



# PEC training programmes and proficiency plans

GOOD PRACTICE GUIDELINES

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PART 90 GUIDANCE: PILOTAGE TRAINING, EXAMINATIONS, AND ASSESSMENTS



**Te Kāwanatanga o Aotearoa**  
New Zealand Government

Nō te rere moana Aotearoa  
 **MARITIME**  
NEW ZEALAND

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### 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

Maritime New Zealand would like to thank and acknowledge the stakeholders who contributed to the development of this guidance, in particular Port Otago, 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/](http://maritimenz.govt.nz/rules/) to confirm that you are referring to the current version of this publication.

# **PART A - INTRODUCTION**

# 1. Introduction

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This guidance is about helping you write a training programme for obtaining a pilotage exemption certificate, and a proficiency plan for maintaining it.

## 1.1. How to read this guidance

This guidance is in three parts:

### **PART A: INTRODUCTION**

This part explains the general requirements for writing your training programme and proficiency plan, and the application and approval processes.

### **PART B: PILOTAGE EXEMPTION CERTIFICATE STRUCTURED TRAINING PROGRAMME**

This part explains the requirements for a Pilotage Exemption Certificate (PEC) structured training programme, including making amendments to a training programme, and recordkeeping.

### **PART C: PILOTAGE EXEMPTION CERTIFICATE HOLDER PROFICIENCY PLAN**

This part explains the requirements for a PEC holder proficiency plan, including making amendments to a proficiency plan, and recordkeeping.

You should read through this guidance before you write your training programme and proficiency plan.

We also recommend you read through Part 90 Subpart F of the Maritime Rules ('the Rules'):

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

Some parts of Subpart F apply to pilots, some apply to PEC holders, and some apply to both. When you read the Rules, be careful to pay attention to those that apply to PEC holders. These are: 90.101, 90.102, 90.103, 90.104, 90.105, 90.109, 90.110, 90.111, 90.113, 90.114.

## 1.2. What this guidance is about

This guidance is about helping you write and submit to Maritime New Zealand a:

- structured training programme for a ship master or first mate to get a PEC
- proficiency plan for a PEC holder.

It will help you comply with Subpart F of Part 90 of the Rules.

The table below shows the difference between a training programme and a proficiency plan.

Table 1: Difference between a training programme and a proficiency plan.

| Training programme  | Proficiency plan   |
|---|--|
| Describes the training that a ship master or first mate needs to do to obtain a PEC, or an endorsement for a PEC. | Describes how the PEC holder will maintain their skills and knowledge once they have obtained their PEC. It should cover a five-year period. |

### 1.3. Who this guidance is for

PEC training programmes and proficiency plans can be developed and owned by a port, regional council, or shipping operator. This guidance is for any port, regional council, or shipping operator that is responsible for:

- setting the training and standards a ship master or first mate needs to meet to obtain a PEC
- the ongoing proficiency and competence of PEC holders.

People interested in becoming a PEC holder, and existing PEC holders, may also find this guidance helpful to understand the general training and proficiency requirements.

### 1.4. How to set out your training programme and proficiency plan

It is up to you how you set out your training programme and proficiency plan, but they should be clear and easy to follow. You can submit your training programme and proficiency plan separately, or you can combine your training programme and proficiency plan in one document as long as you clearly separate each part.

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 forms.

#### Using headings and tables

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

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

- skills and knowledge required
- training to be completed
- how progress will be assessed.

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

## **1.5. Application process**

Make sure you allow sufficient time to prepare the training programme and proficiency plan and submit them to us for approval. You must discuss your training programme and proficiency plan with the harbourmaster and any other interested parties before you submit them 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 in your application.

### **Complete the application forms**

There are two application forms: one for approval of a structured training programme, and one for approval of a proficiency plan. You must complete both application forms and submit these with your training programme and proficiency plan. Application forms can be found at: [maritimenz.govt.nz/pilotage](http://maritimenz.govt.nz/pilotage)

### **Provide all the information**

In each 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 proficiency plan to us at least two months before your current approval expires, so that we have enough time to review them, 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 or proficiency plan to expire.

## **1.6. 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)

## **1.7. Approval of training programme and 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 or proficiency plan within this timeframe, we will provide regular progress reports.

We will assess and approve your training programme and proficiency plan separately. Approvals will be given for a period of up to five years. The length of each approval will depend on how well your training programme/proficiency plan meets the requirements of Subpart F, which are explained in this guidance. If your training programme/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 programmes and plans for longer, and providing feedback about where improvements are needed, will support ports, regional councils, and shipping operators to meet good practice standards, and promote safety of navigation.

