

Provider code: 6035

TAKE YOUR MARITIME CAREER TO THE NEXT LEVEL



Self-Assessment Review October 2025

Code of Pastoral Care

Self-Review Process

The main steps in this self-review process

Skipper Training NZ is committed to the practice of continuous improvement rather than major milestone reviews. Therefore, fortnightly staff meetings are the main tool for reviewing and actioning students' wellbeing, progress and safety. These meetings, along with a focused annual review of our strategic plan and pastoral care systems, contribute to this self-review document. The particular steps undertaken for this review have been:

1. Analysis of relevant policy and procedure statements to ensure they are current and effective.
2. Summary of course/tutor feedback (already analysed following each course by Academic Committee)
3. Leadership review of informal, continuous feedback from staff, students and industry
4. Completion of the self-review report to identify strategic priorities for 2026.
5. Inclusion of definitions of Complaint and Critical Incidents – in line with our QMS.
6. Decision that action plan was not required as strategic plan developed at time of self-review and incorporates areas for improvement.
7. Publication of summary report on our website.

The self-review itself and its draft findings was discussed with staff, and the final report was approved by the Leadership Team on 31st October 2025

Student Association

Skipper Training has no formal student association; however, the size of cohorts and staffing provide a whanau-like learning environment, allowing for issues or concerns to be raised easily, and effectively addressed. Learner voice is collected frequently through course and tutor evaluations, and this feedback drives the continuous improvement ethos of Skipper Training NZ, ensuring learner wellbeing and safety is understood and prioritised.

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

How do we take a whole-provider approach to maintain strategic and transparent learner wellbeing and safety system that responds to the diverse needs of learners?

Strategic Goals and Strategic Plans – Documented systems

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.

Comprehensive QMS system:

- 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 provides procedures and documentation which ensures effective communication
- encourages teamwork and pride in performance
- maintains direct links with industry and is perceptive to changing needs
- defines and meets the wellbeing and safety of students
- aims to assist students who demonstrate commendable behaviour and performance standards by connecting them with potential employment opportunities
- is regularly reviewed to reflect current practice and regulatory requirements

Mix of Provision for New Zealand Qualifications and Micro-Credentials (NZQCF)

- Basic Radar Operator Micro-credential L4
- Maritime Crewing Deck Watch Rating Micro-credential L3
- NZ Cert in Domestic Maritime Operations (Restricted Limits) L4 (2505) – leading to MNZ license – Skipper Restricted Limits
- NZ Cert in Domestic Maritime Operations (Coastal and Offshore) L5 (2892) – leading to MNZ license – Skipper Coastal and Offshore
- 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.
- NZ Diploma in Fishing Vessel Operations with optional strand Fishing Vessel Skipper (L6) (2893) – leading to MNZ license Mate Fishing Vessel - Unlimited and to MNZ license Skipper Fishing Vessel – Unlimited.

In 2026, Skipper Training NZ will provide additional training in Maritime Engineering, STCW Firefighting and expand blended learning delivery options for higher level programmes.

Effective review of learner wellbeing and safety practices

Strategic Plans are reviewed and course scheduling completed annually at the end of the year. This planning includes an analysis of risks, challenges and opportunities to ensure industry training needs are met and learner wellbeing and safety is responsive and effective.

Annually the whole Skipper Training Team also meets 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 and Strategic Plan are discussed and agreed.

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 industry requirements, and student safety and wellbeing expectations.

Responsive wellbeing and safety systems

Effective reviews and feedback

Academic review committee meetings are held at the end of each course and use student feedback and course evaluations to action improvements to teaching, learning and student wellbeing. These ongoing self-review practices enable Skipper Training NZ to monitor overall company performance and ensure compliance with the Quality Management System.

Student Engagement Manager support

Our dedicated Student Engagement Manager liaises with learners throughout their learning journey with Skipper Training NZ. This service also provides another conduit for the learner voice to be heard and acted on.

Effective staff communication

Skipper Training NZ is a small PTE with classes restricted to an average tutor student ratio of 1 to 12 and occasionally one or two international students. These small cohorts and the nature of the practical nature of the programmes ensures that tutors get to know their students well and are able to quickly identify and monitor student illness, emergencies or behaviour that impacts on their own or others attendance. This is then easily communicated to all relevant staff and managers.

Exceptional student assistance

This close connection with students and the prioritisation of learner wellbeing and safety results in exceptional completion rates, effective responses to learner needs in emergency or unforeseen circumstances, and high levels of student satisfaction with their learning experience.

