



# Pilot training programmes

GOOD PRACTICE GUIDELINES

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PART 90 GUIDANCE: PILOTAGE TRAINING, EXAMINATIONS, AND ASSESSMENTS

Image credit: Dean Hardman  
Port Nelson pilot



**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government

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**MARITIME**  
NEW ZEALAND

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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
<b>Must</b>	Legal requirement that has to be complied with
<b>Should</b>	Recommended practice or approach

### Acknowledgements

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### 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/](http://maritimenz.govt.nz/rules/) to confirm that you are referring to the current version of this publication.

# 1. Introduction

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Anyone providing pilot training must have an approved structured training programme in place.

## 1.1. What this guidance is about

This guidance is about helping you write a structured training plan for a trainee pilot, 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](http://www.maritimenz.govt.nz/content/rules/part-90)

This guidance is not about writing or submitting a pilot proficiency plan. This is covered in a separate guidance document which you can access at: [maritimenz.govt.nz/pilotage](http://maritimenz.govt.nz/pilotage)

## 1.2. Who this guidance is for

This guidance is for a person, company, port operator, or pilotage provider delivering training to trainee pilots.

Pilots, or people interested in becoming a pilot, may also find this guidance helpful to understand the general training requirements.

## 1.3. What is a structured training programme?

A structured training programme:

- explains the skills and knowledge that trainees will obtain
- describes the training and study that trainees will do
- describes the assessment process
- describes roles and responsibilities.

A pilot training programme describes the training that a person needs to complete to obtain a pilot licence. It should cover all the training requirements from starting pilot training through the grades to an unlimited pilot licence.

The training programme that you submit to us for approval is a general programme which does not go into detail about individual pilots. You should be able to use the training programme as the basis for training and assessing the competency of any trainee pilots in your pilotage area. See Section 4.2 for information about what to do if you need to amend your training programme for a specific individual or circumstances.

Anyone delivering pilot training must have an approved structured training programme in place. All training and examinations must be carried out following the approved programme.

## **1.4. Why is a structured training programme required?**

Piloting ships is a skilled job involving high risks, which requires extensive training. Having an approved structured training programme in place:

- establishes a way of objectively assessing skills and knowledge
- ensures pilots have the skills and knowledge they need to provide safe pilotage services in their pilotage area
- means pilots around New Zealand follow a generally consistent training pathway to obtain a pilot licence, including higher grades of licence.

We approve training programmes for a period of up to five years. It is important to make sure your training programme stays up-to-date and has a current approval so that you can continue to deliver pilot training.

## **1.5. How to set out your training programme**

It is up to you how you set out your training programme 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 present this in a way that is logical. Following the order of the sections in this guidance will make it easier to complete the application form.

### **Using headings and tables**

Using numbered headings helps to describe the training pathway. For example, you could have a section for each grade of licence, each with its own heading and number.

Tables are a useful way of presenting information, for example, information about:

- privileges of each grade of licence
- skills and knowledge required for each grade
- training required for each grade
- competency assessment for each grade.

You can use the table examples in this guidance as a basis for presenting your training information.

### **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 legally without an approved proficiency plan).

## 1.6. Before you start

You should read through this guidance before you write your training programme. We also recommend you read through Subpart F of Part 90 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 training. These are: 90.101, 90.102, 90.103, 90.104, 90.105, 90.106, 90.112, 90.114.

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

Make sure you allow sufficient time to prepare the training programme and submit it to us for approval. See Section 7 for guidance about the approval process and timeframes. You must discuss your training programme with the harbourmaster and any other interested parties before you submit it for approval so make sure you allow time for this as well.<sup>1</sup> 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:

**Director** – the Director of Maritime New Zealand.

**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.

**LOA** – length overall.

**PEC holder** – a person who holds a current pilotage exemption certificate.

**Pilot** – a person who holds a current pilot licence for ships requiring 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.

**Trainee** – a person who is training to obtain a pilot licence. This could be their first licence or a higher-grade licence.

**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.

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<sup>1</sup> Required by Rule 90.102(1)(c).