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



## 1.8. More information

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).

## 1.9. 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** – pilotage exemption certificate.

**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.

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

**Shipping operator** – a company that owns and operates ships and, for the purposes of this guidance, runs services that require a pilotage exemption certificate.

**Trainee** – a person who is training to obtain a PEC or an endorsement for a PEC.

# **PART B - PEC STRUCTURED TRAINING PROGRAMME**

In this section:

- 2 Purpose of a structured training programme
- 3 Writing a training programme
- 4 Amending a training programme
- 5 Recordkeeping

## 2. Purpose of a training programme

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Anyone who wants to obtain a PEC must complete a structured training programme.

### 2.1. What is a structured training programme?

A structured training programme:

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

A PEC training programme describes the training that a master or first mate needs to complete to obtain a PEC for a named ship (or ships) in a particular pilotage area. This includes training to get an endorsement for a PEC.

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

### 2.2. Why is a structured training programme required?

PEC holders are responsible for safely navigating ships through – sometimes multiple – pilotage areas. This is a skilled job involving high risks, which requires training. Having an approved structured training programme in place:

- establishes a way of objectively assessing skills and knowledge
- ensures PEC holders have the skills and knowledge they need to safely navigate through the pilotage area(s)
- means ship masters and first mates around New Zealand follow a generally consistent training pathway to obtain a PEC.

We approve PEC 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 PEC training.

## 3. Writing a structured training programme

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All training and assessments must be carried out following the approved structured training programme.

### 3.1. General advice

Rule 90.109 of the Rules states what is required in a PEC training programme. These requirements are explained in this section.

#### Reflect risks

Training to obtain a PEC is mostly focused on obtaining a good knowledge of the port and pilotage area where the PEC is required.<sup>2</sup> Typically, this is done through study of the navigational charts and associated publications (for example, 'Sailing Directions', 'List of Lights'), and completing a number of trips in and out of the harbour or berth(s) in a range of conditions.

The training programme should cover knowledge of the pilotage area and the conditions under which a PEC holder can navigate without a pilot. Trainees should experience the range of operating conditions they are likely to encounter on the job, for example, tides, a range of meteorological conditions, day/night. Your training programme should reflect the risks associated with the pilotage area and in its Port and Harbour Marine Safety Code risk assessment.

#### Provide detailed information

When you write your training programme, 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.

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 in and out the trainee will make
- conditions that will be experienced, for example, darkness/daylight, wind, swell
- information about study or other training, for example, simulator training.

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

#### Cover a range of scenarios

Sometimes, a wide range of ships are covered by the PEC system within one pilotage area. In these situations, the training programme may need to be worked through in stages, with fewer requirements for trainees working on smaller or lower-risk ships.

Your training programme should clearly outline which parts of the training are applicable to a trainee who:

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<sup>2</sup> The ship master or first mate will already have experience handling the ship unless a new ship is being added to a PEC. See Section 3.8 for more information.

- does not currently hold a PEC
- holds a PEC for the same ship in a different pilotage area
- holds a PEC for the pilotage area and wants to add a ship.

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

### 3.2. Statement

You must include a statement about the purpose and objectives of the training programme.<sup>3</sup>

A good statement will include the:

- port or company the training programme is for
- type (and name) of ship or ships covered (if applicable)
- pilotage area covered (if applicable, as sometimes PECs are only issued for specific berths within a pilotage area)
- berths covered.

Table 2: Difference between purpose and objectives (training programme)

| Purpose  | Objectives   |
|--|--|
| <p>The reason why the programme exists, for example:</p> <p>'To describe the training process for masters and first mates to obtain the skills and knowledge they need to safely navigate a ship without a pilot in our port.'</p> | <p>Tasks or goals that will be accomplished, for example:</p> <p>'Provide a standard for qualifying a master or first mate to obtain a PEC in our port.'</p> |

### 3.3. Limitations and restrictions

Usually, a PEC is issued for a named ship or ships in one pilotage area. You must describe the type of ship(s) the PEC may be obtained for,<sup>4</sup> for example:

- name of the ship (if applicable)
- type of ship
- maximum size of ship (LOA or tonnage) and/or draught
- any other limitations or restrictions such as daylight only, or restrictions around use of tugs.

<sup>3</sup> Required by Rule 90.109(1)(a).

<sup>4</sup> Required by Rule 109.9(1)(b).

### 3.4. Knowledge areas

The table below shows all the areas your training programme must include.<sup>5</sup> If any of them are not applicable, you should state 'N/A'. Do not leave them out altogether.

