COMPETING

INTEGRATED REPORT

Preparatory analysis of the governance of educational programmes for IWT at national level, QA/QC systems as well as Training Record Book practices, as a basis for compliance of EU directive 1997/2397 (D 1.2/1.3/1.4)

PROJECT: COMPETING
DELIVERABLE: D 1.2/1.3/1.4
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Table of Content

List of Tables

Abbreviations

CNAM	Association de gestion du cnam normandie
COMPETING	Comptence Based Education and Training for Inland Navigation
EDINNA	Education in Inland Navigation
E&T	Education and Training
EU	European Union
IWT	Inland Waterway Transportation
LNG	Large Natural Gas
MAH	Maritime Academy Harlingen
MTI	Maritime Training Institutes
QA	Quality Assurance
QC	Quality Control
QMS	Quality Management System
SRB	Service Record Book
STC	Shipping and Transport College
TRB	Training Record Book

Executive Summary

Methodology

The partners were approached and asked to fill in a questionnaire. There are in total 15 partners from 8 different member states in COMPETING. The partners of the same countries within the consortium were asked to work as much as possible together to picture the situation in their country. The input of this questionnaires was used to be able to make this analysis. Also interviews were conducted with various people in the organisations.

The questionnaire was divided into three parts. (1) Status quo IWT educational programs, (2) Quality Assurance and Quality Control systems (3) Status quo electronic record book. For each of the three parts questions were formulated in order to get a clear view of the current situation in the different member states.

Summary of conclusions

In all the member states the Inland Waterway Transportation education system has to deal with different authorities and also the social partners and other stakeholders play an important role in this niche segment. This is due to the fact that these institutes provide vocational education. For this reason the Ministry of Education plays a key role on the education part and the Ministry of Transport is very important for the job specific part.

In all the member states the students do their internship on board of IWT vessels in order to qualify for one of the three levels of vocational education, namely: boatman, able boatman or shipper.
The education periods varies between two to seven years. This depends on the level on which a student is studying and whether or if a student wants to proceed to study on higher levels within the IWT sector.

The approval time of a new curriculum is in the timespan between six months to three years. Also during the approval procedure of the new curriculum the partners have to deal with many parties that are of influence to make the implementation of it a success.

Challenges might be encountered during the approval of the QA and QC system, such as the dependence on the values of society in which it functions, democracy, the quality of interpersonal relationships, optimal professional insertion, motivation and satisfaction of the interest groups and cost-effectiveness.

Even though the institutions have their own QA and QC system, the key is that almost all the institutions have a Quality Management System in place. The backbone of the quality system are the documents that are created as a mechanism to monitor and to keep track of these quality systems. The systems consist at least of the quality rules and the quality plans.

There is no uniformity of the books that are used in the IWT on board for the trainees/cadets. Besides this, the training books are addressed with different terms such as the TRB, SRB , navigation booklet etc. and they are available in different languages. The background how these books are made is different per country. They are made in collaboration with the education institutes and social partners or by the education institute itself. The responsible body is in the majority of cases the Ministry of Transport.

Points of attention during implementation

It is addressed that one of the challenges that the member states have is the fact that many authorities are involved for the implementation and approval for the new curriculum. It is recommended to organize one focal point of a responsible body to approve the new curriculum in the different member states. However, the formation should be done together with the industry with all its stakeholders.

Within the COMPETING consortium as many as possible materials will be collected to analyse what already exists, to analyse where the gaps are when the new products are being mad. During the project all the member states participating will give their input and expertise. This means that the curriculum will be diversified taking different aspects into account. In order to guarantee QA and QC of the product, a mechanism of QC will be embedded throughout the process as well. The stakeholders of the IWT will also give their critical input. All materials will be developed in close cooperation with the stakeholders within the IWT industry.

1. Background

The Erasmus+ project COMPETING will develop curricula and lesson materials, as well as a Quality Assurance and Quality Control (QA/QC) system, to ensure the highest level of quality concerning the implementation of future proof IWT education and training throughout the EU. The duration of COMPETING will be from the 1st of January 2019 until the 31st December 2021 and in total there are 15 partners participating on this project.