## 2. Writing a structured training programme

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Describe how training is delivered and what trainees will be able to do once they complete their training.

### 2.1. General advice

Rule 90.106 of the Rules states what is required in a pilot training programme. These requirements are explained in this section.

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

#### Provide detailed information

When you write your training programme, for each grade of licence you need to clearly and fully describe:

- each skill and knowledge area that will be learnt and obtained
- how each skill and knowledge area will be learnt and obtained
- how competency in each skill and knowledge area will be assessed.

It should be clear how someone would progress from a first pilot licence through to an unlimited pilot licence. The more detail you provide, the more likely it is your programme will be approved. For example, when you describe the training you should include information such as:

- minimum number of trips the trainee will make
- conditions that will be experienced, for example, darkness/daylight, wind, swell
- different types of ships that will be piloted
- details of courses or other training trainees will do, for example, simulator training.

Appendix 1 shows good and poor examples of this, with assessment comments.

#### Reflect risks

As far as possible, trainees should be exposed to the full range of operating conditions they are likely to encounter on the job (for example, tides, weather, seasons, day/night). Your training programme should reflect the risks associated with your pilotage area and in your Port and Harbour Marine Safety Code risk assessment.

Your training programme should also identify different roles and responsibilities, and say who will do what for each element of the training.

The rest of this guidance explains what to include in your training programme.

## 2.2. Statement

You must include a statement about the purpose and objectives of the training programme.<sup>2</sup>

A good statement will include the:

- person(s) or organisation the programme applies to
- pilotage area covered
- berths covered by the pilotage area
- grades of licence covered
- type of ships covered.

Table 1: Difference between purpose and objectives

Purpose	Objectives
The reason why the programme exists, for example:	Tasks or goals that will be accomplished, for example:
'To ensure pilotage services contribute to the safety of navigation, the protection of the marine environment, and the efficiency of seaborne trade in our port.'	'Provide a standard for qualifying a person to be a pilot in our port.'

## 2.3. Knowledge areas

The table below shows all the areas your training programme must include.<sup>3</sup> If any of them are not applicable for your pilotage area, you should state 'N/A' (do not leave them out altogether).

Table 2: Knowledge areas that must be included in your training programme

Rule 90.106(2)	Knowledge area
<b>A</b>	Limits of local pilotage areas (as described in Appendix 1 Part 90).
<b>B</b>	Convention on the International Regulations for Preventing Collisions at Sea, 1972 (COLREGS) as amended, and also such other maritime and marine protection rules or bylaws that may apply to the area.
<b>C</b>	Systems of buoyage in the area.
<b>D</b>	Characteristics of the lights and their angles of visibility and the fog signals, racons and radio beacons and other electronic aids in use in the area.
<b>E</b>	Names and positions and characteristics of the light vessels, buoys, beacons, structures and other marks in the area.
<b>F</b>	Names and characteristics of the channels, shoals, headlands and points in the area.
<b>G</b>	Bridge and similar obstruction limitations including air draughts.

<sup>2</sup> Required by Rule 90.106(1)(a).

<sup>3</sup> Required by Rules 90.106(1)(b), 90.106(2), 90.106(3).

