

Provider code: 6035

TAKE YOUR MARITIME CAREER TO THE NEXT LEVEL



## Summary

### Self-Assessment Review October 2024

### 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.
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 Inclusion of definitions of Complaint and Critical Incidents – in line with the QMS.
5. Decision that action plan was not required as no gaps or issues identified.
6. 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 NZ 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.

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 NZ'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, a member of the National Industry Advisory Group for Hanga-Aro-Rau, and is a member of the Executive Committee of 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 NZ 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 NZ's Mission: To deliver efficient and enjoyable maritime training

Skipper Training NZ's Aim: To meet the training needs of students and industry

Skipper Training NZ's Role: Develop confident and knowledgeable mariners and challenge the status quo to drive continuous improvement in maritime training.

Skipper Training NZ's Objectives:

1. Skipper Training NZ is committed to providing quality training so that students develop more confidence as they gain licenses to enhance their career pathway within the Maritime industry.
2. To deliver practical, work-based, hands-on training options. In our experience, most other skipper training courses put needless pressure on students, and over-complicate what – we thought – could be so simple. Our courses focus on efficiency and practicality.
3. That the quality courses offered will be presented by staff who are current professional skippers with local and international experience.
4. We are small school so can adapt quickly to student needs, like spending time on the water as well as in the classroom.
5. That the systems used for delivery and reporting will be effective and based on industry and learner need.
6. Students will be given effective guidance and support.
7. To listen and act on student feedback to create a safe, supporting and inclusive learning environment.
8. That the effectiveness of management, organisational structures, procedures, policies and resources will be subject to on-going evaluation and review to meet the changing needs of the industry and to seek on-going improvement.
9. To exceed parity of participation with Māori students (Nelson 10.7%% and Marlborough 13.3%% 2018 Census) and exceed the TEC course completion target of 81.7%.
10. The existing close relationship with Maritime NZ and appropriate industry representatives, and their valuable input, will be maintained.

11. To listen and act on industry feedback to provide programmes that provide the graduates they need.
12. Advocacy on behalf of individual and industry with Maritime NZ and in our roles on National Industry Advisory Group for Hanga-Aro-Rau and Maritime Transport Association.

#### Skipper Training NZ Goals

1. To assist in the development of an effective pathway for domestic mariners within New Zealand.
2. Formally offering Recognition of Prior Learning opportunities eg for experienced skippers and yacht owners who have years of experience and who are seeking the appropriate MNZ License. Whilst tailored to individual needs, to look at a tiered structure: (non UFS funded)
  - a. Initial evaluation through Questionnaire to identify experience, training and any shortcomings
  - b. Those who need some training and then assessment and to detail an individual learning plan to achieve this OR  
  
Those who need just assessment in the theory components in the classroom and practical components on board a vessel to demonstrate their competencies and be assessed by a Skipper Training NZ tutor as outlined in the MNZ Competency Framework
  - c. Assistance with preparation for the MNZ Final Examinations
3. To assist YWAM Ships NZ with their Pasifika crew training and YWAM Training Townsville (RTO 30614) in Australia to develop a Maritime short course (Coxswain Grade I) which will be undertaken in Australia and also explore getting approved as a micro-credential for New Zealand (NZQA approved, non UFS funded).
4. To investigate Australian Maritime training courses as to which may be appropriate to deliver as NZ training schemes eg 1 week "General Purpose Hand" recognised by Maritime NZ as Qualified Deck Crew. This would be an entry pathway to becoming a deckhand eg Fullers Ferries, water taxis. (NZQA approved, non UFS Funded)
5. To continue to explore methods to deliver training and assessment to people living in remote areas so they can minimise time away from work and whanau but still meet the competencies eg Northland, Dunedin that currently do not have a provider (subject to TEC approval for funding).

6. To investigate approving and delivering the NZ Certificate in Marine Engineering Class 6 (Level 4) (MEC6) in the same practical delivery method as Skipper Restricted Limits (ie away from traditional classroom and online delivery) (NZQA approved and UFS Funded)
7. To explore offering Maritime Health and Safety micro-credentials. (NZQA approved, Non UFS funded)

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 to 2024, Skipper Training NZ has now expanded its Mix of New Zealand Qualifications and Micro-Credentials Framework (NZQCF) levels:

1. Basic Radar Operator Micro-credential L4
2. Maritime Crewing Deck Watch Rating Micro-credential L3
3. NZ Cert in Domestic Maritime Operations (Restricted Limits) L4 (2505) – leading to MNZ license – Skipper Restricted Limits
4. NZ Cert in Domestic Maritime Operations (Coastal and Offshore) L5 (2892) – leading to MNZ license – Skipper Coastal and Offshore
5. 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.
6. 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 NZ 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.