COMPETING will pave the way for the introduction of competency based future proof education and training for inland navigation crew members throughout the EU, where certificates granted are recognised on a European level, and where greening, automatization and digitalisation as well as communication on a European level are laid down in the education and training programmes.

The COMPETING consortium consists of **different categories of stakeholders**. Firstly IWT **education and training institutes**, which have to modify their lesson programmes towards a European wide competency-based recognised education and training programme. Secondly the **Social partners** (employers and unions) representing the industry and crew members working in the industry. Finally the **Competent authorities and Umbrella Organisations** as members of the Advisory Board.

It is for the first time, that on a European level, all key stakeholders cooperate to develop a European wide recognized and modern curricula for IWT, in combination with lesson materials as well as a Quality Assurance /Quality Control system (QA/QC).

These achievements will in the end result in the implementation of EU legislation, resulting in a comparable system for recognition of educational programmes and properly qualified crew with the possession of a Union certificate.

At the start of the project, the partners in the consortium analysed how the job specific curricula could be implemented at a national level throughout the EU, making use of the network of EDINNA. Furthermore, the current quality assurance and quality control systems in place were collected, in order to guarantee a smooth start of the activities. In addition, an inventory of the current use of a "training record book" was made, which will feed into the development of the curricula.

This integrated report contains (1) the analysis of implementation possibilities at national level, (2) an overview of QA/QC systems per Member State and (3) an overview of the use of training record books.

2. Methodology

2.1 Introduction

For the methodology the partners were approached and asked to fill in the questionnaire which can be found in appendix 1. There are in total 15 partners from 8 different member states in COMPETING. The partners of the same countries within the consortium were asked to work as much as possible together to picture the situation in their country. The input of this questionnaires was used to be able to make this analysis. Also interviews were conducted with various people in the organisations.

The questionnaire was divided into three parts. (1) Status quo IWT educational programs, (2) Quality Assurance and Quality Control systems (3) Status quo electronic record book. For each of the three parts questions were formulated in order to get a clear view of the current situation in the different member states.

2.2 Analysis of implementation possibilities of the mandatory educational programmes at national level/ Status quo of the IWT educational programmes at national level

The purpose of the first part is to give an idea of the IWT educational programmes at national level in the different countries participating in the consortium. A good understanding of the governance of the education system in the countries is important to take into account through the course of the project. The first part is broken into four parts and here below follow four sub questions related to the parts.

1   How does the governance of the IWT educational system in your country look like?
2   Which national authority or authorities are responsible for the approval of the educational programmes included the job specific part?
3   What processes are required to implement and approve the new curriculum for the education and training programmes?
4   What are the possible challenges which can be encountered during the development and approval of the new curriculum?

The answers of part one can be found in appendix 2.

2.3 Overview of Quality Assurance (QA) and Quality Control (QC) systems per member state/ Status quo of Quality Assurance (QA) and Quality Control (QC) systems on national level

The aim of the second part is to come to an understanding of how the Quality Assurance (QA) and Quality Control (QC) are organized in the different member states. This part is highly important because different documents will be developed in COMPETING and therefore a clear overview is necessary. Beside this, by having a picture of what the challenges might be, an anticipation can be made to reduce these challenges. The second part is broken into four parts and here below follow the five sub questions related to the parts.

1   Give a short description of the QA/QC system in your educational and/or training institution
2   Which are the parties responsible for the development and the approval of the QA/QC system of the curriculum in your educational institution?
3   Which process or processes are required to review and or change the QA/QC of the new curriculum?
4   What are the possible challenges which can be encountered during the development and approval of the QA/QC system?
5   Please send examples of the QA/QC system or other relevant quality management system documents that are used in your educational training institution

The answers of part two can be found in appendix 3.

2.4 Overview of the state-of-play regarding the Training Record Book per member state of the EU

One of the aims of COMPETING is to come up with a European Training Record Book. For that reason also an analysis is done in this paper to get clear how the different Training Record Books look like, what are the similarities and what are the differences. The third part is broken into three parts and here below follow the three sub questions related to the parts.