Table 3: 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>        | Systems of buoyage in the area.   |
| <b>c</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>d</b>        | Names and positions and characteristics of the light vessels, buoys, beacons, structures and other marks in the area.   |
| <b>e</b>        | Names and characteristics of the channels, shoals, headlands and points in the area.  |
| <b>f</b>        | Bridge and similar obstruction limitations including air draughts.  |
| <b>g</b>        | Depths of water throughout the pilotage area and adjacent waters, including tidal effects and similar factors.  |
| <b>h</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>i</b>        | Proper courses and distances in the area including (as applicable) alteration point and parallel index distances.   |
| <b>j</b>        | Anchorage in the area.  |
| <b>k</b>        | Ship handling for piloting, anchoring, berthing and unberthing, manoeuvring with and without tugs (as applicable), and emergency situations.  |
| <b>l</b>        | Communications and availability of navigational information.  |
| <b>m</b>        | Systems of radio navigational warning broadcasts in the area and type of information likely to be included in any such warning.   |
| <b>n</b>        | Traffic separation schemes, vessel traffic services and similar vessel management systems in the area.  |
| <b>o</b>        | Weather and environmental conditions of the area which may affect safe navigation.  |
| <b>p</b>        | Use and limitations of various types of tugs.   |
| <b>q</b>        | Pollution prevention.   |
| <b>r</b>        | Emergency and contingency plans for the area.   |
| <b>s</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>t</b>        | Knowledge of local bylaws or regulations relevant to navigation in the pilotage area.   |
| <b>u</b>        | Any other relevant knowledge in respect of the pilotage areas to which the structured training programme applies.   |

<sup>5</sup> Required by Rules 90.109(1)(c) and 90.109(2).

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

You must describe what trainees will learn as they complete the training.<sup>6</sup> This includes information about the:

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

The skills and knowledge trainees will obtain should be covered by the areas listed in Table 3. You can include additional knowledge areas in your training programme, for example, knowledge of:

- port operating procedures
- sailing directions
- relevant parts of the Rules.

Your training programme should also include knowledge of the master's obligations and the reporting protocol for the pilotage area, which are covered in Rules 90.25 and 90.65(c),(d).

Try to be as clear as you can about the standard of skill and knowledge the trainee will need to obtain for each of the knowledge areas in your training programme. Some examples are shown in the table below.

Table 4: Examples of knowledge areas

| Skill / Knowledge area  | Standard to be achieved   |
|---|---|
| Anchorage in the area<br>(Rule 90.109(2)(j))  | Knows where recommended anchorage areas are and can locate these on the navigational chart and point them out when afloat.  |
| Weather and environmental conditions of the area which may affect safe navigation.<br>(Rule 90.109(2)(o)) | <ul style="list-style-type: none"><li>- Understands how weather conditions may affect ship.</li><li>- Uses harbour control to get further information about the weather, where required.</li><li>- Can handle the ship safely in a range of weather conditions.</li></ul> |

<sup>6</sup> Required by Rule 90.109(1)(e).

### 3.6. 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, and include information about all the ways training will happen. For example:

- initial training, such as familiarisation with the port and study of the navigational chart
- minimum number of trips in and out, and whether these will take place in daylight or darkness
- if trips are supervised or observed
- types of conditions 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 a PEC holder)
- tests and assessments, and who will conduct these
- simulator training, for example, if a range of conditions cannot be practised on the ship. See Section 7.8 of this guidance for information about using simulators
- mentoring (if applicable)
- reading material or self-study, for example, knowledge of local bylaws
- an estimation of how long training will take.

Table 5: Example of how to show training required

| Skill / Knowledge area  | Standard to be achieved   | Training required   |
|---|---|---|
| Anchorage in the area<br>(Rule 90.109(2)(j))  | Knows where recommended anchorage areas are and can locate these on the navigational chart and point them out when afloat.  | <ul style="list-style-type: none"> <li>- Self-study of chart and sailing directions of the harbour.</li> <li>- Harbour familiarisation (xx number of trips in and out)</li> </ul> |
| Weather and environmental conditions of the area which may affect safe navigation.<br>(Rule 90.109(2)(o)) | <ul style="list-style-type: none"> <li>- Understands how weather conditions may affect ship.</li> <li>- Uses Harbour Control to get further information about the weather, where required.</li> <li>- Can handle the ship safely in a range of weather conditions.</li> </ul> | <ul style="list-style-type: none"> <li>- xx number of trips in and out in a range of conditions (these should be specified).</li> </ul>   |

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

<sup>7</sup> Required by Rule 90.109(1)(d).