Our QMS Section 11 Complaints and Grievance and Section 12 Disciplinary ensure that all staff and students (through handbook) are aware of Skipper Training NZ's commitment to a safe and inclusive place of learning whether in the classroom or on the boat.

The support and guidance needs of students are identified by either the candidate themselves, their employer/supervisor, or the Skipper Training NZ 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 NZ 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 NZ 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 NZ, 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 NZ 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 NZ ensures equitable access to its programmes for priority learner groups such as Māori and Pasifika and mature students (25 years old and above) 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 NZ 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 a couple of 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 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. 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 3 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 actioned.

Our historical students include Māori, Pacific Peoples and under 25 years and our 2024 strategic plan includes the key performance indicators of achieving parity of participation with Māori students (Nelson 10.7%% and Marlborough 13.3%% 2018 Census) and to exceed the TEC course completion target of 81.7%.

In 2024 qualification programmes out of 131 enrolments to date we have 24 students identifying as Māori (18%) and 41 students under 25 (31%).

Course completions over all courses were 99% in 2023 and 2024 figures are tracking similarly with 99.3% overall student completion to date. NZQA level 4 courses run by Skipper Training NZ Ltd in 2024 have a completion rate of 96% to date, which is well above the average national completion rate reported for level 4 courses.

For 2024 to date, 94% of students completed NZ Certificate in Maritime Operations (L4) and 100% have completed the Basic Radar Operator micro-credential.

Course completions for Māori students in 2024 are currently 100% exceeding the TEC course completion target of 81.7%.

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 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 NZ record keeping procedures.	Tutor with communication to Managing Director
Student Advocacy	Support services listed in Student Handbooks. This includes an invitation to seek pastoral help from the Student Engagement Manager, administrative, and teaching staff.	All staff and Student Engagement manager

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

Kawanatanga 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 13 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 contraindicated to being on, and performing exercises on, a vessel”.

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 NZ, 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. However, many students can only afford the courses if they are TEC funded, and often these are also the disadvantaged students that TEC are targeting ie Māori, Pacific, school leavers with no qualifications, mature students from families and themselves with no school qualifications etc. Thus the funding is crucial for Skipper Training NZ to be able to assist NZ in

achieving system-wide equity; so we were very pleased when TEC granted us new provider funding for 2024.

**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.

Staff of 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.

Due to the high number of neuro-divergent learners our courses cater too, particular attention is paid to students' mental well-being during courses. A strong emphasis is placed on communication that establishes open relationships with students, with the student engagement manager and tutors communicating and checking in regularly with students.

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 2024 - zero

<b>Outcome 4: Well Implemented</b>

Outcomes 5 to 7 deal with student accommodation. Skipper Training NZ does not have any student accommodation.

Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

How have we proactively identified, monitored, and responded to the wellbeing and safety needs of international learner?

We recognise that International Students are from another country and may require a higher duty of care. This is reflected in the QMS which ensures that these additional requirements are covered in policy and procedures, and the Student Handbook and Supplementary International information.

In terms of other special needs

The Student Handbook, outlines the services and advice which ensures they have good ongoing support while they live and study in NZ. The key to quality management and support of the students within the Institute is direct and effective communication. The small size of the institute with only some twelve students being catered for at a time, and the shared responsibilities of the small staff, means that there is regular and effective communication at all levels in a direct, immediate and informal manner. Problems are dealt with immediately.

There is daily contact between the Managing Director and Staff and the students, in both group and individual situations. Any perceived problems are dealt with in an immediate and effective manner, with the welfare of the student dictating solutions. There is also regular daily interchange between each staff member with the performance and needs of each student being the key concern.

The International Supplementary Information Handbook states that:

### **SUPPORT FOR INTERNATIONAL STUDENTS IN NEW ZEALAND**

We are signatories to the Code of Practice for the Pastoral Care of International Students.