1   What is the current structure of the Training Record Book in your member state?
2   Who is responsible for the development and approval of the Training Record Book or other material used during training on board in your member state?
3   Send an example of the Training Record Book or relevant materials that are used for the training on board.

The answers of part three can be found in appendix 4.

2.5   Conclusion

This paper is an analysis done for the project COMPETING, based on a questionnaire which was divided into three parts:

1.   Analysis of implementation possibilities of the mandatory educational programmes at national level
2.   Overview of Quality Assurance (QA) and Quality Control (QC) systems per Member State
3.   Overview of the state-of-play regarding the Training Record Book (TRB)

3. Analysis of implementation possibilities of the mandatory educational programmes at national level

Introduction

The analysis of this chapter is based on the questions and answers of appendix 2. This gives an overall view of the education system within the COMPETING member states. In this chapter a closer look is taken into the governance of the educational programmes at national level.

3.1 The governance of the IWT educational system in the countries

How the governance of the IWT educational system works in the member states varies. According to appendix 2 the following situations exist in general:

Situation 1

In the first situation the candidate can go through a high school certificated educational programme (Cadet for inland navigation).

Situation 2

The second situation is for candidates without formal IWT education. They have to follow specialized courses. For example in **Croatia** this route takes four years, including a traineeship on board of IW trainee vessel. The diploma does not exclude the obligation for carry proper boarding and navigation experience and to pass exam to get the on-board qualification in IWT. In this case they should complete the course programme for a particular qualification or supplement before they get access to exam if they did not get formal vocational education. This is exactly how it works for De Scheepvaartschool – **Belgium** (Flanders).

Situation 3

The third system is the one that the candidate can finish a particular discipline and follow the next level. For example first the candidate study for boatman and afterwards a boat master. The studies vary from two to seven years, depending on how the candidate followed his/her study route. This is the case for example in the **Netherlands**.

3.2 Responsibility of national authority or authorities for the approval of the educational programmes included the job specific part

The various documents within the IWT education system is regulated in each country. However, the authorities responsible to approve the documents varies per country. The bodies identified for the approval of the documents for the partners within COMPETING are the:
- Ministry of Education
- Ministry of Transport
- Ministry of Economic Affairs
- Vocational Training Advisory Board
- Social partners (Economic Chamber, Chamber of Labour, trade unions, companies)
- Vocational institutes

Member state	Approval of training programs	Approval of simulators	Organisation and monitoring of audits	Certificate, issuance, renewal, suspension or withdrawal of certificates and issuance of special authorisations as well as skippers' service books and logbooks	Validation of the sailing times in skipper service books	Designation of doctors who may issue medical certificate of fitness	Keeping records of union certificates of competency
Austria	"Ministry of Transport, Innovation and Technology" (bmvit)[1] and Min. of Education	BMVIT and Min. of Education	Min. of Transport	BMVIT (nautical) and Min. of Education (education and training)	BMVIT	BMVIT	BMVIT
Belgium	Min. of Transport and Min. of Education			Min. of Transport	Min. of Transport	Min. of Transport	Min. of Transport
Croatia	Min. of Transport and Min. of Education			Min. of Transport	Min. of Transport	Min. of Transport	Min. of Transport
France	Min. of Transport and Min. of Education			Min. of Transport	Min. of Transport	Min. of Transport	Min. of Transport
Germany	Min. of Transport and Min. of Education	Min. of Transport	Min. of Transport	Min. of Transport	Min. of Economics	Min. of Transport	Min. of Transport
Netherlands	Min. of Transport and Min. of Education	Min. of infrastructure and Water Management	Min. of Education	Min. of infrastructure and Water Management	Min. of infrastructure and Water Management	Min. of infrastructure and Water Management	Min. of infrastructure and Water Management
Slovakia	Ministry of Transport and Construction of the			MINDOP	MINDOP	MINDOP	MINDOP

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[1] Web: www.bmvit.gv.at (Minestry of Transport)

	Slovak Republic (mindop[2]) and Ministry of Education, Science, Research and Sport of the Slovak Republic (minedu[3])						
Romania	Min. of Transport and Min. of Education			Min. of Transport	Min. of Transport	Min. of Transport	Min. of Transport

Table 1 Bodies responsible to approve documents

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[2] Web: www.mindop.sk (Ministry of Transport)
[3] Web: www.minedu.sk (Ministry of Education)

One element that becomes clear in this paragraph, is the fact that vocational institutes are of vital importance to lay the basis of the documents that need to be developed. Off course with the input of all the players within the sector, such as the social partners.