<b>H</b>	Depths of water throughout the pilotage area and adjacent waters, including tidal effects and similar factors.
<b>I</b>	General set, rate, rise and duration of the tides and use of the tide tables and any real-time and current data systems, if available, for the area.
<b>J</b>	Proper courses and distances in the area including (as applicable) alteration point and parallel index distances.
<b>K</b>	Anchorage in the area.
<b>L</b>	Ship handling for piloting, anchoring, berthing and unberthing, manoeuvring with and without tugs, and emergency situations.
<b>M</b>	Communications and availability of navigational information.
<b>N</b>	Systems of radio navigational warning broadcasts in the area and type of information likely to be included in any such warning.
<b>O</b>	Traffic separation schemes, vessel traffic services and similar vessel management systems in the area.
<b>P</b>	Bridge equipment and navigational aids.
<b>Q</b>	Use of radar and other electronic devices, and their limitations and capabilities as navigation and collision avoidance aids.
<b>R</b>	Manoeuvring behaviour of the types of ships expected to be piloted and the limitations imposed by particular propulsion and steering systems.
<b>S</b>	Factors affecting ship performance such as wind, current, tide, channel configuration, water depth, bottom, bank and ship interaction including squat.
<b>T</b>	Weather and environmental conditions of the area which may affect safe navigation.
<b>U</b>	Use and limitations of various types of tugs.
<b>V</b>	English language to a standard adequate to enable the pilot to express communications clearly.
<b>W</b>	IMO Standard Marine Communications Phrases (SMCP).
<b>X</b>	IMO Code for the Investigation of Marine Casualties and Incidents.
<b>Y</b>	Master-pilot relationship, pilot card, operational procedures.
<b>Z</b>	Pollution prevention.
<b>Aa</b>	Emergency and contingency plans for the area.
<b>Bb</b>	Safe embarking and disembarking procedures.
<b>Cc</b>	Any harbour safety management systems and risk assessment applicable to navigation in the pilotage area or harbour prepared by or on behalf of the regional council, the port operator or other relevant parties.
<b>Dd</b>	Knowledge of local bylaws or regulations relevant to navigation in the pilotage area.
<b>Ee</b>	Knowledge of the ISPS Code as it affects any port within the pilotage area.
<b>Ff</b>	Knowledge of the port infrastructure.
<b>Gg</b>	Any additional areas of knowledge relevant to pilot training, not included above, as recommended from time to time by the IMO.
<b>Hh</b>	Any other relevant knowledge in respect of the pilotage areas to which the structured training programme applies.

## Rule 90.106(3)

<b>A</b>	Training in human factors and Bridge Resource Management (BRM).
<b>B</b>	Training in dealing with unexpected or emergency situations during pilotage, including the exercising of emergency situations.

## 2.4. Grades of licence

You must describe the grades of licence covered in your training programme and the privileges of each grade.<sup>4</sup> For each grade, this could include information about:

- ship type
- ship size (LOA or tonnage) and/or draught
- any restrictions such as daylight only, or wind restrictions.

Include this information early on so that the scope of the training programme is clear.

## 2.5. Skills and knowledge trainees will learn and obtain

You must describe what trainees will learn as they go through the training programme.<sup>5</sup> This includes, for each grade of licence, the:

- skills they will learn and knowledge they will obtain
- tasks they will do
- standards they must meet.

It is important to be clear about the standard of skill and knowledge the trainee will need to learn and obtain for each knowledge area in your training programme. For example, when a trainee is learning about the uses and limitations of types of tugs, the training programme could say something like:

‘Trainee can deploy tugs to maximise their effectiveness and flexibility in line with the planned manoeuvre, and uses tug power efficiently.’<sup>6</sup>

We recommend reading the New Zealand Maritime Pilot’s Association (NZMPA) Good Practice Guide for Pilots: <https://www.maritimenz.govt.nz/content/commercial/ports-and-harbours/documents/good-practice-guide-for-pilots.pdf> which contains valuable information about pilot skills and knowledge.

## Focus on technical and non-technical skills

Pilots need both technical and non-technical skills and knowledge.

<sup>4</sup> Required by Rule 90.106(1)(e).

<sup>5</sup> Required by Rule 90.106(1)(d).

<sup>6</sup> NZMPA Good Practice Guide for Pilots 2021.

Table 3: Examples of technical and non-technical skills and knowledge

Technical	Non-technical
- Ship handling	- BRM
- Navigational aids and ship technology	- Situational awareness
- Maritime laws and codes	- Communication and cooperation
- Knowledge of the pilotage area	

Training programmes often fall down because they do not focus enough on non-technical or ‘soft’ skills. Training in how your port operates and related internal procedures is also likely to be relevant. It is important that you provide as much information about the non-technical parts of the training programme as the technical parts. Some examples of this are below.

**Example 1: IMO SMCP**

Judging how good someone is at communicating is not just about how well they speak English. Many training programmes do not go into enough detail about other communication skills a pilot needs, particularly how they use SMCP.