2026 Strategic Plan

We have developed our 2026 Strategic Plan alongside this self-review and areas for improvement have informed a whole-of-provider approach to continual improvement and learner wellbeing and safety. These include revision of Skipper Training NZ's Objectives and Goals, as below:

2026 Objectives

- providing quality training so that students can gain maritime skills and licenses to enhance their career pathway within the maritime industry.
- providing quality courses presented by staff who are current professional skippers and engineers with local and international experience.
- delivering practical and work-relevant training options that avoid undue pressure on students. Our courses focus on efficiency and practicality where possible.
- adapting quickly to student learning, pastoral needs, and supporting a culture of transparency.
- developing systems for delivery and reporting that are effective and meet regulatory requirements, industry and learner needs.
- effective pastoral care that supports and guides students throughout their learning journey with us.
- listening to and acting on student feedback.
- developing, evaluating and maintaining effective management, organisational structures, procedures, policies and resources to meet the changing needs of the industry and our commitment to continuous improvement.
- achieving parity of participation with Māori and Pacifica students and exceeding the TEC course completion target of 81.7%.
- ongoing staff training and resources to support our commitment to Te Tiriti o Waitangi.
- maintaining and enhancing our close relationships with Maritime NZ, NZQA, TEC and maritime industry representatives, listening and acting on their feedback to provide the graduates with relevant industry skills.

2026 Goals

- Continually investigate opportunities to deliver TEC funded and unfunded courses to better support maritime industry qualification outcomes.
- Continue to upgrade facilities at 85 Vickerman Street premises to enhance our student engagement experience.
- Achieve our One-room School House vision through flexible distance and in-person learning support.
- Investigate alternative Learning Management Systems to better facilitate and improve the efficient and effective delivery and reporting of on-line and classroom courses.
- Develop International Student maritime training.
- Deploy maritime training to meet the needs in remote regions and communities.

Publication requirements

Skipper Training NZ provides learners with substantial information on our services, expectations and success rates via the Student Handbook, and the International Student Supplement. Our well-resourced website provides additional information on all our courses, staff, obligations and includes a summary report regarding our compliance with The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Outcome 1: Well-implemented

Outcome 2: Learner Voice.

How do we understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy?

Learner voice

Skipper Training NZ is a small PTE offering workplace focused training to the seafood and maritime industries and operates within a culture of inclusiveness that provides trainees with a whanau-like environment supporting them to achieve relevant qualifications for Maritime NZ certification and employment.

Being a small PTE ensures student voice is heard both informally through tutors, the Managing Director, and academic staff, as well as formally through course and tutor evaluations, as well as ongoing conversations with graduates about their employment and learning journeys.

While training with us, the support and guidance needs of students are identified by either the candidate themselves, their employer/supervisors, or Skipper Training NZ staff with whom they are working. Where this occurs, tutors contact the Training or Academic Services Managers and the Student Engagement Manager to develop a support plan. Issues and actions are recorded in the Student Management System, SELMA. Relevant staff and tutors continue to monitor the student's wellbeing and progress.

Student feedback and course evaluations

Programmes 2025	Number of Students Completed courses to date	Number of Surveys completed	Percentage of respondents with course evaluation as satisfactory or above	Percentage of respondents with tutor evaluation as satisfactory or above

Skipper Training NZ Self-Assessment Review Code of Pastoral Care 2025

NZ Cert in Maritime Operations L4	0	0	NA	NA
NZ Cert in Domestic Maritime Operations (Restricted Limits) L4 (includes optional Basic Radar Operator Micro-credential L4)	96	86	99.9%	100%
Maritime Crewing Deck Watch Rating Micro-credential L3	0	0	NA	NA
NZ Cert in Domestic Maritime Operations (Coastal and Offshore) L5	7	7	100%	100%
NZ Diploma in Fishing Vessel Operations with optional strand Fishing Vessel Skipper (L6)	6	6	100%	100%
Non- Qualification programmes (Advanced Sea Survival, QDC, 500GT etc)	144		100%	100%

Strong industry connections

In addition, learner voice is also gathered through the ongoing connection we have with employers and the wider industry. A key strategic goal is to respond swiftly and positively to industry and the changing needs and regulations of the maritime industry.

Skipper Training NZ continues to position itself well to deliver this through flexible training for both newcomers and those already working in the industry, a rapidly growing range of provision for the New Zealand maritime industry, and support for lifelong learning and rural provision in high priority regions.

The Managing Director maintains regular contact with industry, is 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 to keep up to date with trends, changes to requirements etc.

Proactive Wellbeing and Safety measures:

Skipper Training NZ takes responsibility and all practicable, 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 students.
- All students are informed of the support and guidance systems available to them through Skipper Training NZ, initially at the time of their enrolment through the Student Handbook and relevant supplementary information, and then again at their induction on the practical courses.
- A dedicated Student Engagement Manager is employed to support students from their first contact about training, through to their final exam. This person works alongside them offering pastoral care and support to access additional services when needed.
- Where personal or employment issues arise for candidates, which are beyond the resources or expertise of Skipper Training NZ, such students are referred to an appropriate local support group or counselling agency for appropriate support.

