



Pilot proficiency plans

GOOD PRACTICE GUIDELINES

SEPTEMBER 2022

PART 90 GUIDANCE: PILOTAGE TRAINING, EXAMINATIONS, AND ASSESSMENTS



Te Kāwanatanga o Aotearoa
New Zealand Government



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NOTES

Use of 'must' and 'should'

This guidance uses 'must' and 'should' to indicate whether an action is required by law or is a recommended practice or approach.

TERM	DEFINITION
Must	Legal requirement that has to be complied with
Should	Recommended practice or approach

Acknowledgements

Maritime New Zealand would like to thank and acknowledge the stakeholders who contributed to the development of this guidance, in particular CentrePort Wellington, the New Zealand Maritime Pilots' Association, WorkSafe New Zealand and the Civil Aviation Authority of New Zealand.

Disclaimer

This publication provides general guidance on your duties under relevant legislation (including the Maritime Transport Act 1994 and Maritime Rules), but is not a substitute for the laws themselves. It is not possible for Maritime New Zealand to address every situation that could occur at work, and it is your obligation to ensure you are operating to the latest Maritime Rules and other legislation and to obtain legal advice where appropriate. This means that you need to think about this guidance and how best to apply it to your particular circumstances. Maritime New Zealand regularly reviews and revises guidance to ensure that it is up-to-date and reflects any changes in legislation, but you cannot rely on

this guidance for currency. Please check maritimenz.govt.nz/rules/ to confirm that you are referring to the current version of this publication.

1. Introduction

Ports that provide pilotage services must have an approved pilot proficiency plan.

1.1. What this guidance is about

This guidance is about helping you write a proficiency plan for pilots of ships that require pilotage services, and submit it to Maritime New Zealand (Maritime NZ) for approval. It will help you comply with Subpart F of Part 90 of the Maritime Rules ('the Rules'): www.maritimenz.govt.nz/content/rules/part-90

This guidance is not about writing or submitting a pilot training programme. This is covered in a separate guidance document which you can access at: maritimenz.govt.nz/pilotage

1.2. Who this guidance is for

This guidance is for providers of pilotage services. Pilotage providers are responsible for managing the ongoing proficiency and competence of their pilots.

Pilots may also find this guidance helpful to understand what they need to do to maintain their licence.

1.3. What is a proficiency plan?

A proficiency plan explains how pilots' competence will be maintained on an ongoing basis. It describes the processes and procedures for pilot education and assessment over a five-year period.

The proficiency plan that you submit to us for approval is a general plan which does not go into detail about individual pilots. You should be able to use the proficiency plan as the basis for planning ongoing training and assessment for any pilots working on ships in your area. See Section 3 for information about what to do if you need to amend your proficiency plan for any reason.

1.4. Why is a proficiency plan required?

Piloting ships is a skilled job involving high risks. Once a pilot is licensed, they must be able to demonstrate that they are maintaining their knowledge and skills at the standard required for their grade of licence. The proficiency plan explains how this will be done.

Having a proficiency plan:

- helps to prevent skill-fade
- means pilots stay up-to-date with the current operational environment
- means pilots around New Zealand follow a generally consistent set of requirements and standards to maintain their competency.

We approve proficiency plans at least once every five years, as this is how long a pilot licence is usually issued for.

Ports must not undertake pilotage services without an approved proficiency plan. You must make sure your proficiency plan is up-to-date and approved at all times.

1.5. How to set out your proficiency plan

It is up to you how you set out your proficiency plan but it should be clear and easy to follow.

Consider:

Putting sections in a logical order

Make sure you include all the content that is required, and try to present it in an order that is logical. Following the order of sections shown below will make it easier to complete the application form:

1. Statement.
2. Minimum recent experience.
3. Annual assessments.
4. Peer reviews.
5. Continued Professional Education.
6. Recovering proficiency.

Keeping the training programme separate from the proficiency plan

Please ensure that your training programme and proficiency plan are clearly separated. You can do this by submitting them as two separate documents, or by separating them within the same document, for example, as different parts. This means we can assess and approve them separately if necessary. For example, if we can approve the proficiency plan but not the training programme, the port can still operate (ports cannot operate without an approved proficiency plan).

