participation Principle -there is no marked differences within the school in relation to provision, process or product, on the basis of ethnicity.

Consideration of Te Tiriti o Waitangi when implementing the code is fit for purpose for small PTE with vocational, external license orientated programmes.

All students within the school have the opportunities for equal access, equal educational opportunities, equal rights, equal expectations and equal outcomes.

Special assistance is available to those students who have special needs, especially in reading or writing.

Assessments will be tailored to individual students considering such things as literacy levels, personal levels of communication, and students' differing backgrounds and experiences. This could take the form of practical demonstrations by students, oral tests, written tests projects and/or practical assignments.

All students will be assessed according to how well they can demonstrate proficiency in the competencies by meeting the specified performance criteria. Although assessment methods will be varied to allow all students the opportunity to show their competency without being disadvantaged by personal inhibitors such as poor written or oral communication skills, their attainment must meet the prescribed standards eg MNZ requirements for Skippers does involve writing reports eg ship's log, reports etc.

As part of the School 's wider self-assessment process the School makes extensive use of anonymous and open feedback to assess student concerns and comments and has a policy of continuous improvement in both its theoretical, practical and pastoral activities.

- Student feedback on teaching
- Staff feedback on teaching
- Feedback from stakeholders
- Meetings with staff and students
- Teaching and learning plans

In reducing barriers to education, the fact that most of our students are employed and all training is undertaken in a work-based environment if not in their workplace itself, means that learning is based on realistic and employment based training where students can understand both why they are learning something and how it relates to their employment.

Many of our students will be eligible for Fees Free as they will not have undertaken tertiary studies before.

As per our QMS Section 14 Student Entry, Admission and Enrolment “* Medical conditions, disability or other factors that could potentially impact on the Applicant's success: No Applicant shall be refused enrolment on the grounds of disability or a medical condition, unless there would be a risk of harm to that person or to others resulting from that disability or If an Applicant has a medical condition, disability or other factors that may be contraindicative to being on, and performing exercises on, a vessel”.

Moreover, we have a dedicated Student Engagement Manager, who has experience in the industry, who can work alongside the student from their first contract with Skipper Training, through the application and enrolment process and throughout the delivery of the programme.

All of Skipper Training NZ's programmes are competency based and work-place related, therefore, assessments are not left to the end of the course where students discover they have either passed or failed. Tutors are working closely with the students and can therefore give information feedback, guidance as the course progresses.

In terms of vessel training, health and safety is a priority and there are strict health and safety guidelines around how to behave on board a vessel. With the physical requirements of being on board a vessel a severely disabled learner would not be able to be accepted onto the programme.

Accessibility

Achieving System-Wide Equity through learner success

We see this as being related to "supporting access to work-based education" because access is about more than just being able to get there and pay the fees, it is also about taking that step in the first place because they feel like it is something they can achieve. Allowing students to demonstrate their practical competencies rather than asking them to recite theoretical knowledge, is a more robust assessment system. This is also better aligned to Māori, Pacific, and second chance learners by helping them engage and prove their true capabilities.

Learners from low-income backgrounds:

Our programmes allow students to work full-time alongside study for the first portion of the programme.

The flexible location delivery model of the programmes allows Skipper Training NZ to offer its programmes in remote areas hence reducing financial challenges such as accommodation and transport costs.

Outcome 3: Well Implemented.

Outcome 4: Learners are safe and well.

How do we provide information for learners about assistance, promoting health awareness, proactive monitoring and responding to wellbeing and safety practices

Skipper Training NZ invests in quality teaching through contractors with a proven track record in their areas of expertise. Skipper Training NZ tutors are exceptionally qualified industry served professionals. To be a trainer each Tutor must have extensive industry experience.

Information to students is provided formally through the Student Handbook and orientations and is also embedded throughout the tutor interactions with students. Skipper Training NZ is focused on practical, project-based teaching and learning practices aligned to the relevant Industry employability.

Our practical courses ensure that students see the benefits of gaining new skills which are directly related to the employment rather than some type of theory which may have no relevance to what they are currently doing or may be doing in the future. Our training is designed to give a student confidence in what they do by ensuring that knowledge is relatable to their work, includes performing activities which develops a better understanding and is more interesting, and therefore more likely to be retained and in turn will improve their skills.

Moreover, Maritime courses are obviously concerned with the safety of students in particular whilst on board a vessel, and therefore this area is covered during the course delivery.

Definition: As per the QMS

A student critical incident is an unplanned or unforeseen traumatic event affecting a student or students which has an impact on the institution the student attends; its staff, its students and the wider community.

Record of Critical Incidents for 2022 – zero.

Outcome 4: Well Implemented

Overall Summary

How do we believe we have performed overall

Skipper Training NZ works closely with industry to deliver courses that the employers need and require.

The lack of student complaints/grievances shows that we are effectively listening and supporting our students in order for them to complete their courses.

As a relatively new PTE we have worked to integrate the Code of Practice within Skipper Training NZ so that all staff are aware of the Code; and the principles of the code can be clearly seen through our interaction with students. The Student feedback shows how well Skipper Training NZ is in supporting students, including diverse learners, to complete their courses, and feel happy and supported whilst doing so. Our course completion results show how with our excellent teaching and support, all students can succeed.

Skipper Training NZ will continue its good practice and will always action anything as it arises – all with the underlying principle of supporting our students and the maritime industry. We believe that we are on the cutting edge of how we deliver maritime training in such a meaningful way.

Overall: Well Implemented