## 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'.

Rules 90.61(1)(b),(c) state that applicants for PECs must:

- hold a current certificate of competency that allows them to be the master of the ship (or ships) which the PEC is for, and
- hold a current certificate of medical fitness.

We recommend you incorporate these requirements into your training programme as prerequisites.

Subpart D of Part 90 'Pilotage Exemption Certificate' explains the process for applying for, and maintaining, a PEC. These requirements are not repeated here. To read this subpart in full, go to: [www.maritimenz.govt.nz/content/rules/part-90](http://www.maritimenz.govt.nz/content/rules/part-90)

## 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 stressed to function as they usually would.

## 3.7. 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 describe how you will assess trainees' progress during their training, and how you will know when they have 'good enough' skills and knowledge to sit the examination.<sup>8</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.

Assessment of progress can take place at key stages in the training, for example, when a trainee is due to move from supervised trips to observed trips.

Ways of assessing progress could be by:

- looking at completed training logs, which show how many times a task has been practised

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<sup>8</sup> Required by Rule 90.109(f).

- 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 3.9 for information about examinations.

Some examples are shown in the table below.

Table 6: Examples of training and assessment

| Skill / Knowledge area  | Standard to be achieved   | Training required  | Assessed by   |
|---|---|--|---|
| Anchorage in the area<br>(Rule 90.109(2)(j))  | Knows where recommended anchorage areas are and can locate these on the navigational chart and point them out when afloat.  | <ul style="list-style-type: none"> <li>- Self-study of chart and sailing directions of the harbour.</li> <li>- Harbour familiarisation (xx number of trips in and out).</li> </ul> | <ul style="list-style-type: none"> <li>- Blank chart exam.</li> <li>- Oral questions when afloat.</li> </ul>  |
| Weather and environmental conditions of the area which may affect safe navigation.<br>(Rule 90.109(2)(o)) | <ul style="list-style-type: none"> <li>- Understands how weather conditions may affect ship.</li> <li>- Uses Harbour Control to get further information about the weather, where required.</li> <li>- Can handle the ship safely in a range of weather and tidal conditions.</li> </ul> | <ul style="list-style-type: none"> <li>- xx number of trips in and out in a range of conditions (these should be specified).</li> </ul>  | <ul style="list-style-type: none"> <li>- Observation on board in a range of different weather and tidal conditions.</li> <li>- Oral questions regarding unusual weather and tidal effects in the port.</li> </ul> |

### 3.8. Endorsements

Your training programme should explain what training is required to add an endorsement to a PEC. An endorsement can be for an additional pilotage area(s) and for an additional ship(s).

#### Adding a pilotage area

If a PEC holder wants to add a pilotage area, they must complete the training programme, pass the examination, and be approved by the harbourmaster for that area. This should be made clear in the training programme.

## Adding a ship

It is the shipping operator's responsibility to make sure PEC holders are properly trained and familiarised with new ships. The amount of training required will depend on the particular ship and circumstances. Usually, training to add a ship would:

- be to the satisfaction of the harbourmaster
- require the trainee to complete a number of trips on that ship
- require the trainee to pass an assessment on the new ship.

This should be covered in the training programme.

To add a ship to a PEC, the PEC holder must be able to show that they have completed the training required for the pilotage area **and** the ship.

## 3.9. Examinations

Once a trainee has completed their training, they must pass an examination before they can apply for a PEC or an endorsement for the pilotage area.

Rule 90.113 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>9</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.

The table below shows the requirements for examinations.

Table 7: Requirements for examination

| Part                 | What it involves  | Assessed by   |
|----------------------|---|---|
| Practical assessment | Assessment of the candidate's practical skills on board the ship.   | A pilot who: <ul style="list-style-type: none"><li>- holds a licence that allows them to pilot the ship/ships or same size or type of ship, in the pilotage area, and</li><li>- has been approved by the harbourmaster, or Maritime NZ, to do the assessment.</li></ul> |
| Written assessment   | The candidate must complete a blank chart of the pilotage area. A marking scheme should be prepared that: | Conducted in a formal examination setting, and overseen by an appropriate person, for example, the harbourmaster, a pilot, or other   |

<sup>9</sup> Required by Rule 90.109(1)(g).