1.6. Before you start

You should read through this guidance before preparing your proficiency plan. We also recommend you read through Part 90 Subpart F of the Rules.

Some parts of subpart F apply to pilots, some apply to holders of Pilotage Exemption Certificates (PEC), and some apply to both. When you read the Rules, be careful to pay attention to those that apply to pilot proficiency. These are: 90.101, 90.102, 90.103, 90.104, 90.105, 90.107, 90.108, 90.114, 90.115.

If you have already written a proficiency plan, you are not necessarily expected to start again. The advice in this guidance is to help you revamp your plan and bring it up to a standard that we

can approve.

It is important to allow sufficient time to prepare the proficiency plan and submit it for approval. Guidance around the approval process and timeframes for this is included in Section 5. You must discuss your proficiency plan with the harbourmaster and other interested parties before you submit it for approval so make sure you allow time for this as well.¹ It is important to keep records of these discussions as you will be asked to provide evidence of this when you submit your training programme for approval.

1.7. Key terms

In this guidance the following terms have the following meanings:

Harbourmaster – in relation to a port, a harbour, or other waters in a region, means any person appointed as a harbourmaster of that port or harbour, or those waters.

Pilot – a person who holds a current pilot licence for ships that require pilotage services.

Pilotage area – an area listed in Appendix 1 of Part 90 as a pilotage area.

Pilotage provider – an organisation or company that employs pilots to provide pilotage services.

Port operator – the operator or company that is responsible for controlling the port.

Proficiency plan – describes how the pilot will maintain their skills and knowledge once they have obtained their licence. It should cover the five-year period that the licence is issued for.

Training programme – describes the training that a person needs to do to obtain their pilot licence. This could be their first pilot licence, or a higher grade of licence. A pilot licence is usually issued for five years.

Trip – an act of pilotage.

¹ Required by Rule 90.102(1)(c).

2. Writing a proficiency plan

Proficiency plans should be clear, detailed, and provide all the required information.

2.1. Contents

Rules 90.107, 90.108, and 90.115 of the Rules state what is required in a pilot proficiency plan. These requirements are explained in this section.

Some examples of ways you could present the required information in your proficiency plan are provided. Examples are suggestions only and do not mean you must present the information this way.

2.2. Statement

Your proficiency plan must include a statement about the purpose and objectives of the plan.²

A good statement will say which:

- person(s) or organisation the plan applies to
- pilotage area is covered
- grades of licence are covered
- type of ships are covered.

Table 1: Difference between purpose and objectives

Purpose	Objectives
The reason why the plan exists, for example: 'To ensure ongoing competency of any pilot who holds a pilot licence in the pilotage area.'	Tasks or goals that will be accomplished, for example: 'Pilot licence holders keep their licences valid for use.'

Good proficiency plans could also include information about roles and responsibilities, and say who will do what for each task described in the plan.

² Required by Rule 90.107(a).

2.3. Minimum recent experience

All pilots must make a certain number of trips each year to maintain currency of their licence (minimum recent experience). The proficiency plan must state what the minimum recent experience requirements are for each grade of licence.³

Your proficiency plan should include the following information:

- the number of trips the pilot must make, and if any of these will be done using a simulator
- the number of proposed day trips and night trips, both in and out of port
- how often the trips will be made and how far apart they can be, for example, if there is a maximum length of time that is allowed to pass between trips
- any additional or unusual requirements for ship movements, for example, two-pilot operations.

See Section 2.7 for more information about simulators.

Pilots should be making regular trips to maintain their skills and knowledge. If a pilot is only making the minimum number of trips required, then it is good practice to spread these out so that they are exposed to a full range of weather and conditions.

2.4. Annual assessment

The proficiency plan must include information about the annual assessment.⁴ It must say:

- which pilotage tasks the pilot will successfully complete during the assessment. If these are different for each grade of licence, explain how
- who will carry out the assessment.