3.3 Processes required to implement and approve the new curriculum for the education and training programmes

In this paragraph insight is given in the required processes to implement and approve the new curriculum for the education and training programmes.

Externalities
From some partners can be traced back that implementation comes sometimes due to changes in rules and regulations. In some cases it was referred to the implementation of the EU Directive 2017/2397 (of the European Parliament and of the Council of 12 December 2017 on the recognition of professional qualifications in inland navigation). The changes in the directives (or based on the research & innovation) related to the technical requirements for vessels Directive (EU) 2016/1629[4] addressing the new propulsion, e.g. as in case of using of LNG (gas) as fuel. There was variety of curricula & educational material developed before changes in the Directive (EU) 2017/2397. Similar cases might be applicable for other IWT related legislation.
Also it becomes clear how strong the trade unions can be. They actively carry out researches to verify if they need to evoke such process with their critical opinions.

Internally
Beside the external factors, the vocational institutes innovate themselves as well. This is done in order to renew the study programmes, courses and their curricula.

Process of revising vocational Inland Waterway Transportation Qualification documents
In the process of revising vocational Inland Waterway Transport Qualification documents in relation to achieving the objective of EU Directive 2017/2397.

<u>**Scenario 1**</u>
The first scenario is the one where a person or institute can provide a proposal for the implementation of the regulation at the ministries (Ministry of Education, Ministry of Economics). If there are changes, the stakeholders, social partners and education institutes have to agree in advance on the changes. Theoretically, the duration for the approval of the new curricula is around six months, but practically it is longer. This is the case in **Austria**.

<u>**Scenario 2**</u>
In the second scenario a curriculum committee, composed of experts is convened and they prepare the new curriculum. After this it is sent to the Education Inspectorate, which approves it. Once approved, the curriculum can enter into force. The duration is two to three years normally. This is the case in for example in **Belgium**.

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[4] Directive (EU) 2016/1629 of the European Parliament and of the Council of 14 September 2016 laying down technical requirements for inland waterway vessels

Scenario 3
The third scenario is where the new curriculum has to be approved first by the Ministry of Education, and the Ministry of Transport accepts an approved program from the Ministry of Transport. This is the case in the **Netherlands**.

3.4 Possible challenges to be encountered during development and approval

During the development and approval some challenges might be encountered. In this paragraph these challenges are exposed. One of the challenges addressed by different partners are the coordination of policies between the various decision-making bodies. This can also lead to an overlap of laws and regulations and supervision between the different authorities.

In the case of **Austria** (see in appendix 2), the regulation should have exactly the same wording when it is implemented.
Croatia identified that procedures are sometimes not clear enough or are not designed in a proper way to guarantee smooth implementation of the QA/QC system and that it is very challenging to measure and evaluate all the aspects of the education and teaching process.

Other challenges will be to develop a QA/QC system which is on one hand similar for all institutions but different enough to allow each institution to be responsible of a part of the whole QA/QC system. Beside this there is a possibility that impediments may be encountered during the approval of the QA and QC system, such as the dependence on the values of society in which it functions, democracy, the quality of interpersonal relationships, optimal professional insertion, motivation and satisfaction of the interest groups and cost-effectiveness.

3.5 Similarities between the member states of the consortium
According to the previous paragraphs of this chapter, the similarities are that the Ministry of Education approves the training programmes and the Ministry of Transport keeps the record of the approval of the training programmes. Also the training record books are the responsibility of both the Ministry of Education as well as the Ministry of Transport.

3.6 Differences between the member states of the consortium
Both table 1 in paragraph 3.2 and the scenario's described in paragraph 3.3 show that there are differences per member state. These differences are listed here below.