Education NZ's NauMai NZ is a digital platform to support international students as they transition to a new culture and life in New Zealand. This gives information on how to interact culturally sensitively and gives cultural support to you. It also includes information on your legal rights and obligations, and the potential risks when you receive/accept advice or services.

Kia ora, welcome international students! | NauMai NZ

NauMai NZ is for international students studying or about to study in New Zealand. Discover information that will help you have a great experience during your time here.  
naumainz.studyinnewzealand.govt.nz

[https://naumainz.studyinnewzealand.govt.nz/?\\_ga=2.29407737.797886902.1558559034-1513825721.1548879493](https://naumainz.studyinnewzealand.govt.nz/?_ga=2.29407737.797886902.1558559034-1513825721.1548879493)

As always if you have any concerns or need advice, please do not hesitate to contact your tutor or Stakeholder Engagement Manager (support@skippertraining.ac.nz).

Skipper Training NZ follows the same excellent processes as with our Domestic Students. Whilst we recognise that the Code of Pastoral Care covering International Students has additional requirements reflecting the fact that most international students are coming from overseas to study in NZ and are away from family and friends and any support networks.

Moreover, the Health and Safety Section of the QMS states that:

*Skipper Training NZ observes and is bound by the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021). This includes the Managing Director reporting any concerns regarding domestic and international students or the code itself to the code administrator. Consistent with this, additionally to the above, we will:*

- *Do all we can to assure the personal safety of domestic and international students.*
- *Ensure international students have appropriate and current medical and travel insurance while studying at Skipper Training NZ.*
- *Encourage an environment of cultural safety.*
- *Maintain a 24/7 emergency contact number. The main telephone number for Skipper Training NZ is staffed by a professional answering service based in Blenheim where the operator can connect the caller with the Managing Director who can be contacted after hours.*

## Procedures

These are set out in the table below.

Aim	Action	Frequency	Responsibility
Inform Students	Responsibilities concerning	Induction	Tutors/Managing



Skipper Training NZ Self-Assessment Review Code of Pastoral Care 2024

	<p>Hygiene Jewellery and Clothing safety</p> <p>Alerting tutors if any concerns</p>	Student Handbook	Tutors/ administration staff
Assure student wellbeing and safety	<p>Maintain First Aid supplies</p> <p>Maintain Accident Registers</p> <p>Provide personal support counsel.</p> <p>Inform students of welfare, safety and emergency Requirements</p>	<p>Monitor monthly</p> <p>As required.</p> <p>As required</p> <p>Induction, ongoing – Handbooks, site local welfare services in Handbooks, site evacuation &amp; assembly plans at key exits</p>	<p>Tutors &amp; personnel.</p> <p>All staff</p> <p>Tutors, who may outside help</p> <p>Tutors</p>
Maintain safety of learning & Teaching environment	<p>Respond to learner &amp; other stakeholder feedback, site rental/lease agreements,</p> <p>Provide information about complaints procedures</p>	<p>On-going. Reviewed annual documentation process - for investment plan-</p> <p>Student Handbook</p>	<p>Tutors/Managing</p> <p>Tutors/ administration staff</p>
Maintain safety of Premises	<p>Inform students of potential hazards.</p> <p>Complete risk management and maintenance procedures. to identify &amp; deal with</p> <p>Ensure/schedule fire/safety equipment maintenance Carry out fire &amp; evacuation drills.</p>	<p>At induction/ongoing</p> <p>Monthly</p> <p>Ongoing. Reviewed during annual documentation process - for investment plan.</p>	<p>Tutors</p> <p>Tutors /Managing</p> <p>Managing Director</p> <p>Tutors</p>

Skipper Training NZ Self-Assessment Review Code of Pastoral Care 2024

Assure personal safety of international students.	In addition to the general student safety provisions outlined above maintain a body of pamphlets on sites where overseas students are studying that covers at least:  Driving and driver safety, sexual health and education, New Zealand laws regarding tobacco and alcohol	At induction/ongoing	Tutor
Maintenance of appropriate student medical & travel insurance. *	Confirmation supplied by student prior to enrolment  Currency and appropriateness checked after course begun.	Soon as international student arrives.	Administrator
Encourage an environment of cultural safety	Where possible an interpreter is available to assist international students with written interpretations and pastoral matters. [Note that the international language of many Maritime operations is English.]  Where possible students from similar cultures are grouped for training and accommodation purposes.	On request by tutor or Managing Director.  Course by course	Managing Director  Managing Director