It should describe how the annual assessment will be done. This includes:

- how the pilotage tasks for the assessment will be decided, and who will be consulted when deciding these
- who will be told about the assessment, for example, the ship master and other relevant stakeholders
- which pilotage tasks will be carried out, and in what order (including if a simulator will be used)
- how assessment results will be recorded, and how feedback will be given to the pilot
- what happens if the pilot does not pass the assessment.

What is the annual assessment?

The annual assessment is a formal assessment of a pilot at work, by a suitably qualified and experienced person.

The assessment period should be the entire length of time the pilot is on the ship, including embarking and disembarking.

³ Required by Rule 90.107(b)(i).

⁴ Required by Rule 90.107(b)(ii).

During the assessment the pilot should carry out a range of pilotage tasks that reflect the requirements of their grade of licence. Appendix 1 shows which tasks could be carried out during the annual assessment. We also recommend reading the New Zealand Maritime Pilot Association's (NZMPA) Good Practice Guide for Pilots: www.maritimenz.govt.nz/content/commercial/ports-and-harbours/documents/good-practice-guide-for-pilots.pdf for information about skills and abilities that can be tested at the annual assessment, for example, thinking aloud.

If the pilot does not complete the assessment to the required standard, a number of things could happen, for example:

- reassessment, sometimes with a different assessor
- further training, then reassessment
- their licence is not renewed.

Good proficiency plans could also explain processes for reassessment, and how further training needs are identified.

Who can do the assessment?

The annual assessment must be done by a person who is suitably qualified and experienced to assess what the pilot is doing, and who holds a licence that is either:

- at least a grade higher than the pilot being reviewed, or
- the highest grade of licence for that pilotage area.

In some circumstances it may not be possible to find someone who meets these criteria to do the assessment, for example, if a new pilotage area has been established. If this happens, Rule 90.114 allows us to decide on an assessor. This could be a senior pilot from another port or an accredited navigation assessor. If you need to consult with us about this, or need our approval for an alternative assessor, please email: internationalshipping@maritimenz.govt.nz.

Providing feedback

Once the assessment is complete, it is important to provide feedback. Feedback should be given to the pilot at the end of the assessment, and it must be recorded in writing.

Feedback should:

- be related to the tasks that were carried out
- identify strengths and weaknesses
- confirm if the pilot has met the required standards
- recommend a course of action if the pilot has not met the required standards
- recommend areas for further training, if necessary.

Good proficiency plans could include an example of the assessment form that is completed by the assessor. This can be used to provide feedback to the pilot once the assessment has finished. An example of an assessment form is provided at Appendix 1.

What records are required?

You must keep a written record of the annual assessment. It must state the outcome of the assessment and if the pilot achieved the standards required.

See Section 4 for more information about recordkeeping.

2.5. Peer review

The proficiency plan must include information about the peer review process.⁵ This should cover:

- how often peer reviews are done
- how peer reviews are carried out
- how peer reviews will contribute to ongoing training and proficiency
- who can peer review
- under what circumstances a simulator may be used in the peer review.

What is a peer review?

A peer review is an informal observation of a pilot at work, by a peer. The observation period for a peer review should be the entire length of time the pilot is on the ship, including embarking and disembarking.

A peer review is not a formal assessment or examination. It is an opportunity for the pilot to receive honest and constructive feedback about their pilotage skills and capabilities in an environment where they can talk openly with the peer reviewer. There is no pass or fail, and you only need to record that the peer review has taken place.

How often is a peer review required?

Each pilot must have a peer review at least once a year. Ideally, the peer review takes place between annual assessments. For example, if the annual assessment takes place in November, the peer review would take place in or around May. Spacing the peer review and annual assessment this way means pilots have regular opportunities for feedback.

If more than one peer review takes place in a year – for example, if a pilot has requested additional feedback – the same principles of spacing reviews and assessments should be followed.

Who can peer review?

The peer reviewer should be someone who holds a pilot licence that is a grade equal to, or higher, than the person being reviewed. This could be a colleague pilot or a pilot from a different port. Pilots who have recently completed pilot training or pilotage courses are good candidates for peer reviewers because they can pass on up-to-date information about recent trends and learnings.

What records are required?

You must keep a record of each peer review that takes place. The record does not need to include what was discussed or details of the feedback the pilot was given. See Section 4 for more information about recordkeeping.