- 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.

|  |  |   |
|--|--|---|
| <p>Oral questions and final recommendation</p> | <p>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. The panel should follow a structured approach. This means:</p> <ul style="list-style-type: none"> <li>- having a menu of topics to be covered in the questions</li> <li>- providing guidance to the panel on the standard of answers required, so their assessment is as consistent and objective as possible</li> <li>- having defined roles for each panel member so they know which questions to ask and they understand how the examination will run.</li> </ul> | <p>A panel of at least two people including:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- a pilot who holds a pilot licence that allows them to pilot the ship(s) or same size or type of ship, in the pilotage area.</li> </ul> |
|--|--|---|

### Alternative examiners

In some circumstances, for example, a smaller port with fewer 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)

### **Panel recommendation**

If the candidate passes the examination, the panel then recommend to us that they can be issued with a PEC for the pilotage area. 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 PEC.

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 PEC should be issued with restrictions or conditions, for example, limited to daylight hours. These types of conditions would only apply to the PEC holder and would need to be approved by us.

## 4. Amending a training programme

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If you need to make a major change to your training programme, you must get approval from Maritime NZ.

### 4.1. Making amendments

Amendments are either major or minor. Rule 90.105 explains 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 8: Definitions of major and minor amendments to a training programme

| 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 the examination process</li><li>- changes to training courses</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:

- 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 PEC holder is returning to duty after a period of absence and needs to do some training to recover proficiency. Depending on how long they have been absent for, they may need to do all, or some, of the training for the pilotage area and ship(s). Usually, this would involve – at a minimum – making a number of supervised trips in the pilotage area with a pilot or peer PEC holder.
- 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.

## 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 general 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)

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. Recordkeeping

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

### 5.1. Need to keep training records

The trainee and the training provider (the shipping operator or port) are responsible for keeping training records.

Training records provide evidence that training is being delivered following the approved training programme, and the trainee has completed all training and examinations required to obtain a PEC. 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 PEC.

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 PEC.

### 5.2. Content of records

Training 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:

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



# **PART C - PEC PROFICIENCY PLAN**

In this section:

- 6 Purpose of a proficiency plan
- 7 Writing a proficiency plan
- 8 Amending a proficiency plan
- 9 Recordkeeping

## 6. Purpose of a proficiency plan

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Proficiency plans for PEC holders must be in place.

### 6.1. What is a proficiency plan?

A proficiency plan explains how PEC holders' competence will be maintained on an ongoing basis. For each pilotage area there must be an approved proficiency plan which describes the:

- minimum recent experience requirements
- process and procedures for the annual assessment and peer review
- refresher training required.

The proficiency plan that you submit to us for approval is a general plan which does not go into detail about individual PEC holders. You should be able to use the proficiency plan as the basis for planning ongoing training and assessment for any PEC holders working on ships in the pilotage area. See Section 8 for information about what to do if you need to amend your proficiency plan for any reason.

### 6.2. Why is a proficiency plan required?

PEC holders do skilled and high-risk work. Obtaining a PEC is the first step. To keep that PEC, ship masters (and first mates) must be able to demonstrate that they are maintaining their knowledge and skills to be able to navigate, and handle the ship, safely. The proficiency plan explains how this will be done.

We review PEC proficiency plans at least once every five years, so your proficiency plan should cover a five-year period.

## 7. Writing a proficiency plan

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

### 7.1. Contents

Rules 90.110 and 90.111 state what is required in a PEC holder proficiency plan. These requirements are explained in this section.

### 7.2. Statement

Your proficiency plan must include a statement about the purpose and objectives of the plan.<sup>10</sup>

A good statement will say which:

- person(s) or organisation the plan applies to
- pilotage area is covered (if applicable, as sometimes PECs are only issued for specific berths within a pilotage area)
- berths are covered
- type of ships are covered.

Table 9: Difference between purpose and objectives (proficiency plan)

| Purpose  | Objectives   |
|--|--|
| The reason why the plan exists, for example:<br><br>'To ensure ongoing competency of anyone who wishes to maintain their PEC for our pilotage area.' | Tasks or goals that will be accomplished, for example:<br><br>'PEC holders keep their PECs valid for use.' |

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

### 7.3. Minimum recent experience

PEC holders must make a certain number of trips each year in each pilotage area endorsed on their PEC.

The proficiency plan must state what the minimum recent experience requirements are for the pilotage area.<sup>11</sup> It should include the following information:

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<sup>10</sup> Required by Rule 90.110(a).

<sup>11</sup> Required by Rule 90.110(b)(i).

- minimum number of trips the PEC holder must make, and if any of these will be done using a simulator
- 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.

See Section 7.8 for more information about simulators.

## Multiple ships

If a PEC holder has more than one ship endorsed on their PEC for the pilotage area, then they must complete the required number of trips on each:

- named ship (if the PEC is for named ships)
- type or category of ship (if the PEC is for types or categories of ship).

This is required because different ships may handle differently in the same environment. PEC holders need to make trips on all of the ships their PEC covers to make sure they maintain both their local and ship knowledge.