**Suggested approach:** 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 trainees use SMCP when giving instructions. The training programme should cover this.

**Example 2: Cultural awareness (human factors)**

Cultural awareness is part of effective communication and is sometimes overlooked in training programmes. Being aware of cultural differences is important because it helps to avoid misunderstandings. For example, in some cultures it is impolite to answer ‘No’ to a closed question such as ‘Do you understand ...?’ In this situation the ship master may answer ‘Yes’ even if they are unsure.

**Suggested approach:** Communications training should include understanding how people from other cultures may respond to certain questions or situations. Trainees should learn how to reframe questions or handle situations in a different way where necessary.

## 2.6. How skills and knowledge will be learnt and obtained

You must describe how the training will be delivered and how skills will be learnt and knowledge will be obtained.<sup>7</sup> Be as specific as possible. Include information about all the ways training will happen. For example:

- number of trips inwards and outwards
- if trips are supervised or observed

<sup>7</sup> Required by Rule 90.106(1)(c).

- types of conditions, ships, and berths that will be experienced (and how you will make sure these will reflect conditions the trainee is likely to experience once they are licensed)
- tests and assessments and who will conduct these
- simulator training, such as full-mission bridge, manned models, and desk top simulators. For example, training for emergency scenarios, as these cannot be realistically practised on a ship
- training courses, for example, Human Factors and BRM
- mentoring (if applicable)
- reading material or self-study
- an estimation of how long training will take.

See Appendix 1 for good and poor examples of how to describe training, with assessment comments.

You could organise this information by grade of licence so it is clear what a trainee needs to do for each grade. For each grade, you could explain:

- privileges
- skills to be learnt and knowledge to be obtained
- training to be completed to progress through the grade
- how you will know when the trainee is competent and has the skills and knowledge they need to get the next grade of licence.

An example of how you could bring this information together is shown below:

Table 4: Example of how to show training requirements by grade

Grade	Privileges	Skill / Knowledge area	Training required	Competency assessed by
1	Pilot ships of unlimited size.	<ul style="list-style-type: none"> <li>- Able to use PPU proficiently (Rule 90.106(1)(q)).</li> <li>- Enters ship's particulars, antenna offset position, selects a standard route.</li> <li>- Correctly interprets own ship information from display.</li> <li>- Creates and edits standard routes.</li> <li>- Updates charts and permits.<sup>8</sup></li> </ul>	<ul style="list-style-type: none"> <li>- Use of PPU on board ship.</li> <li>- Complete manufacturer's PPU familiarisation course.</li> </ul>	Senior pilot through onboard observation of correct PPU use.

<sup>8</sup> NZMPA Good Practice Guide for Pilots 2021.

## Prerequisites

It is important to identify any prerequisites in your training programme. Prerequisites are criteria that a person must meet before they can be accepted into a training programme, for example, English language proficiency or other requirements for employment. These are typically assessed as 'met' or 'not met'. We recommend you read Rule 90.41 'Application for pilot licence' when thinking about the minimum requirements for people entering a pilot training programme.<sup>9</sup>

### Medical fitness

Rules 90.41(1)(c) and 90.45(1)(a) require applicants for pilot licences to hold a medical certificate, and all pilots to maintain a level of medical fitness to that standard. These requirements are important because if they are not met, the pilot must stand down.

One way of dealing with these requirements is to incorporate them into your training programme as prerequisites. This means making sure that applicants meet the medical fitness requirements before they start training.

Ensuring medical fitness at the outset means it is much less likely to be an issue when applying for a pilot licence or working as a pilot.

## Right to decline training

From time to time, trainees may need a break in their training due to fatigue or other reasons. Your training programme should allow trainees to decline training if necessary, and explain how this will be managed so that they do not become too tired or too stressed to function as they usually would.

## 2.7. How progress will be assessed

Explaining the different tasks and training a trainee will do is one part of your training programme. You must also explain how you will know when a trainee has 'good enough' skills and knowledge to sit the examination. This is called competency assessment, see Section 3 of this guidance.