⁵ Required by Rule 90.107(b)(iii).

2.6. Continuing Professional Education and training

Your proficiency plan must include information about Continuing Professional Education (CPE) and refresher training.⁶

When a pilot applies to renew their licence, they must be able to show that they have completed a programme of CPE, including refresher training, within the last five years. The CPE programme must be described in the proficiency plan and it must meet the requirements of Rule 90.115, which are explained in this section.

The CPE programme should describe:

- what training will be provided
- how often the training will be provided
- how the training will be delivered.

Training may include the use of simulators. See Section 2.7 for more information.

CPE requirements

The CPE requirements in Rule 90.115 are the **minimum** requirements that pilots must complete over a five-year period. We strongly encourage pilots to complete CPE during this period that includes:

- an Advanced Maritime Pilot Training (AMPT) course or equivalent, and
- CPE each year, in at least one of the topics listed below (the aim should be for pilots to do CPE in each of these topics over the course of five years). This should help pilots stay up-to-date with changes and practices that affect how well – and safely – they can do their job.

Your CPE programme should also reflect the risks and challenges in the pilotage area and Port and Harbour Marine Safety Code (PHMSC) risk assessment. Individual training requirements will depend on the pilot's experience and the training they have already received. Good CPE programmes should explain how training needs will be assessed and prioritised for individual pilots.

Examples of how you could meet each CPE requirement are provided in Table 2 below (these would be in addition to an AMPT course or equivalent). Please note these are only examples; other ways of delivering CPE may be included in your proficiency plan. Appendix 2 provides information about other options for CPE that you can consider including. In particular, we strongly encourage additional CPE in:

- type-specific training for any new technology introduced into pilotage or port operations
- simulator training for new or larger vessels
- check pilot or assessment training.

We recommend reading the NZMPA 'Good Practice Guide for Pilots', which contains valuable information about the skills and knowledge pilots need:

<https://www.maritimenz.govt.nz/content/commercial/ports-and-harbours/documents/good-practice-guide-for-pilots.pdf>

⁶ Required by Rules 90.107(b)(iv),(v).

Table 2: CPE requirements

Bridge and navigational technology

Training to update pilots on developments in bridge and navigational technology must be provided.

Bridge and navigational technology can change quickly, so training should be provided when – or soon after – new technology or changes are introduced. Your proficiency plan should explain how pilots will be kept up-to-date with changes, for example:

- providing pilots with access to industry magazines
- attending relevant conferences
- maintaining membership of professional bodies like the Nautical Institute or the NZMPA
- completing simulator training using new bridge and navigational equipment.

Risk assessment and mitigation

Training in risk assessment and mitigation must be provided.

This could be through:

- simulator training in relevant risk assessment and mitigation tasks
- participating in a PHMSC risk assessment and Peer Review Panel.

Maritime laws and regulations

Training about changes or developments to any laws or regulations in the maritime industry must be provided.

Maritime laws and regulations may change at any time, so training should be provided when – or soon after – these changes occur. Your proficiency plan should explain how pilots will be kept up-to-date with changes and how these might affect pilotage practices, for example:

- attending Maritime NZ briefings
- attending relevant seminars and conferences
- issuing briefing notes to pilots on relevant changes.

Pilotage procedures refresher

Refresher training on pilotage processes and procedures must be provided.

This must include practicing emergency scenarios. This can be done through using either simulators or manned models, as emergency scenarios cannot be realistically practiced on a ship. See Section 2.7 for further information about use of simulators.

Communications

Training in communications, including any cultural considerations, must be provided.

Communications training should focus on strengthening pilots' communication skills, particularly how well they communicate with bridge personnel and deal with communication challenges. Training in this area should cover all aspects of bridge resource management, and passage planning.

Good communication is not just about how well a pilot can speak English. It is also about how well they can be understood by others, especially people who speak English as a second language. Some crew members may not be familiar with the New Zealand way of saying things – for example, “Just steer her a little bit to port,” so it is important that pilots use IMO Standard Marine Communications Phrases when giving instructions. Pilots also need to be aware of cross-cultural communication issues, for example formality, etiquette, and use of slang and humour.