Learner complaints

Definition of a complaint:

A complaint is when a student makes a formal complaint in writing following the process outlined in the QMS and 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 complaints in 2025

Compliance with Dispute Resolution Scheme

Policies

Our QMS Section 11 Disciplinary Procedure – Student complaints, discipline, and appeals ensures that all staff and students are aware of Skipper Training NZ's commitment to a safe and inclusive place of learning whether in the classroom or on the boat.

Student Handbook

As stated, all students are given a Student Handbook prior to enrolment that provides comprehensive information on our services, support and expectations. It is also compulsory for all students to attend Orientation where safety and wellbeing are emphasised and access to ongoing support services are explained.

International students receive an additional International Student Supplement to support their specific pastoral and cultural needs.

Outcome 2: Well-implemented

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

How do we foster learning environments that are safe and designed to support positive learning experiences of diverse learner groups?

Safe and inclusive communities

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, Pacific peoples and mature students (25 years old and above).

Of the 186 enrolments in 2025 courses 14% of students identified as Māori, just over 1% identified as Pacifica, and 31% of students are under 25 years of age.

Equity in completion rates - 2025

The quality of teaching and learning at Skipper Training NZ and the whanau-like learning environment results in excellent completion rates for a diverse range of learners.

Ethnicity	Enrolled students	Completion Rate
Māori	26	96.1%
Pacifica	2	100%
NZ European	129	97.6%
Australian	2	100%
Other European	12	100%
Other Ethnicity	14	100%
Not Stated	1	100%

Commitment to Te Tiriti o Waitangi

As a small PTE with vocational, external license orientated programmes Skipper Training can implement Te Tiriti o Waitangi across the organisation and all courses include culturally responsive pedagogies through:

Tuakana-teina practices where students regularly become the teacher supporting other students in their learning.

Applying a kawanatanga approach to course delivery through flexible and blended delivery options making training offered by the school widely accessible, even to those in full-time work and in remote regions.

Enabling tino rangatiratanga outcomes where high employment outcomes enhance socio-economic advancement for Māori, Pacifica, and neuro-diverse students.

To ensure these success rates continue, the 2026 Skipper Training NZ Strategic Plan has Key Performance Indicators aimed at enhancing the cultural competency of all staff. These are:

1.2.1 Māori and Pacific student enrolment rates in our courses are at or above the regional demographic rate.

1.2.2 commence staff training and resources to support our commitment to Te Tiriti o Waitangi.

Supporting learner participation and engagement

Enrolment and Orientation processes

When enrolling and before commencing any training, the school provides a comprehensive Introduction and Orientation programme to all students. This includes sending written information about learning, wellbeing and safety practices via the Student Handbook and Supplementary Information specific to courses and cohorts. These documents and processes include information on how a student, or group of students, can raise a grievance and has a step 1 to step 3 approach escalating from tutor to Managing Director, to NZQA, with timeframes for responses.

It is a core value of Skipper Training NZ to work with a student or group of students to ensure a satisfactory resolution can be reached to any complaint or grievance raised as per the school's QMS policies. If an informal resolution is unable to be reached through restorative and natural justice processes, formal grievance processes will be followed as per our policies.

Upon arrival at the school's facilities for practical courses, this information is again reinforced through a Health and Safety induction which includes setting clear behavioural expectations for health, safety, and wellbeing and reiterates the procedures for raising concerns of complaints by approaching their tutor, the Student Engagement Manager, or any member of staff in the first instance.

Student Progress

Student progress and attendance is carefully monitored throughout training to ensure learning progression. Any issues are discussed as they arise with relevant colleagues and at staff meetings. These are recorded in the SMS and monitored by the academic services team. When active support is required, staff discuss and implement a support strategy with the student.

As part of the school's wider self-assessment process, we make-extensive use of anonymous and open feedback to assess student concerns and comments and have a policy of continuous improvement in theoretical, practical, and pastoral activities.

- Student feedback on teaching and course content
- Tutor self-reflection on teaching
- Feedback from industry stakeholders
- Meetings with staff and students
- Teaching and learning plans
- Informal learner feedback recorded in the Student Management System.

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 experience or employment. Learners with learning disabilities are identified through online enrolment questions and student progression through learning modules is closely monitored by tutors to ensure all learners are meeting learning objectives in a timely manner.