In your training programme, you must describe how you will assess trainees' progress during their training.<sup>10</sup> This includes information about:

- how regularly trainees will be assessed
- who will assess them
- what will they be assessed on and how. For example, a blank chart exercise to test navigation knowledge
- what 'competent' or 'not yet competent' looks like for each skill or knowledge area
- what happens if a trainee does not achieve the skills or competencies required
- how further training would be provided and how long this will take.

<sup>9</sup> Subpart C of Part 90: 'Pilot Licences' explains the process for applying for, and maintaining, a pilot licence. These requirements are not repeated here. To read the subpart in full, go to:

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

<sup>10</sup> Required by Rule 90.106(1)(g).

## **2.8. Other information to include**

Your training programme must also explain:

- How you will tailor training to account for prior experience.<sup>11</sup> See Section 4.2 of this guidance.
- Examination process.<sup>12</sup> See Section 5 of this guidance.

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<sup>11</sup> Required by Rule 90.106(f).

<sup>12</sup> Required by Rule 90.106(1)(h).

## 3. Competency assessment

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Training programmes should use a competency assessment approach.

### 3.1. What is competency assessment?

Competency assessment is the assessment of how well someone can do their job.

In a pilot training programme, a competency assessment approach means considering:

- each skill and knowledge area required for each grade of licence, and the performance criteria that trainees will be assessed against
- how each skill and knowledge area will be taught and obtained
- how competency in each skill and knowledge area will be assessed.

**A key principle of competency assessment is focusing on how well a person performs a task, not just the number of times they have done it.**

Training programmes should specify a minimum number of pilotage acts required for each skill and grade, but trainees still need to show they meet the required standard. For some, this may mean completing further training.

### 3.2. Using a competency assessment approach

Using a competency assessment approach will help you meet the requirements of Rule 90.106. It is much easier for us to understand your training programme and determine if it meets the requirements if it follows competency assessment principles. It is also an effective way of measuring trainees' skills and knowledge as they progress through their training.

Ways of assessing competency could be:

- looking at completed training logs, which show how many times a task has been practised
- observing the trainee and recording comments
- reviewing progress and regularly assessing skills and knowledge
- self-assessment, for example, through self-study
- through the examination process. See Section 5 of this guidance.

There are different ways you can think about competencies and how they will be measured. An example is shown in the table below.

Table 5: Example of competency framework

Competency (skill / knowledge)	How competency is obtained	Competency assessed by	Reference	Signed-off as completed
Adopt standard terminology (IMO SMCP) when communicating in the marine environment.	Self-study of IMO SMCP book.	Observation of correct usage onboard.	IMO SMCP book.	Signed and dated when the trainee has completed the training to a satisfactory standard.
Full knowledge of the: <ul style="list-style-type: none"> <li>- Aids to Navigation within the harbour.</li> <li>- Light characteristics.</li> <li>- Beacons.</li> <li>- Lead marks.</li> <li>- Overhead cables.</li> <li>- Anchor restricted areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Self-study of chart and sailing directions of the harbour.</li> <li>- Harbour familiarisation on pilot launch.</li> </ul>	<ul style="list-style-type: none"> <li>- Blank chart exam.</li> <li>- Oral questions when afloat.</li> </ul>	<ul style="list-style-type: none"> <li>- Navigational chart.</li> <li>- Sailing directions.</li> <li>- List of lights.</li> <li>- IALA NAVGUIDE.</li> </ul>	Signed and dated when the trainee has completed the training to a satisfactory standard.

Further information about putting together training programmes and competency assessment is available through 'Train the Trainer' courses which you can search for online.

The NZQA unit standard 4098 'Use standards to assess candidate performance' may also be useful for assessors. See <https://www.nzqa.govt.nz/nqfdocs/units/pdf/4098.pdf>

You could also consider navigational assessor training for assessors.

## 4. Amending a training programme

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Any major amendment to a training programme must be approved by Maritime NZ first.

### 4.1. Making amendments

Amendments are either major or minor. Rules 90.105 and 90.106(1)(f) explain the requirements for amending approved training programmes.