*\* Medical and travel insurance must last for the duration of the students anticipated length of stay in New Zealand at the point of enrolment at Skipper Training NZ. If students enrol on additional Skipper Training NZ's courses, they have their insurance updated to cover their next period of study. The appropriateness of the insurance is determined by staff on a case-by-case basis considering the health of individual students and the physical needs of programmes in which they are enrolled. However medical insurance must at least cover death and serious injury, and travel insurance must cover theft of goods and loss in transit. Skipper Training NZ may purchase insurance on behalf of students.*

**Outcome 8: Implemented.**

Outcome 9: Prospective international tertiary learners are well informed

How have we developed, provided, and reviewed information for prospective learners, ensuring it is up to date?

### **Administrative Duties**

#### *Responsibility for administrative functions*

'In house' administrative documents annual review at the end of the year and modified as required throughout the year. These include: student handbook, website, initial inquiry document and other documents within the enrolment pack, other student information, organisational stationery, enrolment forms.

The master copies of "in house" administrative documents are held on SharePoint that only administrative staff can access.

Work with the Managing Director and tutors to deal with enrolment, pastoral support, certification and qualification details, record keeping and non-course delivery financial requirements.

*Administration (areas outside of programme content and its day-to-day teaching and*

assessment)

*Domestic and International Students (non-operational/academic support)*

An Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021) review and scan of legislative and regulatory changes, including revisions of MNZ documentation and any marketing, recruitment and enrolment information for domestic and international students will be undertaken at least annually.

Students will receive accurate and complete information promptly, in a format with which they are comfortable, in language they understand and in a warm and friendly manner.

All information will comply with relevant legislation and codes and be consistent with other internal Skipper Training NZ documentation.

This information will be reviewed annually by the Managing Director to ensure that it is up to date, meeting current requirements and the relevant information is included in the Student Handbook.

Students will be made aware of the difference between the New Zealand Qualifications Framework (NZQF) qualification and a Maritime New Zealand issued 'Certificate of Competency'.

Students will be made aware of the medical and good character requirements for statutory licences linked to maritime registered standards and licenses.

Students will be made aware of the minimum sea time requirements applicable to maritime related programmes

*International Students will receive the following information through the Student Handbook or Supplementary Information (as per the Education (Pastoral Care of Tertiary and International Learners) Code of Practice):*

- *the signatory's most recent quality assurance results; and*
- *compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international students:*
- *the education provided and its outcome, for example, whether a qualification is granted*
- *insurance and visa requirements for receiving educational instruction from STNZ*
- *full costs related to an offer of educational instruction*
- *estimated study and living costs for international students;*
- *refund conditions that comply with the Code*
- *available services and supports the educational instruction, staffing, facilities, and equipment available to international students*
- *information on the International Student Contract Dispute Resolution Scheme (DRS);*
- *potential learning outcomes for international students, including pathways for further study and employment*
- *accommodation and transport, or ways to obtain such information.*
- *Disciplinary and termination of enrolment*

- *A copy of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.*

The Student Handbook International Supplementary Information states that:

You will also need to provide evidence of travel and medical insurance for the entire duration of your stay in New Zealand. This must cover travel to and from New Zealand and please note that you will be liable for any costs incurred that are not covered by insurance. The insurance needs to cover:

- (a) the student's travel—*
  - (i) to and from New Zealand; and*
  - (ii) within New Zealand; and*
  - (iii) if the travel is part of the course, outside New Zealand; and*
- (b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and*
- (c) repatriation or expatriation of the student as a result of serious illness or injury, including cover of travel costs incurred by family members assisting repatriation or expatriation; and*
- (d) death of the student, including cover of—*
  - (i) travel costs of family members to and from New Zealand; and*
  - (ii) costs of repatriation or expatriation of the body; and*
  - (iii) funeral expenses*

An acceptable insurance company is a reputable and established insurer with a credit rating no lower than 'A' from Standard and Poors or B+ from A M Best, and is able to provide services 24 hours a day, seven days a week.

International Student Enrolment Form section on Travel and Medical Insurance

***INSURANCE IS A COMPULSORY COMPONENT TO STUDY IN NZ.***

*Prior to leaving your country you must purchase medical and travel insurance. If you already have medical and travel insurance, please attached a copy of your policy and certification.*

Agents

Skipper Training NZ does not use agents.