Course completions

Skipper Training NZ course completions for Māori students in 2025 are currently 96.1% exceeding the TEC course completion target of 81.7%. Overall completion rates to date are 98.5%, well above national average completion rates reported for level 4 courses in 2024, shown below.

Education Counts' 2024 completion rates

Level	3	4	5-7
University	84%	74%	80%
Te Pukenga	76%	81%	82%
Wananga	75%	69%	74%
PTEs	79%	82%	81%
Māori (all institutions)	71%	70%	75%
Pasifika (all institutions)	71%	72%	70%
Overall (all institutions)	77%	78%	80%

Skipper Training NZ completion rates – 2025

Programmes completed to date (Jan – 15 th Oct 2025)	Number of Students commencing	Number of Students completed	Percentage Completion
NZ Cert in Domestic Maritime Operations (Restricted Limits) L4	78	73 *	94%
Basic radar Operator Micro-credential L4	44	44	100%
NZ Cert in Domestic Maritime Operations (Coastal and Offshore) L5	2	2	100%
NZ Diploma in Fishing Vessel Operations with optional strand Fishing Vessel Skipper (L6)	6	6	100%

**One student has an extension and is still completing*

Monitoring of withdrawals where learning barriers or lack of support are an issue

35 students withdrew from courses to date in 2025. 81.5% of these were early withdrawals and did not pay any tuition fees.

18.5% of students who withdrew identified as Māori.

Of these only one student (2.85 %) withdrew due to learning barriers and lack of support from employer to achieve at expected level via Hybrid delivery. Student was fully refunded and offered a place on a Block course but has not taken up that offer to date.

Six other students withdrew after the refund period (15.8%). Two students were provided with full refunds due to personal family tragedies, two were provided with a partial refund as they did not attend any practical training, two were not provided any refund as they withdrew after practical training commenced.

Assessment methods

A variety of assessment methods are used, and assessments are based on students' ability to demonstrate proficiency of learning outcomes and specified performance criteria. While qualification attainment must meet the prescribed Maritime NZ standards e.g. writing reports such as a ship's log and other reports, our varied assessment methods provide all students with the opportunity to demonstrate their competency without being disadvantaged by learning challenges such as low written or oral communication skills.

Additional assistance is available to those students who have higher learning needs, especially in reading or writing, and the Student Engagement Manager, who has experience in the industry, also works alongside students from their first contract with Skipper Training NZ, through the application and enrolment process and throughout the delivery of the programme.

Safe, inclusive, supportive, and accessible physical and digital learning environments

Practical work-focused training

All of Skipper Training NZ's programmes are competency based and work-place related and often allow students to work full-time alongside their study for the first portion of courses. Small cohort numbers enable tutors to work closely with students throughout their course, providing feedback and guidance as the course progresses and ensuring students are well-informed about their progress.

For example, on a recent course it was identified that a student struggling to progress in specific areas of the workbook, particularly those related to calculations. After discussions between the tutor and Training Manager additional tutoring was put in place to support the student and monitor progress. This enabled the student to discover methodologies that enabled him to complete the required tasks, complete his qualification and pass his Maritime NZ exam.

To reduce barriers to education, most of our students are employed and all training is undertaken in a work-like environment, enabling learning to be based on realistic and employment-based practices where students can understand both why they are learning something and how it relates to their employment.

People with disabilities

As per our QMS Section 13 "Student Entry" (p.49) 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".

Flexible and affordable course delivery

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, improving training opportunities to learners from low-income backgrounds.

In addition, many students can only afford the courses if they are TEC funded, and often these students are TEC high priority students i.e. Māori, Pacific, school leavers, mature students, and those with no prior qualifications. The TEC funding Skipper Training NZ now receives assists many learners in accessing training and supports TEC to achieve system-wide equity in education.

Safe digital learning environments

Skipper training NZ is committed to ensuring learners are safe and well in all our digital learning spaces used for flexible location delivery. We have developed a set of "Rules of Engagement"

document that is shared with, and agreed to, by all students participating in online learning forums. These are as follows:

Welcome! This group is for class-related chat, questions, and updates only.

Please:

- Be respectful of everyone and our differences
- Keep messages on topic (no spam, memes, or unrelated links).
- Use clear, polite language.
- Avoid late-night messages unless urgent.
- Respect privacy — don't share others' info or photos outside the group.

If you ever feel uncomfortable or unsafe here, please message **Barry (+64 27 280 ****)** or **Ruby (+64 27 741 ****)** directly.

Let's keep this space positive, supportive, and focused on learning. 👍

Fees Free

Many of our students will be eligible for Fees Free as they will not have undertaken tertiary studies before. Information regarding access to this initiative are explained with relevant links in the Student Handbook provided to all students at the time of their enrolment.