The main differences in the education systems are that the candidate has no education background and he/ she can go through the formal education system, the second one is the one that the candidate can finish a particular discipline and follow the next level.
When it comes to curriculum approval, there is the situation where the new developed curriculum can be approved by only the Ministry of Education. This is exactly how it works for De Scheepvaartschool in **Belgium**. Other than this there is the case where the documents have to be approved by the Ministry of Education and this Ministry of Transport accepts an approved program from the Ministry of Education, this is more or less the case in the **Netherlands and Croatia**. The last group is the situation where the Ministry of Education and the Ministry of Economics have to approve.

3.7 Conclusion
In the member states, the Inland Waterway Transportation education system has to deal with different authorities. Moreover, the social partners and other stakeholders play an important role in this niche segment. This is because these institutes provide vocational education. For this reason, the Ministry of

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Education plays a key role on the education part and the Ministry of Transport is very important for the job specific part.

In the member states, the students do their internship on board of IW vessels in order to qualify for one of the three levels of vocational education, namely: boatman, able boatman or shipper. The education periods varies between two to seven years. This depends on the level on which a student is studying and whether or if a student wants to proceed to study on higher levels within the IWT sector.

The approval time of a new curriculum is in the timespan between six months to three years. Also during the approval procedure of the new curriculum the partners have to deal with many parties that are of influence to make the implementation of it a success.

Beside the resistant of the different authorities is that challenges might be encountered during the approval of the QA and QC system, such as the dependence on the values of society in which it functions, democracy, the quality of interpersonal relationships, optimal professional insertion, motivation and satisfaction of the interest groups and cost-effectiveness.

4. Overview of quality assurance (QA) and Quality Control (QC)

4.1 Analysis quality assurance and quality control

In order to be able to define the basis of the QA/QC system within the consortium, the project members described the current QA/QC systems in place on a national level implemented in their education/training institutions.

From appendix 3 can be identified that in **Croatia** the efficiency of systematic quality management of the activities can be achieved by establishing, maintaining and permanently improving the documented quality management system as an integral part of an entire institute business management system.

The system is being effectively improved and developed based on reports on previous internal and external evaluations and the most important documents that the faculty has made as basis for the implementation of individual evaluations.

As part of the professional reform in 2019, all education institutions will have to have a quality certification in **France**. CNAM has an FCU certificate, which is more oriented for public higher education institutions including universities. This certificate validates all the course creation processes. This includes issue of diploma, involving multi-disciplinary research and international collaboration issues. For the national authorities, the certifications are issued by independent certifying organisations.

In the **Netherlands** the schools deliver a range of reports to the Ministry of Education every year. This procedure is strictly online. Both MAH and STC follow a dedicated internal review procedure in order to guarantee high standards in terms of educational quality. In both cases the institutions have their own internal quality board. This is a dedicated department that carry out the internal audits.

Almost all the institutes have a Quality Management System which is backed up in several documents such as:

• Standard for quality management systems (QMS) of maritime training institutes (MTI) from Bureau Veritas
• Rules on the Quality
• Quality Plans
• Regular internal audit plans of the quality management system
• Documented records
• Rulebook on the Quality Assurance and Quality Advancement System at the Faculty of Maritime Studies in Rijeka (2014)
• Rulebook on studying at the Faculty of Maritime Studies Rijeka (2016)
• Rulebook on postgraduate university study "Pomorstvo" (2017)
• Regulation for initiation, approval, monitoring and periodical evaluation of the study programmes
• Regulation for the organisation and undergoing of the pedagogy practice activities
• Regulation for students' practice
• Quality Manual STC
• Examination Manual STC

4.2 Similarities and differences between the member states of the consortium

It is clear that all the universities within the consortium have a kind of Quality Management System in some way, which is backed up with documents wherein the rules/standards are laid down as can be seen in paragraph 4.2. The systems consists at least of the rules regarding the quality and the quality plans.

When it comes to QA/QC there are hardly differences between the institutes, because they all have such a mechanism in place. However, it is obvious that most institutes organize the QA and QC in their own way.

4.3 Conclusion

Even though the institutions have their own QA and QC system, almost all the institutions have a Quality Management System in place. The backbone of the quality system are the documents that are created as a mechanism to monitor and to keep track of these systems. The systems consist at least of the quality rules and the quality plans.