Port and harbour safety management

Briefings about changes to relevant port or harbour safety management systems and risk assessments must be provided.

Changes to safety management and risk assessment in the pilots' port or harbour should be communicated as soon as possible. Your proficiency plan should explain how pilots will be kept up-to-date with changes. All of the following would contribute towards this requirement:

- circulars from the port company about the changes
- Maritime NZ safety bulletins
- participating in a PHMSC risk assessment.

Ideally, changes to safety management systems and risk assessments in ports and harbours should be communicated to pilots before they are implemented. This gives pilots an opportunity to have input into what is proposed, and keep up with anticipated changes.

2.7. Use of simulators

Full-mission bridge simulators are a useful tool for training and consolidating pilotage skills because they provide lifelike experiences that can be applied in real situations. Simulators also allow pilots to practice potential scenarios, for example, emergencies, in a safe and controlled environment.

Simulators may also be used for:

- recent experience (trips)
- annual assessments
- peer reviews

if it is impractical or impossible to carry these out on board a ship.⁷

Using simulators to meet recent experience requirements

Generally, full-mission bridge simulators can be used for up to 50% of recent trips to meet recent experience requirements. More than 50% of trips on a simulator may be approved if it is impossible to make enough journeys on a ship, for example, if there are not enough ships coming into the port or harbour in a year.

The proficiency plan should explain when and why simulators will be used. You should include the following information:

- where the simulator is based
- type of simulator that will be used, and any approved standard or certification that the simulator meets or has
- number and percentage of trips that will take place on a simulator to meet the recent experience requirements
- specific tasks that will be carried out using the simulator, and how effective the simulator is in creating a realistic environment for the pilot, including any limitations
- any training activities that a simulator will be used for, and the reasons why
- if the simulator will be used for the annual assessments or peer reviews, and the reasons why.

Approval to use simulators

When you submit your proficiency plan for approval, we will look at how you propose to use simulators. We may request changes or ask further questions about what is proposed before approving your proficiency plan, for example:

- how difficult it is to manoeuvre a ship in the pilotage area
- how realistic the simulator environment is
- the specific tasks to be carried out on the simulator
- if the pilot is making trips on ships in another pilotage area
- why the pilot cannot meet the recent experience requirements.

We need to be satisfied that it is not practical or possible to carry out these tasks on a ship, so it is important to provide sufficient information.

2.8. Recovering proficiency

Your proficiency plan must explain what you will do if a pilot has fallen behind on the annual requirements and has not:

- made enough trips in a year (to meet the recent experience requirements)
- had an annual assessment.⁸

⁷ Rule 90.81(4).

⁸ Required by Rule 90.107(c).

This could happen if a pilot is absent from duties for a prolonged period of time, for example, due to illness or extended leave.

It is up to the pilotage provider and the individual pilot to make sure that after a period of absence, each pilot is competent and fit-for-duty. Your proficiency plan needs to describe how this will happen. The specific requirements will depend on how long the pilot was absent for and why. One way you can do this is to explain what happens if the pilot has been absent for:

- six months
- 12 months
- more than 12 months. Usually if they are absent for more than two years they would need to reapply for their licence.

Examples of ways proficiency could be recovered are:

- the pilot has to make a number of supervised trips with a senior pilot
- the pilot has to pass an annual assessment, which could be more stringent than usual
- the pilot needs further training – in this case they may need a tailored training plan (the guidance on writing pilot training plans explains how to do this: maritimenz.govt.nz/pilotage).
- if the absence was due to illness they may need to get a certificate of medical fitness.

3. Amending a proficiency plan

Any major amendment to a proficiency plan must be approved by Maritime NZ first.

3.1. Making amendments

Amendments are either major or minor. Rule 90.105 explains the requirements for amending approved proficiency plans.

If you want to make a major amendment to your approved proficiency plan, we must approve the change before you make it. Minor amendments do not need to be approved. If you are not sure if you need an approval, please contact us for advice.