If you want to make a major amendment to your approved training programme, 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 6: Definitions of major and minor amendments

Major amendment	Minor amendment
<b>A change that significantly alters the content of the training programme.</b>	<b>A change that does not significantly alter the content of the training programme.</b>
For example:	For example:
<ul style="list-style-type: none"><li>- changes to grades of licence</li><li>- changes to examination procedures</li><li>- changes to number or nature of tasks to be completed as part of the training programme</li><li>- tailoring the training programme for a specific individual or situation.</li></ul>	<ul style="list-style-type: none"><li>- updating contact details</li><li>- changes to administration procedures or arrangements</li><li>- changes to the document formatting or style</li><li>- addition of new reference material, for example, a new publication that is added to the required reading list.</li></ul>

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### 4.2. Types of amendments

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

1. Any material change to your approved structured training programme ('major amendment').
2. A programme 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 training programme. Your original programme will change, and these changes will apply to all trainees. This covers things like changes to:

- licence grading
- the number and nature of tasks that must be completed to progress through the training
- examination procedures.

### **Tailored amendments**

These are changes that apply to a specific person or situation. You may need to tailor your standard training programme, for example, if:

- a pilot is returning to duty after an extended period of absence and needs to do some training (beyond that already covered in your training and proficiency plan) to recover proficiency
- an experienced pilot is transferring from another port
- you need to make temporary changes to your training programme to allow for unforeseen circumstances, such as Covid-19. Once this change has been approved it can be attached to your training programme 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 programme.

Your standard training programme must describe how you will assess prior knowledge and experience so that you can create a tailored training programme if necessary.<sup>13</sup> Usually this would be done by assessing the pilot's skills and considering things like:

- how extensive is the pilot's prior ship handling experience?
- how recent is their ship handling experience?
- how much local knowledge do they have?
- what types of ships have they worked on?
- what conditions might they now face that they did not before?
- how long have they been absent from duty, and why (if training is needed to bring a pilot back into proficiency)?

Changes for an individual will depend on the situation but could include things like:

- reducing the number of supervised or assessed trips a trainee with prior experience needs to make
- making trips on ships only of a certain size or type.

Because every trainee must demonstrate they have the skills and knowledge to get a pilot licence, we would not expect the examination process to be significantly tailored, even for trainees with prior experience.

### **4.3. 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 training programme, complete the 'Application form for pilotage – major amendments to a structured training programme or proficiency plan':

[maritimenz.govt.nz/pilotage](http://maritimenz.govt.nz/pilotage)

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<sup>13</sup> Required by Rule 90.106(f).

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

## 5. Examinations

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Trainees must pass an examination before they can apply for a pilot licence. Examination procedures must be explained in your training programme.

### 5.1. Requirements for examinations

Once a trainee has completed their training, they must pass an examination before they can apply for a pilot licence. Rule 90.112 states the requirements for examinations. It is important that candidates are not put forward for any part of the examination until they are ready.

Your training programme must describe the examination procedures,<sup>14</sup> including:

- what will happen, when, and how long each part of the examination is likely to take
- how it will happen, and the standards that candidates need to achieve
- who will do each part of the examination.

### Examination for a first pilot licence

The examination for a first pilot licence must include the following three parts:

#### 1. Practical assessment

This tests the candidate's practical pilotage skills on board a ship.

#### 2. Written assessment

The candidate must complete a blank chart of the pilotage area. A marking scheme should be prepared that:

- identifies what chart information must be completed
- states the pass criteria and where marker's discretion may be applied
- identifies which information about the pilotage area is critical to know – for example, the position of a dangerous rock – and which is nice to know – for example, information that helps a trip run smoothly such as an alternative VHF channel.

Other written questions could be included to test knowledge of topics such as:

- applicable rules
- local bylaws
- operating requirements
- seamanship.