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

Information for learners about assistance to meet their basic needs

Written documentation

Information to students is provided formally through the Student Handbook which includes range of contact details for support services. On site Orientation includes reminding students of the resources and processes available to them to ensure their safety and wellbeing. This is a high priority in all tutor interactions with students.

Pre-course pastoral care

The Student Engagement Manager interacts with all students throughout their enrolment and learning prior to practical courses taking place. During this time information is gathered about students' personal situations and any areas where additional support may be needed is shared with relevant staff in handover notes before practical courses begin.

Promoting physical and mental health awareness

Quality staff and school ethos

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 and relevant adult teaching qualifications.

The importance Skipper Training NZ tutors and staff place on learners' success and wellbeing is clearly highlighted in our annual SWOT analysis. At the start of 2025 our team reiterated our 3 top strengths as

- Great team, staff support each other, friendly office culture
- Making a difference in people's lives / making a difference
- Compassionate and responsive to students needs

Staff of maritime courses prioritise the safety of students in all learning environments, particularly whilst on board a vessel. Therefore, Health and Safety practices are diligently implemented in all settings and the importance of this clearly understood by all students.

Mental health and wellbeing

Due to the high number of neuro-diverse learners our courses attract, 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. As

such, we have been able to identify in several instances, when students are struggling and implement additional support to overcome any neuro-diverse barriers.

For example, on the last course, a student let the Student Engagement Manager know he was struggling. Both tutors and the Student Engagement Manager immediately responded with extra pastoral and tutor support, and class activities were modified to help reduce his level of anxiety. The student's tutor evaluation is testimony to how much this was valued.

In addition to the dedicated Student Engagement Manager, and easy access to all staff for physical and mental health support, posters & information around the main delivery site provide information in both English and te reo Māori for accessing support services and tips for maintaining positive mental health.

As previously highlighted, all courses embed practices of tukana-teina and apply principles of kawanatanga and tino rangatiratanga to support the development of a whanau-like learning environment and high learner success rates.

Proactive monitoring and responsive wellbeing and safety practices

Effective communication and record keeping

As previously indicated, student feedback forms are used to gather feedback to respond to student wellbeing and safety at the end of every course. This in conjunction with the small size of the school allows tutors and staff to easily and regularly communicate regarding student wellbeing and record any issues in the SMS. Additional support is provided across a network of people whenever needed.

Strategic Plans

Embedded in every Skipper Training NZ Strategic Plan is a Training Focus and Ethos that is the basis for all staff interactions with students. For 2026 this is:

- providing quality training so that students can gain maritime skills and licenses to enhance their career pathway within the maritime industry.
- providing quality courses presented by staff who are current professional skippers and engineers with local and international experience.
- delivering practical and work-relevant training options that avoid undue pressure on students. Our courses focus on efficiency and practicality where possible.
- adapting quickly to student learning, pastoral needs, and supporting a culture of transparency.
- developing systems for delivery and reporting that are effective and meet regulatory requirements, industry and learner needs.
- effective pastoral care that supports and guides students throughout their learning journey with us.
- listening to and acting on student feedback.

- developing, evaluating and maintaining effective management, organisational structures, procedures, policies and resources to meet the changing needs of the industry and our commitment to continuous improvement.
- achieving parity of participation with Māori and Pacifica students and exceeding the TEC course completion target of 81.7%.

The 2026 Skipper Training NZ Strategic Plan also has several Key Performance Indicators that aim to enhance current learner wellbeing and safety practices. These include:

1.2.1, Māori and Pacific student enrolment rates in our courses are **at or above** the regional demographic rate.

1.2.2, commence staff training and resources to support our commitment to Te Tiriti o Waitangi.

2.3.1, Achieve a positive feedback rate on the **quality of physical facilities and learning environment** (measured via post-course survey).

3.2.1, Ensure the time for a student to receive a formal response to a pastoral or academic support request is **within 1 business day** (average response time).

6.3.1 Remote students achieve a course completion rate **comparable to or higher** than in-school rates, and achieve a **positive feedback rate**.

Critical Incidents

Definition: 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.

There were no Critical Incidents in 2025

Outcome 4: Well Implemented

Outcomes 5 to 7 relate to student accommodation. Skipper Training NZ does not provide any student accommodation.

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

How do we ensure that practices under this code respond effectively to the distinct wellbeing and safety needs of their diverse international tertiary learners.?

2026 Strategic Plan

Skipper Training NZ is currently working toward active recruitment of international learners and our Managing Director will be travelling at the end of 2025 to engage with diverse *international tertiary learners*.