Table 3: Definitions of major and minor amendments

Major amendment	Minor amendment
A change that significantly alters the content of the proficiency plan.	A change that does not significantly alter the content of the proficiency plan.
For example:	For example:
<ul style="list-style-type: none">- changing the peer review process- changes to general CPE requirements- tailoring the proficiency plan for a specific individual or situation.	<ul style="list-style-type: none">- updating contact details- changes to administration procedures or arrangements- changes to the document formatting or style- addition of new reference material, for example, a new publication that is added to the required reading list.

3.2. Types of amendments

There are two types of major amendments which need our approval:

1. Any material change to your approved proficiency plan ('major amendment').
2. A plan tailored for a particular individual or temporary situation ('tailored amendment').

These are explained in more detail below.

Major amendments

This covers amendments that will change your approved proficiency plan. Your original plan will change, and these changes will apply to all pilots. This covers things like changes to the:

- peer review process

- assessment procedures
- CPE that all pilots must complete each year to meet the proficiency requirements.

Tailored amendments

These are changes that apply to a specific person or situation. For example, it may be difficult for a pilot to make enough trips to meet the recent experience requirements if there are not enough ships of a certain type or size (such as cruise liners) coming into port during the year. If this happens, you may need to make changes like:

- reducing the number of trips the pilot has to make
- increasing the number of trips they make on a simulator.

In other situations, changes to training courses might be necessary, for example, if a course is currently unavailable or cannot be accessed due to travel restrictions. This would be considered a temporary major amendment. Once a temporary amendment has been approved, it can be attached to your proficiency plan as an annex for as long as you need it to be in place. Temporary amendments can be set up with an expiry date, or can expire with the general plan.

3.3. Approval of amendments

You must get approval for any major amendment before you make the change. To apply for approval, complete the correct amendments form and submit it to us.

For approval of major amendments to your original proficiency plan, complete the 'Application form for pilotage – major amendments to a structured training programme or proficiency plan': maritimenz.govt.nz/pilotage

For approval of a tailored proficiency plan, complete the 'Application form for pilotage – major amendments to a structured training programme or proficiency plan': maritimenz.govt.nz/pilotage

In the form, you will need to provide us with the following information:

- details of what the proposed change is
- details of why the proposed change is required
- details of how the proposed change will affect the original proficiency plan (general amendments only)
- an assessment of any risks resulting from the change, and how these will be managed (general amendments only)
- confirmation that the harbourmaster, port operator, pilotage provider, and any other interested parties have been consulted on the proposed change.

Making changes to your proficiency plan will not affect its expiry date (the date the original approval was given until).

We may charge a fee for processing amendments. More details about charges can be found in the application forms.

4. Recordkeeping

Records of all completed trips, peer reviews, annual assessments, and training must be kept.

4.1. Why records are required

Pilots are responsible for keeping records of the trips and training they have done.

These records provide evidence of their competence, and show that they, and the pilotage provider, are complying with the proficiency plan.

We may request copies of these records when a pilot applies to renew their licence. Training records can also be audited, which means we could request these at any time.

Proficiency plans should include information about which records will be kept and for how long.

4.2. Content of records

Pilots must keep records of:

- all trips they have carried out in the pilotage area covered by the proficiency plan
- annual assessments they have completed
- their peer reviews
- courses, seminars, and conferences they have attended.

Records must state if a simulator was used.

It is good practice for pilotage providers to also keep records of training and pilotage tasks that pilots in their area have done. These records should include when assessments, refresher training, and licence renewal are due. This will help make sure pilots keep up-to-date with the proficiency plan requirements and identify those who need refresher training.