5. Overview of the state of play regarding the Training Record Book (TRB) per member state

5.1 Analysis of the TRB of the different member states, responsibility of the development and approval of the TRB

Work-based learning forms an essential part of the education and training system of inland navigation crew members. In order to reach a certain qualification, a certain amount of mandatory sailing time is required. In some cases, in a dual system, this is embedded in the regular education & training (e&t), in other cases this follows the e&t period. This chapter analyses the situation of the TRB in the different countries. The different appendices can be seen in appendix 4.

The TRB is not available in all the countries, or it has another form or referred to with a different name.

For example in **Germany** the book is a table in which the trainees describe their daily activities in a few words, whilst in Romania (Craiova) the Service Record Book (SRB) is used instead. Also in **France** the students have a navigation booklet to carry out their trainings.

In the Netherlands, the TRB's comply with the qualification file and have been created through national collaboration. This collaboration consists of education institutions and social partners.

In **Croatia** the TRB is not compulsory, whilst in **Belgium** the institute developed their own TRB but it is not approved yet.

The different books used for trainings on board are in different languages. Here below in table 2 an overview is given of the responsibility of development and approval of the TRB.

Country	Training Record Book	Responsible body
Austria	No, but a similar document	Ministry of Transport
Belgium	Developed their own book, but it has not been approved yet	Government of the Flemish Community – Department mobility
Croatia	There is a cadet log book. TRB for inland navigation is not compulsory in Croatia	Ministry of Sea, Transport and infrastructure
France	No, students have a navigation booklet	-
Germany	The book is a table in which the trainees describe their daily activities in a few words	Chamber of Commerce
Romania (Craiova)	No, they have the Service Record Book (SRB)	Ministry of Transport (through the RNA) for delivering SRB
Netherlands	Yes	Ministry= of Transport, education institutions and social partners

Table 2 Overview responsibility and approval of the TRB

5.2 Similarities and differences between the Training Record Books

The similarity when it comes to the TRB is that all the institutes have a log book for their students in which the record is kept of what the students do on board. Those institutes which have a TRB or a similar document, it is approved in the majority of cases by the Ministry of Transport.

The TRB's are different in the different member states. Where in one country a collaboration of institutes and social partners are formed, in other cases it is made by the institution itself. Beside this they are also written in different languages.

5.3 Conclusion

There is no uniformity of the books that are used in the IWT on board for the trainees/cadets. Besides this, the training books are addressed with different terms such as the TRB, SRB, navigation booklet etc. and they are available in different languages.

The background how these books are made is different per country. They are made in collaboration with the education institutes and social partners or by the education institute itself. The responsible body is in the majority of cases the Ministry of Transport.

6. Conclusions and recommendations: innovation towards COMPETING

6.1 Summary of conclusions

In all the member states the Inland Waterway Transportation education system has to deal with different authorities and also the social partners and other stakeholders play an important role in this niche segment. This is due to the fact that these institutes provide vocational education. For this reason the Ministry of Education plays a key role on the education part and the Ministry of Transport is very important for the job specific part.

In all the member states the students do their internship on board of IWT vessels in order to qualify for one of the three levels of vocational education, namely: boatman, able boatman or shipper.
The education periods varies between two to seven years. This depends on the level on which a student is studying and whether or if a student wants to proceed to study on higher levels within the IWT sector.

The approval time of a new curriculum is in the timespan between six months to three years. Also during the approval procedure of the new curriculum the partners have to deal with many parties that are of influence to make the implementation of it a success.

Challenges might be encountered during the approval of the QA and QC system, such as the dependence on the values of society in which it functions, democracy, the quality of interpersonal relationships, optimal professional insertion, motivation and satisfaction of the interest groups and cost-effectiveness.

Even though the institutions have their own QA and QC system, the key is that almost all the institutions have a Quality Management System in place. The backbone of the quality system are the documents that are created as a mechanism to monitor and to keep track of these quality systems. The systems consist at least of the quality rules and the quality plans.