Strategic Goal 5 – Develop International student maritime training

Strategic Objective	Key performance Indicator
5.1 Code Signatory Status and Compliance: Successfully demonstrate full compliance with the additional requirements for International Learners under The Code (Parts 6 & 7).	
5.2 Learner Support System Establishment: Develop and implement all required pastoral care systems, including contracts, insurance, orientation, grievance procedures specific to international students, and upskilling staff members' cultural competencies.	5.2.1 Required international student policies (e.g., contracts, insurance, accommodation, orientation, and complaints) are drafted, approved, and published in accessible formats by Q4 2026.
5.3 Initial Programme Launch and Feedback: Successfully enrol and support the first cohort of international students.	5.3.1 Enrol a minimum of 10 international students by the end of 2026, with a positive feedback rate on their overall experience and support.

2025 International Students

This year Skipper Training NZ's four international students have all been over 18 years of age, from English speaking countries and have the support, in NZ, of family and/or employers. They have all completed SRL training with the school which has best met the requirements of their visa conditions for study.

Health and Safety Policy

Our QMS ensures the additional requirements of international students are covered in policy and procedure to ensure their additional duty of care needs are met. This is specifically covered in the Health and Safety section of our QMS which states:

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.

Outcome 8: Well Implemented

Outcome 9: Prospective international tertiary learners are well informed

How have we ensured that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services we provide before they begin their study?

Marketing, promotion and comprehensive written information

Skipper Training NZ follows the same excellent processes with international students as we do with our domestic students. However, we also recognise international students require additional support to ensure their safety and wellbeing while studying with us, including the challenges associated with the challenges of being away from family, friends, and their usual support networks.

All international students are provided with information via our Student Handbook and the International Student Supplement. These resources, along with our Code of Pastoral Care Summary, can be accessed via our website and are reviewed annually to ensure currency. These documents include:

- information that ensures is appropriate for international student' expectations,
- English language proficiency requirements,
- academic ability, and
- the educational outcomes being sought.

Managing and monitoring education agents

Skipper Training NZ does not use education agents, however, we effectively manage the safety and wellbeing of international students by:

- ensuring all tutors and staff pass a police check,
- entering into written contracts,
- monitoring their activities and performance,
- terminating employee contracts if there is evidence, on balance of probabilities, that the person has demonstrated misconduct or breached any of code obligations,
- providing all staff with access to, and maintaining, up-to-date information relevant to their duties as specified in their contracts.

Services and pastoral care

The Student Handbook and International Student Supplement outline the services and advice available to international students, ensuring they have ongoing support while they live and study in NZ. As a Code signatory this includes:

- i. the signatory's quality assurance evaluations;
- ii. the educational instruction, staffing, facilities, and equipment available to international tertiary learners;
- iii. the Dispute Resolution Scheme;

- iv. potential learning outcomes for international tertiary learners, including pathways for further study, employment, and residency where applicable;
- v. estimated study and living costs for international tertiary learners, including any additional fees or levies that are on top of the basic tuition fee; and
- vi. accommodation and transport, or ways to obtain such information.

Outcome 9: Well Implemented

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

How do we ensure we have practices that enable 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?

Offer of educational instruction

Skipper Training NZ regularly reviews and scans legislative and regulatory changes, including revisions of MNZ documentation and any marketing, recruitment and ensures enrolment information for domestic and international students is aligned with current requirements of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021). This ensures all offers of educational instruction comply with relevant legislation and codes and are consistent with other internal Skipper Training NZ documentation.

An enrolment pack which includes a Letter Responding to Student Enquiry, Enrolment Form and the Student Handbook and International Student Supplement ensures that international students receive specific information prior to enrolment.

In addition, when students arrive at Skipper Training NZ this information is reiterated at the time of Orientation to ensure understanding of all information that has been provided.

Information provided before entering a contract for educational instruction

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.

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

International students are also made aware of the following maritime specific requirements of studying with us. These include:

- the difference between the New Zealand Qualifications Framework (NZQF) qualification and a Maritime New Zealand issued 'Certificate of Competency '
- the medical and good character requirements for statutory licences linked to maritime registered standards and licenses.
- the minimum sea time requirements applicable to maritime related programmes

All international students also receive the following information through our Student Handbook and International Student Supplement

- the most recent results of our evaluations by education quality assurance agencies; and
- quality improvement or compliance notices and conditions imposed under the Act that the code administrator directs must be disclosed to prospective international tertiary learners; and
- the education provided and its outcome, for example, whether a qualification is granted; and
- refund conditions that comply with the process in clause 46; and
- staffing, facilities, and equipment; and
- available services and supports; and
- insurance and visa requirements for receiving educational instruction from the signatory; and
- this code and the relevant Dispute Resolution Scheme Rules; and
- full costs related to an offer of educational instruction.
- A copy of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

In addition, the following mechanisms are used to ensure international students are well informed before entering a contract with us, including understanding their rights and obligations in relation to receiving educational instruction under this code.