#### 3. Oral questions

The oral questions are usually the last part of the examination because they often ask the candidate about what they did in the practical and written assessments. A panel of at least three people must ask

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<sup>14</sup> Required by Rule 90.106(1)(h).

the candidate questions for the oral examination. They should follow a structured approach. This means:

- having a menu of topics to be covered in the questions
- providing guidance to the panel on the standard of answers required, so their assessment is as consistent and objective as possible
- having defined roles for each panel member so they know which questions to ask and they understand how the assessment will run.

The panel makes the final recommendation to us about whether the candidate has completed all three parts of the examination well enough to apply for a pilot licence.

## Examination for a higher-grade pilot licence

The examination does not need to include the written part.

Oral questions can be asked by a panel of two people (the harbourmaster and a senior pilot holding the highest grade of licence for the pilotage area).

### 5.2. Who can examine?

Your training programme must say who will assess each part of the examination.

The people who should assess each part of the examination are shown below. Examinations are generally overseen by the harbourmaster under delegation from the Director of Maritime NZ.<sup>15</sup> In this role, the harbourmaster is effectively exercising the powers of the Director, so they need to be satisfied that the candidate has met all the training requirements.

Table 7: Assessors for examination

Part	Assessed by
Practical assessment	<p>A senior pilot who:</p> <ul style="list-style-type: none"> <li>- holds the highest grade of licence for the pilotage area</li> <li>- has not directly supervised the candidate's training</li> <li>- has been approved by the harbourmaster to do the assessment.</li> </ul> <p>The pilot carrying out the assessment should be independent of the areas being assessed and not have had direct oversight of the candidate's training, unless this is impracticable due to the size and nature of the pilotage involved (see 'Alternative Examiners' below).</p>
Written assessment	<p>Conducted in a formal examination setting, and overseen by an appropriate person, for example, the harbourmaster, or other suitably qualified person.</p>
Oral questions and	<p>A panel of at least three people including:</p>

<sup>15</sup> Where the harbourmaster does not have this delegation, the Director may approve another suitable delegate.

- final recommendation
- the harbourmaster, provided they have the appropriate delegation from Maritime NZ (if they do not, then a suitable person with the delegation must be present, for example, the deputy harbourmaster)
  - a senior pilot holding the highest grade of licence for the pilotage area
  - a suitably experienced pilot or PEC holder for the pilotage area (or from another pilotage area if the harbourmaster and senior pilot have sufficient local knowledge between them).
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### **Alternative examiners**

In some circumstances, for example, a smaller port with few pilots, appropriately experienced and qualified people may not be available for the examinations. If this happens, Rule 90.114 allows us to approve other people with relevant knowledge and experience, such as an accredited navigation assessor. If you need to consult with us about this, or need our approval for an alternative examiner, please email: [internationalshipping@maritimenz.govt.nz](mailto:internationalshipping@maritimenz.govt.nz)

### **5.3. Panel recommendation**

If the candidate passes the examination, the panel then recommend to us that they can be issued with a pilot licence. The recommendation is sent (in writing) from the harbourmaster to the candidate; the candidate then submits this to Maritime NZ as part of their application for a pilot licence.

If the candidate does not pass the examination, the panel should identify areas for improvement and suggest any further training or study that the candidate needs to do before they can re-sit the examination.

The panel can also make recommendations to us about whether a licence should be issued with restrictions or conditions, for example, limited to daylight hours. These types of conditions would only apply to the licence holder and would need to be approved by us.

## 6. Recordkeeping

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For each trainee, keep records of all completed training and examinations.

### 6.1. Need to keep records

The trainee and the pilotage provider are responsible for keeping training records.

Training records provide evidence that training is being delivered in accordance with the approved training programme, and the trainee has completed all training and examinations required to obtain a pilot licence. Records may be requested by:

- the examination panel, to determine if a candidate has completed the training to the required standard
- us, when assessing an application for a pilot licence.

Your training programme should explain:

- which records will be kept
- the format of the records
- how long they will be kept.

If you do not keep sufficient training records, you may be unable to demonstrate that trainees have the skills and competencies required for a pilot licence.