## 7.4. Annual assessment

### What is the annual assessment?

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

An annual assessment is required for every pilotage area endorsed on the PEC.

If the PEC holder has more than one ship endorsed on their PEC for a pilotage area, they only need to do **one** annual assessment on **one** of the ships.

During the assessment the PEC holder should carry out a range of navigation tasks that demonstrate the skills and knowledge they need to do their job safely. Appendix 2 shows which tasks could be carried out during the annual assessment.

The proficiency plan must include information about the annual assessment.<sup>12</sup> It must say:

- which navigation tasks the PEC holder will successfully complete during the assessment (if these are different for different types of ships, explain how)
- who will carry out the assessment.

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

- how the navigation tasks for the assessment will be decided, and who will be consulted when deciding these
- who will be told about the assessment, for example any relevant stakeholders

<sup>12</sup> Required by Rules 90.110(b)(ii) and 90.111.

- which order the navigation tasks will be carried out in (including if a simulator will be used)
- how assessment results will be recorded, and how feedback will be given to the PEC holder
- what happens if they does not pass the assessment.

If the PEC holder 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 PEC is not renewed.

Good proficiency plans would 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 PEC holder is doing. They can be:

- a pilot who holds a licence to pilot the ship, or the same size/type of ship, in the pilotage area, or
- a suitably qualified and experienced PEC holder, for example, a senior ship master.

Rule 90.114 also allows us to approve an assessor if it is not possible to find a suitable qualified and experienced person to do the assessment, for example, if a new pilotage area has been established. This could be a 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](mailto:internationalshipping@maritimenz.govt.nz)

### **Providing feedback**

Once the assessment is complete, it is important to provide feedback. Feedback should be given to the PEC holder 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 PEC holder has met the required standards
- recommend a course of action if they have 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 PEC holder once the assessment has finished. An example of an assessment form is provided at Appendix 2.

### **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 PEC holder achieved the standards required.

See Section 9 for more information about recordkeeping.

## 7.5. Peer review

### What is a peer review?

A peer review is an informal observation of a PEC holder at work, by a peer.

A peer review is not a formal assessment or examination. It is an opportunity for the PEC holder to receive honest and constructive feedback about their navigation 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.

The proficiency plan must include information about the peer review process.<sup>13</sup> This should cover:

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

### How often is a peer review required?

Each PEC holder 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 PEC holders have regular opportunities for feedback.

If more than one peer review takes place in a year, for example, if a PEC holder 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 is suitably qualified and experienced to observe and evaluate what the PEC holder is doing. Usually this is someone who holds a PEC with similar privileges or a navigation assessor – this does not need to be limited to another PEC holder or person within the company.

### 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 given. See Section 9 for more information about recordkeeping.

## 7.6. Refresher training

The proficiency plan must include information about refresher training.<sup>14</sup>

Shipping operators are responsible for making sure their PEC holders keep up-to-date with changes to:

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<sup>13</sup> Required by Rule 90.110(b)(iii).

<sup>14</sup> Required by Rule 90.110(b)(iv).

- technology
- maritime laws and regulations
- navigation in the harbour, for example changes to aids to navigation
- wharf and jetty layouts.

This should be covered in your proficiency plan.

Refresher training should also include practicing emergency scenarios, which may be done on a simulator. See Section 7.8 for more information about simulator training.

## 7.7. Recovering proficiency

Your proficiency plan must explain what you will do if a PEC holder has not:

- made enough trips in a year (to meet the recent experience requirements)
- had an annual assessment.<sup>15</sup>

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

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

- six months
- 12 months
- more than 12 months.

Proficiency needs to be recovered for each ship **and** pilotage area on the PEC. This means that the PEC holder needs to demonstrate that they can handle the ship in the pilotage area before they can exercise their PEC.

Examples of ways proficiency could be recovered are:

- PEC holder has to make the required number of trips in the pilotage area, and some of these are supervised
- PEC holder has to pass an annual assessment, which could be more stringent than usual
- PEC holder needs further training. In this case, they may need a tailored training plan. See Section 4.2 for more information
- if the absence was due to illness they may need to get a certificate of medical fitness.<sup>16</sup>

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<sup>15</sup> Required by Rule 90.110(c).

<sup>16</sup> If the PEC holder's Certificate of Competency has expired, or they no longer meet the medical standards, they cannot exercise the PEC in any pilotage area.