Aim	Action	Frequency	Responsibility
Inform Students	Responsibilities concerning	Induction	Tutors/Managing
	Hygiene Jewellery and Clothing safety Alerting tutors if any concerns	Student Handbook	Tutors/ administration staff
Assure student wellbeing and safety	Maintain First Aid supplies	Monitor monthly	Tutors and personnel.
	Maintain Accident Registers	As required.	All staff
	Provide personal support and	As required	Tutors, who may

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	counsel. Inform students of welfare, site safety and emergency Requirements	Induction, ongoing – Handbooks, site local welfare services in Handbooks, site evacuation & plans at key exits	outside help Tutors
Maintain safety of learning & Teaching environment	Respond to learner & other stakeholder feedback, monitor site rental/lease agreements, Provide information about complaints procedures	On-going. annual process - for plan: Student Handbook	Tutors/Managing Tutors/ administration staff
Maintain safety of Premises	Inform students of potential hazards. Complete risk management and maintenance procedures to identify & deal with hazards. Ensure/schedule fire/safety equipment maintenance Carry out fire & evacuation drills.	At induction/ongoing Monthly Ongoing. Reviewed during annual documentation process - for investment plan.	Tutors Tutors /Managing Managing Director Tutors
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.]	On request by tutor or Managing Director.	Managing Director
	Where possible students from similar cultures are grouped for training and accommodation purposes.	Course by course	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.*

Contract of enrolment for international students

Skipper Training NZ ensures a contract of enrolment is entered into with each international tertiary learner (or the parents or legal guardian of international students under 18 years) that includes the following information and terms:

- (a) clear information about the beginning and end dates of enrolment; and
- (b) the grounds for terminating the contract of enrolment; and
- (c) the circumstances under which the learner's conduct may be in breach of the contract of enrolment; and
- (d) the type of disciplinary action short of termination of the contract of enrolment, that may be taken by the signatory against the student (for example suspension or exclusion); and
- (e) the process that we must follow when seeking to terminate the contract of enrolment under paragraph (b) or to take disciplinary action under paragraph (d).

Disciplinary action

As per our QMS, information regarding international student rights and obligations is provided in the Student Handbook and follows NZQA rules as per the code and follows the same natural justice principles applied to domestic students, including supporting students' mana and dignity by having transparent processes to obtain and share relevant information.

- Reasons for termination of programme or components
- Causes for dismissal without notice
- Causes for disciplinary action
- First offence, second offence and termination processes

Insurance

In alignment with our QMS, our Student Handbook and International Supplementary Information states:

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 international tertiary learner's travel –
 - i.to and from New Zealand; and
 - ii.within New Zealand; and
 - iii.if the travel is part of the educational instruction, outside New Zealand; and
- (b) medical care in New Zealand, including diagnosis, prescription, surgery, and hospitalisation; and
- (c) repatriation or expatriation of the international tertiary learner 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 international tertiary learner, 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.

Includes the international tertiary learner's travel to and from their country of origin or citizenship before their educational instruction begins and after it ends (which may be outside of the enrolment period). **Does not include** the international tertiary learner's travel to other countries unless that travel is primarily for the purpose of embarking on connecting flights to and from New Zealand.

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.

Immigration matters

In alignment with our QMS, our Student Handbook and International Supplementary Information states:

The type and length of visa you apply for will be dependent on what your requirements for training are. The NZ immigration website has a wealth of information for you to consider

the best option and can be viewed at www.immigration.govt.nz. However, if you are studying for less than 3 months you will not need a student visa.

Please note fees paid will be refunded in full if you fail to obtain a visa.

Please note any breach of your visa conditions and/or if your enrolment is terminated for any reason, will be reported to Immigration NZ.

Student fee protection and managing withdrawal and closure

In alignment with our QMS, our Student Handbook and International Student Supplement Information state:

Funds need to be cleared ahead of course commencement in Public Trust.

The Fees for your study will be provided as part of an offer of enrolment. Please contact our office if you require further information.

There are no additional charges for the programme/course delivery and assessment apart from any assessment resubmission costs and the MNZ Application Fee (approximately \$370) payable directly to MNZ when applying for the related MNZ License.

Withdrawal and refund information includes information relating to:

- Courses 3 months i.e. 13 weeks or more
- Courses 5 weeks or more but less than 3 months i.e. 5 – 12 weeks
- Courses 3 days or more and less than 5 weeks

Students are also advised that:

If Skipper Training NZ ceases to be a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, the portion of the fees that are unused will be refunded to International Students.