Table 4: Contents of records

Training/Proficiency task	Record required
Recent experience	<ul style="list-style-type: none"> - Name of pilot. - When the trip was made. - Berth and passage details such as arrival, departure, and berth shift. - Name of the ship. - Length, draught, and gross tonnage of the ship. - Time of day (darkness/daylight). - Weather conditions. - If a simulator was used.
Annual assessment	<ul style="list-style-type: none"> - Name of pilot. - Name of assessor. - Qualifications and experience of the assessor, including what pilot licence(s) they hold. - Location, time and date of the assessment, and the name of the ship it was conducted on. - Pilotage tasks that were completed. - Who was consulted about the tasks that were selected for the assessment. - Outcome of the assessment and if the pilot achieved the required standards set out in the proficiency plan. - If a simulator was used. - Notes about: <ul style="list-style-type: none"> o any areas where the pilot may benefit from further training o the pilot's technical proficiency o the pilot's relationship management and bridge resource management.
Peer review	<ul style="list-style-type: none"> - Name of pilot. - Name of peer reviewer. - Time and date of the peer review. - Location of the peer review and name of the ship it took place on. - If a simulator was used.
Courses, seminars, and conferences or other CPE	<ul style="list-style-type: none"> - When the training took place.

events attended

- Who delivered the training.
 - Summary of course contents.
 - Confirmation that the pilot attended the training.
-

5. Submitting your plan for approval

5.1. Application process

Once you have finished writing your proficiency plan, and completed the required consultation, you must submit it to us for approval.

Complete the application form

You must complete an application form and submit this with your proficiency plan. Application forms can be found at: maritimenz.govt.nz/pilotage

There are two application forms: one for approval of a structured training programme, and one for approval of a proficiency plan. Please make sure you complete the application form for approval of a proficiency plan.

Provide all the information

In the form you will find detailed instructions on how to complete it and where to send it. Please read the instructions carefully and make sure you include all of the required information before you submit your application.

Apply in time

Please submit your proficiency plan and application form at least two months before your current approval expires, so that we have enough time to review it, provide you with feedback (so that you can make any changes if necessary), and let you know our decision. It is critical that you do not allow your proficiency plan to expire. If your proficiency plan and training programme plan expire at the same time, you can send these to us together (however, they will be assessed separately and two separate approvals will be given). If you want to submit your proficiency plan and training programme together, you will need to complete both application forms.

5.2. Fees and payment options

There is a fee for your application. More information can be found in the application form, or on our website: maritimenz.govt.nz/fees

5.3. Approval of proficiency plan

Once we receive your complete application, we will assess it and make a decision within 20 working days. If we are unable to approve your training programme within this timeframe, we will provide regular progress reports.

Approvals will be given for a period of up to five years. The length of your approval will depend on how well your proficiency plan meets the requirements of Subpart F, which are explained in this guidance. If your proficiency plan is approved for less than five years, we will provide you with feedback so that you know which areas need further work or improvement.

Approving higher-quality plans for longer, and providing feedback about where improvements are needed, will support ports and pilotage providers to meet good practice standards, and promote safety of navigation.

5.4. More information

Part 90 of the Rules: <https://www.maritimenz.govt.nz/content/rules/part-90/default.asp>

New Zealand Maritime Pilots' Association Good Practice Guide for Pilots 2021:
<https://www.maritimenz.govt.nz/content/commercial/ports-and-harbours/documents/good-practice-guide-for-pilots.pdf>

For more information, or if you have any queries, please contact us at:
internationalshipping@maritimenz.govt.nz

Remember to include your contact details (email address and phone number).

Appendix 1: Example of annual assessment tasks and form

Pilot: _____

Date: _____

Task: Annual / Formal / External Assessment

Daytime / Night time (both)

Reason: _____

Assessor: _____

Position: _____

Ship		Arr/Dep/Shift	
Berth		Tugs	

Weather	Wind Dir/Spd		Swell Dir/Ht	
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	Yes	No	Comments
Section 1: Task preparation and transit			
- Checked for new Pilots Safety & Operational Notices before leaving office.			
- Checked berth, tides, side to and possible conflicts.			
- Pilot checked equipment and was wearing appropriate safety gear.			
- Discussed plan with observer.			
- Task briefing with the launch crew.			
- Monitored the approach of inward ship.			
- Communicated with ship and provided relevant instructions for a safe transfer.			
- Manoeuvred ship to create a safe boarding.			
- Pilot ladder checked for compliance pre and post-boarding.			
- Selected appropriate pilot boarding ground.			
- Managed traffic conflicts appropriately.			
- Appropriate selection of ladder side and boarding location.			
Section 2: On board			
- On arrival on the bridge, checked who is conning, the ship's course, speed, and immediate safety.			
- Received or asked for a pilot card.			
- Clearly presented a passage plan and covered all points (where relevant) on the M/P EX.			
- Advised the bridge team of other shipping movements which may affect the transit.			