**Outcome 9: Implemented**



Outcome 10: Offer, enrolment, contracts, insurance and visa

Practices for enabling learners to make well-informed enrolment decisions in relation to the educational outcomes being sought by the learner and ensuring that all relevant parties are clear about their interests and obligations prior to entering into the enrolment contract

Quality Management System is based on NZQA and TEC requirements along with OMTTC's self-assessment document in order to ensure that Skipper Training NZ meets compliance requirements and also provides the best possible service to its students.

As noted in the QMS:

The Administrative Team is responsible for the International Student Code of Practice review and scan of legislative and regulatory changes.

The Enrolment pack which includes Letter Responding to Student Enquiry, Enrolment Form and the Student Handbook and International Supplementary Information) ensures that the International Students receive all of the specified information prior to enrolment. Plus, once they arrive at Skipper Training NZ it is gone through again at Induction to make sure they understand the information.

Skipper Training NZ does not use Agents.

**Outcome 10: Implemented**

**Outcome 11: International learners receive appropriate orientations, information and advice**

How do we ensure that international learners receive the appropriate orientations, information and advice

See above for what information and advice the student receives

As the QMS states

Induction occurs in the first day of a course. This includes the tutor going through the relevant Student Handbook with the learner and MNZ induction material. The learner also signs the Student Declaration/Contract, and associated releases contained in the Student Handbook, which includes acknowledging understanding of and assent to learner rights and responsibilities.

It involves a Tour of site; course & assessment details; instruction on health and safety issues on site; information on the support services. Responsibility of the Tutor.

International students receive additional guidance as outlined below in the Student Handbook International Supplementary Information:

- 24 Hours Contact Number
- International Visa Requirements
- International Student Insurance
- Fee Payment
- Withdrawal and refund duration criteria
- Accommodation suggestions
- Driving in NZ
- Support for International Students in NZ
- Financial or contractual complaints (Dispute Resolution Scheme DRS)
- Useful Website Links
- Checklists

**Outcome 11: Implemented**

**Outcome 12: Safety and appropriate supervision of international tertiary learners**

Signatories ensure that international tertiary learners are safe and appropriately supervised in their accommodation and effectively communicate with the parents or legal guardian of learners under 18 years.



The minimum age for Maritime licenses is 18 years of age, so all of our International Students are adults.

Skipper Training NZ is a PTE with small classes. 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. Also, there are clear signs in the office/classrooms as to emergency procedures. In terms of the practical training on board the training vessel, health and safety is a priority and there are strict health and safety guidelines around how to behaviour whilst on a vessel. With the physical requirements of accessing a vessel, a severely disabled learner would not be able to be accepted onto the programme if they are assessed to be ineligible from attaining a Maritime NZ Certificate of Competency.

The Student Handbook and International Supplementary Information outlines their legal rights, obligations. Moreover, the section – Support for International Students in New Zealand states that;

Education NZ is pleased to announce the launch of NauMai NZ, a new digital platform to support international students as they transition to a new culture and life in New Zealand. This gives information on how to interact culturally sensitively and gives cultural support to you.

Skipper Training NZ believes that the excellent systems, processes and practices that it has will support these “employee” international students through their studies.

The Student Handbook outlines their legal rights, obligations, behaviour expectations, 24/7 telephone number, health and safety policy and information for students including student support, all of which is covered again in Induction.

The critical incident response team, in the event of an emergency, consists of the Managing Director, on-site Tutor and Admin Staff.

The Student Handbook has the full detail of how a student should raise a grievance and has a step 1 to step 3 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.

Whilst Skipper Training NZ does not have student accommodation within the International Student supplementary information it does state that:

Skipper Training NZ does not provide student accommodation. However, if you are planning on arranging accommodation for yourself, please contact the Administrative Officer who can

ensure that you are directed to relevant advice and information that will enable you to understand your rights and obligations as a tenant in New Zealand. You may also wish to access the website below:

<https://naumainz.studyinnewzealand.govt.nz/help-and-advice/housing>

**Outcome 12: 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.

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 doing in supporting all 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.

On 29<sup>th</sup> February 2024, Skipper Training NZ was approved as a Signatory to the Code and has had 2 international students during 2024. Whilst not “typical” International students, Skipper Training NZ has accommodated special individual requirements.

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**