In the unlikely event that a programme has to be cancelled after commencement the portion of fees that are unused will be refunded.

If an enrolment is terminated as a result of disciplinary action, there will be no refund of fees and Immigration NZ will be notified of the termination.

Outcome 10: Well Implemented

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

How do we ensure that international tertiary learners have the opportunity to participate in well-designed and age-appropriate orientation programmes and continue to receive relevant information and advice to support achievement, wellbeing and safety?

Provision of information

See Outcome 9 and 10 above for the information, advice, and mechanisms used to provide international students with relevant information.

Policies

In accordance with our QMS, induction occurs in the first day of a course. This includes the tutor going through the relevant Student Handbook, International Student Supplement, and the Maritime NZ induction material. International students also sign the Student Declaration/Contract, and associated releases contained in the Student Handbook, which includes acknowledging understanding of and assent to learner rights and responsibilities.

Student Handbook and International Student Supplement

These documents provide international students with information and advice relating to:

- i. all relevant policies of the signatory; and
- ii. the services, support, and facilities that the signatory offers; and
- iii. where applicable, how to adjust to a different cultural environment; and
- iv. where applicable –
 - (a) minimum wages and labour conditions in New Zealand;
 - (b) maximum hours of work permitted under visa conditions;
 - (c) how to access information and support regarding employment; and
 - (d) how to report misconduct by employers.

Orientation

Upon arrival at the school's facilities for practical courses, all enrolment information is reinforced to students through an orientation that includes a Health and Safety induction. This includes the setting clear behavioural expectations and reiteration of training and complaints procedures that encourages students to approach their tutors, Student Engagement Manager or any staff if they have any concerns about their learning, safety, or wellbeing.

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

- 24 Hours Contact Number
- Academic performance and Policies

- Staff and Facilities
- Courses
- Career Pathways
- International Visa Requirements
- International Student Insurance
- Fee Payment
- Withdrawal and Refund Duration Criteria
- Accommodation Suggestions
- Driving in NZ
- Support for International Students in New Zealand
- Financial or Contractual Complaints (Dispute Resolution Scheme DRS)
- Useful Website Links
- Checklists

Student support

The key to quality management and support of international students within Skipper training NZ is our 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. Concerns and 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.

Our dedicated Student Engagement Manager liaises with learners throughout their learning journey with Skipper Training NZ. This service also provides another conduit for the learner voice to be heard and acted on.

Outcome 11: Well 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.

International tertiary learners under 18 years and under 10 years

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

Accommodation for international tertiary learners under 18 years

Skipper Training NZ does not provide student accommodation to its international students. This is stated in our international Student Supplement as follows:

Skipper Training NZ does not provide student accommodation. However, if you are planning on arranging accommodation for yourself, please contact our office and we will 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 this website <https://naumainz.studyinnewzealand.govt.nz/help-and-advice/housing>

Safety checks and appropriate checks for learners under 18 years

Although Skipper training does not have any international students under 18 years, the wellbeing and safety of all students is our highest priority

The school has small classes, with a maximum of 12 students. It is compulsory for all students to attend orientation so that we develop strong relationships in the early stages of learning. This allows staff to respond effectively to pastoral care needs of students and assist in any kind of emergency.

Delivery sites, offices and classrooms meet all required educational health and safety standards and have clear emergency procedures. Our critical incident response team consists of the Managing Director, on-site tutors, and Admin Staff.

Health and safety on board our training vessel is a priority and there are strict health and safety guidelines around how to behaviour whilst there.

Our Student Handbook and International Student Supplement provide information on:

- International students' 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;

- 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.

Skipper Training NZ will work with international students to ensure a satisfactory outcome can be reached; however, where this is unable to occur, formal grievance processes will be followed in accordance with QMS policies.

Outcome 12: Well Implemented but Not Applicable

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 providing excellent pastoral care and support to 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.

Student feedback shows how well Skipper Training NZ is performing in supporting all students, including a diverse range of students, to complete their courses, and feel safe and happy whilst doing so. Our excellent course completion rates demonstrate the quality of our teaching and support services that ensure almost all students succeed.

On 29th February 2024, Skipper Training NZ was approved as a Signatory to the Code and has had six international students to the time of this report. Whilst not “typical” International students, Skipper Training NZ has accommodated special individual requirements and in 2026 plans to strategically engage with a cohort of international students to expand its provision into this market.

Skipper Training NZ will continue its good practice and commitment to continuous improvement both in its pastoral care of students and the quality and range of training to serve the maritime industry. We believe that we are on the cutting edge of delivering high quality maritime training and meeting the needs of a diverse range of learners in a whanau-like learning environment.

Overall: Well Implemented