## 7.8. Use of simulators

Full-mission bridge simulators are a useful tool for training and consolidating navigation skills because they provide lifelike experiences that can be applied in real situations. Simulators also allow PEC holders 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.<sup>17</sup>

### 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.

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 to be used, and any approved standard or certification that the simulator meets or has
- number and percentage of trips to take place on a simulator to meet the recent experience requirements
- specific tasks to be carried out using the simulator, and how effective the simulator is in creating a realistic environment for the PEC holder, 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
- specific tasks to be carried out on the simulator
- if the PEC holder is making trips on the same, or similar ship, in another pilotage area
- why the PEC holder 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.

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<sup>17</sup> Rule 90.81(4).



## 8. Amending a proficiency plan

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

### 8.1. 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 10: Definitions of major and minor amendments to proficiency plan

| Major amendment  | Minor amendment   |
|--|---|
| <b>A change that significantly alters the content of the proficiency plan.</b>   | <b>A change that does not significantly alter the content of the proficiency plan.</b>  |
| For example:   | For example:  |
| <ul style="list-style-type: none"><li>- changing the peer review process</li><li>- changes to assessment procedures</li><li>- tailoring the proficiency plan 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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### 8.2. 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 PEC holders. This covers things like changes to the:

- peer review process

- assessment procedures.

## **Tailored amendments**

These are changes that apply to a specific person or situation. For example, in some circumstances it may be difficult for a PEC holder to make enough trips to meet the recent experience requirements. If this happens you may need to make changes like increasing the numbers of trips they can make on a simulator.

In other situations, changes to training courses might be necessary, for example, if a course is no longer available 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.

## **8.3. 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 general 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](http://maritimenz.govt.nz/pilotage)

For approval of a tailored proficiency plan, 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 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.

## 9. Recordkeeping

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

### 9.1. Need to keep records

PEC holders are responsible for keeping records of the trips they have made.

We may request copies of these records when a PEC holder applies to renew their PEC.

Harbourmasters may also ask to see records of trips that have been made in their pilotage area.

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

### 9.2. Content of records

PEC holders must keep records of:

- all trips they have made
- annual assessments they have completed
- their peer reviews

PEC holders should also record any refresher training they have done.

Records must state if a simulator was used.

It is good practice for ports and shipping operators to also keep records of training and pilotage tasks that PEC holders in their area, and working on their ship(s), have done. These records should include when assessments, refresher training, and PEC renewal is due. This will help make sure PEC holders keep up-to-date with the proficiency plan requirements and identify those who need refresher training.

Table 11: Contents of records

| Training/Proficiency task | Record required   |
|---------------------------|---|
| <b>Recent experience</b>  | <ul style="list-style-type: none"><li>- Name of PEC holder.</li><li>- When the trip was made.</li><li>- Berth and passage details such as arrival, departure, and berth shift.</li><li>- Name of ship.</li><li>- Length, draught, and gross tonnage of the ship.</li><li>- Time of day (darkness/daylight).</li><li>- Weather conditions.</li><li>- If a tug was used.</li><li>- If a simulator was used.</li></ul> |

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**Annual assessment**

- Name of PEC holder.
- Name of assessor.
- Qualifications and experience of the assessor, including what pilot licence(s) or PEC they hold.
- Location, time and date of the assessment, and the name of the ship it was conducted on.
- Navigation tasks that were completed.
- Who was consulted about the tasks that were selected for the assessment.
- Outcome of assessment and if the PEC holder achieved the required standards set out in the proficiency plan.
- If a tug was used.
- If a simulator was used.
- Notes about any areas where the PEC holder may benefit from further training.

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**Peer review**

- Name of PEC holder.
- Name of peer reviewer.
- Time and date of peer review.
- Location of peer review and name of ship it took place on.
- If a tug was used.
- If a simulator was used.

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**Refresher training**

- When the training took place.
  - Who delivered the training.
  - Summary of course contents.
  - Confirmation that PEC holder attended the training.
-