- Briefed the bridge team and defined the responsibilities: lookouts / navigation / VHF / radar.			
- Provided ship with relevant documentation including security status of the port and berth plans.			
- Checked availability of anchors.			
- Requested that bridge team monitor (from chart or ECDIS) the passage and alert pilot of any deviation from track.			
- Asked whether the engines had been tested astern, as well as the operational status of other manoeuvring equipment.			
- Discussed Under Keel Clearance, any squat, and highlighted constraining depths and areas.			
- Made allowances for weather / traffic constraints.			
- Advised master of tidal influences.			
- Formally transferred the con (or method of integration into the bridge team).			
- Discussed short term contingency / emergency planning (for example, pilot retains con – master attends to failure or problem).			
- Became familiar with bridge layout and instrumentation.			
Section 3: Communications			
- Specified/ confirmed the pilot boarding / disembarking area and the time of boarding / disembarking.			
- Established a satisfactory rapport with the bridge team taking into consideration the prevailing culture and cultural differences on the bridge.			
- Followed the 'closed loop' principals of communication.			
- Communicated satisfactorily any changes or deviations to the passage plan.			
- Communicated orders clearly, concisely, and calmly.			
- Advised departure time of tugs.			
- Advised harbour control of changing VHF working channels.			
Section 4: Lines Handling			
- Discussed mooring/unmooring plan with master.			
- Established VHF communication with marine supervisor and discuss plans in good time.			
- Checked bridge marks and that berth was clear.			
- Communicated clearly and with standard orders.			

- Confirmed availability of line handlers, and the bridge mark and closed off communications with lines team on completion.			
Section 5: Tugs			
- Advised the tugs of proposed manoeuvre.			
- Tug connection speed appropriate for conditions.			
- Tugs informed of ships speed and connected in ample time.			
- Used tugs safely and efficiently.			
Section 6: Manoeuvring			
- Advised the master the time of making tugs fast.			
- Advised the master where the tugs are to be made fast and how they were going to be used.			
- Discussed the use / recovery of anchors in the proposed manoeuvre.			
- Prioritised 'first lines / last lines' and final mooring or singling up requirements.			
- Watched the helm and telegraph / revolution indicators.			
- Conducted debrief and discussed any matters raised by master / pilot.			
- Was the PPU used?			
Section 7: Ship handling			
- Situational awareness was monitored.			
- Economically and efficiently utilised helm and engines.			
- Ship always positioned safely and appropriately.			
- Economically and efficiently utilised tug power.			
- Had good sense of speed and position when manoeuvring.			
- Always gave clear and concise orders.			
- Utilised all the resources available in an effective manner.			

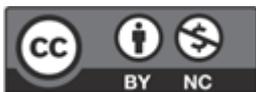
Comments:	
Outcome	PASS / FAIL
Assessor (sign):	Position:

APPENDIX 2: Pilot CPE options

Pilot CPE programmes can consist of different types of training. These options can make up a 'menu' from which the most appropriate training for a pilot is chosen. Courses and training could be provided by pilotage providers or external companies.

Some different types of training that could be offered to pilots as part of their ongoing education are listed below. These could be used alongside an AMPT (or equivalent) course.

- Assessor training.
- Attendance at relevant seminars or conferences.
- Azipod and other technical courses.
- Bridge Resource Management courses.
- Check pilot or navigational assessor training.
- Competency assessments as Tug Masters.
- Cultural communications.
- Electronic Chart Display and Information System courses delivered by maritime schools.
- Emergency Management training.
- Human behaviour training.
- Human factors training
- Leadership training.
- Manned model training.
- Participation in a PHMSC review panel.
- Participation in port Safety Management System reviews and risk assessment.
- Passage planning.
- Port Facility Security Officer training.
- Portable Pilot Unit courses.
- Risk assessment courses.
- Simulator training.
- The role of the PHMSC, and attendance at PHMSC forums.
- Visits to other ports.



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