### 6.2. Content of records

Pilotage providers can use their own in-house recordkeeping systems to keep track of training. The format of those records is up to you but you should make sure that, at a minimum, records of trips include:

- when the trip was made
- berth and passage details such as arrival, departure, and berth shift
- name of the ship
- ship size (LOA or tonnage) and/or draught
- time of day (darkness/daylight)
- weather conditions
- if a simulator was used
- if the trip was supervised or assessed.

## 7. Submitting your training programme for approval

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### 7.1. Application process

Once you have finished writing your training programme 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 training programme. Application forms can be found at: [maritimenz.govt.nz/pilotage](http://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 structured training programme.

#### 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 training programme 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 training programme to expire. If your training programme and proficiency 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 training programme and proficiency plan together, you will need to complete both application forms.

### 7.2. 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](http://maritimenz.govt.nz/fees)

### 7.3. Approval of training programme

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 training programme meets the requirements of Subpart F, which are explained in this guidance. If your training programme 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 programmes 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.

## **7.4. More information**

Part 90 of the Maritime Rules (this contains both Subpart C and Subpart F):

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

NZQA unit standard 4098 'Use standards to assess candidate performance':

<https://www.nzqa.govt.nz/nqfdocs/units/pdf/4098.pdf>

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: Examples of good and poor descriptions of training

**Notes to table:** In this example Grade 1 is the entry level grade. Numbers are indicative only.

Good description	Poor description																								
<p>For the next 200 full movements, the pilot will conduct their own pilotage on ships inwards and outwards, subject to weather, ship type and berth requirements. Duties will be arranged so that the new pilot can get maximum consolidation of training with a gradual emphasis on greater responsibility.</p> <p>As part of the continuing assessment process, training pilots will take observation trips at the completion of this period to assess consolidation and will report on the trainee's progress before being cleared for Grade 2.</p> <p>The Pilot Training Grade 2 Task Sheet must be completed prior to examination which together with the pilot training record will serve as written evidence for the examination board before an oral examination is attempted.</p>	<p>To get to the second stage of training the trainee must show they have satisfactory skills and knowledge and they have completed a number of supervised trips in a range of conditions.</p> <p>Assessment of the trainee's competency will take place during the training.</p> <p>When the trainee has completed the training and passed the examination, they will be recommended for a pilot licence.</p>																								
<table border="1"> <thead> <tr> <th>Pilot Training Grade 1 to Grade 2</th> <th>Trainee Signature</th> <th>Pilot Signature</th> </tr> </thead> <tbody> <tr> <td><i>Minimum 200 tasks</i></td> <td></td> <td></td> </tr> <tr> <td><b>Minimum 50 tasks in darkness</b></td> <td></td> <td></td> </tr> <tr> <td><b>Minimum 25 supervised Grade 2 tasks</b></td> <td></td> <td></td> </tr> <tr> <td><b>10 Supervised arrivals into port</b></td> <td></td> <td></td> </tr> <tr> <td><b>10 Supervised PCC arrivals</b></td> <td></td> <td></td> </tr> <tr> <td><b>2 Supervised PCC turn off the berth</b></td> <td></td> <td></td> </tr> <tr> <td><b>5 Formal Assessments on Grade 2 tasks</b></td> <td></td> <td></td> </tr> </tbody> </table>	Pilot Training Grade 1 to Grade 2	Trainee Signature	Pilot Signature	<i>Minimum 200 tasks</i>			<b>Minimum 50 tasks in darkness</b>			<b>Minimum 25 supervised Grade 2 tasks</b>			<b>10 Supervised arrivals into port</b>			<b>10 Supervised PCC arrivals</b>			<b>2 Supervised PCC turn off the berth</b>			<b>5 Formal Assessments on Grade 2 tasks</b>			
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<p><b>Comment:</b> This information explains the training that needs to be completed to progress from one grade of licence to the next. It provides information about the assessment process and how the provider will determine if the trainee is ready to go forward for their examination.</p>	<p><b>Comment:</b> This information is insufficient because it does not describe how the training will be delivered. For example, there is no minimum number of passages to be undertaken and no information about experiencing a range of conditions. It is not clear how the competency assessment will be done – what will be achieved, who will do it, and how they will decide if standards have been met.</p>																								



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