## Appendix 1: Examples of good and poor descriptions of training

| Good description   | Poor description   |
|--|--|
| <p><b>Stage 2 – Supervised control</b></p> <p>The candidate is to complete a number of transits (specified below) of the pilotage area on the vessel for which the PEC will be sought, to familiarise him/herself with, and become competent in navigating, the vessel within the pilotage area. These transits should be completed in the following capacity:</p> <ul style="list-style-type: none"><li>a) as an observer on the bridge, and</li><li>b) conducting the navigation of the vessel under the direction of a licensed pilot or a current PEC holder for the vessel where the PEC is to apply.</li></ul> <p>The minimum number of transits of the pilotage area to be completed as an observer and/or under supervision in the 12 months prior to sitting the examination is:</p> <ul style="list-style-type: none"><li>a) As an observer:<br/>Evidence of having transited the harbour on at least four occasions inwards and four occasions outwards, including one transit each way in the hours of darkness, within the previous 12 months observing the master or a licensed pilot conduct the passage of the vessel within the pilotage area.</li><li>b) Conducting the navigation of the vessel under the direction of a licensed pilot or current PEC holder for the vessel:<br/>Evidence of having transited the harbour on at least ten occasions inwards and 10 occasions outwards, including two transit each way in the hours of darkness.</li></ul> <p>During this training period the candidate training will, under the direction of the vessel’s master or of an accompanying qualified licensed pilot, observe or take the conduct of the vessel within the pilotage area.</p> | <p>To get to the third 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 pilotage exemption certificate.</p> |
| <p><b>Comment:</b> This information explains the training that needs to be completed to progress from one stage of training 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 the 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, or information about experiencing a range of conditions. It is not clear how the progress will be assessed and how they will decide if standards have been met.</p>   |

**Appendix 2: Example of a PEC holder annual assessment form**

|                       |                   |                       |  |
|-----------------------|-------------------|-----------------------|--|
| <b>Candidate name</b> |                   | <b>Assessor/Pilot</b> |  |
| <b>Vessel</b>         |                   | <b>Date</b>           |  |
| <b>Arrive/Depart</b>  |                   | <b>Day/Night</b>      |  |
| <b>Berth</b>          |                   | <b>Wx</b>             |  |
| <b>Time HW/LW</b>     |                   | <b>Tide height</b>    |  |
| <b>Draughts</b>       | <b>F</b> <b>A</b> | <b>UKC</b>            |  |

|   | <b>Yes/No</b> | <b>Rating</b> | <b>Comments</b> |
|---|---------------|---------------|-----------------|
| <b>Section 1: Pre-arrival information</b> |               |               |                 |
| - Radio contact with Harbour Control.     |               |               |                 |
| - Pilot card details.                     |               |               |                 |
| - Wx and tide details.                    |               |               |                 |
| - Verify navigational aids are working.   |               |               |                 |
| - Check berth is available.               |               |               |                 |
| - Report any defects.                     |               |               |                 |
| - Check on other shipping movements.      |               |               |                 |
| - Passage plan prepared.                  |               |               |                 |

|  |  |  |  |
|--|--|--|--|
| <b>Section 2: Vessel operations elements</b>                   |  |  |  |
| - Bridge team briefing.  |  |  |  |
| - Vessel characteristics.                                      |  |  |  |
| - Anchors cleared and ready.                                   |  |  |  |
| - Bridge manning appropriate.                                  |  |  |  |
| - Pilot transfer arrangements.                                 |  |  |  |
| - Pre-entry engine and steering tested.                        |  |  |  |
| - Steering method.   |  |  |  |
| - Closed loop communications used.                             |  |  |  |
| - Clearance for port entry from harbour.                       |  |  |  |
| - Observe report in points.                                    |  |  |  |
| - Monitor indicators, monitor vessel's position and speed etc. |  |  |  |

|                         |  |  |  |
|-------------------------|--|--|--|
| - Observe local bylaws. |  |  |  |
|-------------------------|--|--|--|

| <b>Section 3: Navigation elements</b>                               |  |  |  |
|---|--|--|--|
| - Conduct of vessel.  |  |  |  |
| - Maintain situational awareness.                                   |  |  |  |
| - Appropriate position vessel in channel.                           |  |  |  |
| - Appropriate position vessel while manoeuvring.                    |  |  |  |
| - Are orders clear and understood?                                  |  |  |  |
| - Bridge team engaged.  |  |  |  |
| - Berth vessel safely.  |  |  |  |
| - Unmoor vessel in safe manner.                                     |  |  |  |
| - Use engines, rudder, and thrusters efficiently while manoeuvring. |  |  |  |
| - Communications with linesmen.                                     |  |  |  |
| - Communications with tug.  |  |  |  |
| - Use of tug commands.  |  |  |  |
| - Tug handling and tug usage plans.                                 |  |  |  |

| <b>Comments/observations</b> |  |
|------------------------------|--|
|------------------------------|--|

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Rating table

1. Exceeded standard for a consistent safe operation
2. Met requirements and exceeded requirements in some respects
3. Met standard for consistent safe operation
4. Met requirements but deficient in some respects – not acceptable
5. Did not meet standard for consistent safe operation – not acceptable

|                   | <b>Candidate</b> | <b>Pilot</b> |
|-------------------|------------------|--------------|
| <b>Print name</b> |                  |              |
| <b>Signed</b>     |                  |              |





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