There is no uniformity of the books that are used in the IWT on board for the trainees/cadets. Besides this, the training books are addressed with different terms such as the TRB, SRB , navigation booklet etc. and they are available in different languages. The background how these books are made is different per country. They are made in collaboration with the education institutes and social partners or by the education institute itself. The responsible body is in the majority of cases the Ministry of Transport.

6.2 Points of attention during implementation

It is addressed that one of the challenges that the member states have is the fact that many authorities are involved for the implementation and approval for the new curriculum. It is recommended to organize one focal point of a responsible body to approve the new curriculum in the different member states. However, the formation should be done together with the industry with all its stakeholders.
Within the COMPETING consortium as many as possible materials will be collected to analyse what already exist, to analyse where the gaps are when the new products are being mad. During the project all the member states participating will give their input and expertise. This means that the curriculum will be diversified taking different aspects into account. In order to guarantee guaranty QA and QC of the product, a mechanism of QC will be embedded throughout the process as well. The stakeholders of the IWT will also give their critical input.
The project COMPETING analyses which materials are already being used and based on this the possible gaps will be identified. All materials will be developed in close cooperation with the stakeholders within the IWT industry.

Appendix 1 Questionnaire

1. Analysis of implementation possibilities of the mandatory educational programmes at national level

1.1 Short description of the IWT educational system in your country
- Give a short description of the IWT educational system in your country
- Which education institutes are playing a role in the IWT education system?
- For which job positions do these education institutes educate?
- How long is the duration of the educational programmes addressed to inland navigation personnel?
- How many participants attended these educational programmes last year/per job position?

1.2 National authority responsible for the approval of the educational programmes included the job specific part
- Which national authorities are involved in the process of approval of the educational programmes included the job specific part?
- Which are the needed steps for the approval of educational programmes in your country?

1.3 Process required to implement and approve the new curriculum for educational and training programmes
- What is the process required to review and/or change and approve the new curriculum for educational and training programmes?
- How long is the duration of this process?)

1.4 Possible challenges which can be encountered during the development and approval of the new curriculum
- What are possible expected challenges which can be encountered during the development, taking the past experiences(s) into account?
- What actions need to be taken to create smooth implementation?
- What is the first priority for the development of educational and/or training curricula based on the workforce market demand?

2. Overview of Quality Assurance (QA) and Quality Control (QC) systems per member state

2.1 Short description of the QA/QC system in your educational and/or training institution
- Give a short description of the QA/QC system in your institute;
- Which external parties are involved in the QA/QC system?
- Which national authorities are involved in the approval of the QA/QC system?

2.2 Parties responsible for the development and the approval of the QA/QC system of the curriculum in your educational institution
- Is a QA/QC system implemented in your institutes?
- Which parties are involved in the process of development and approval of the QA/QC system of the curriculum?
- Is there a national legislation for the approval of educational and/or training programmes in your country?

- On which QA procedure(s) are the approval of educational or training programmes based in your institution?

2.3 Process required to review/change and approve the QA/QC of the new curriculum
- What is the process required to review/change and approve one new curriculum in your institute based on the QA/QC procedures?

2.4 Possible challenges which can be encountered during the development and approval of the QA/QC system
- What are possible expected challenges which can be encountered during the development (taking the past experiences into account) of the QA/QC system?
- What actions need to be taken to create smooth implementation?

2.5 Please send examples of the QA/QC system or other relevant quality management system documents that are used in your educational or training institution.

3. Overview of the state-of-play regarding the Training Record Book per member state of the EU

3.1 Current structure of the Training Record Book in your Member State
- What is the current structure and use of the Training Record Book, or the use of other materials during training on board in your Member State?

3.2 Responsibility of the development and approval of the Training Record Book in your Member State
- Who is responsible for the development and approval of the Training Record book or other material used during training on board in your Member State?

3.3 Please send examples of the Training Record Book or other relevant materials that are used for the training on board.

Appendix 2 Analysis of implementation possibilities of the mandatory educational programmes at national level

1.1 Short description of the IWT educational system in your country
(Give a short description of the IWT educational system in your country. Which education institutes are playing a role in the IWT education system? For which job positions do these education institutes educate? How long is the duration of the educational programmes addressed to inland navigation personnel? How many participants attended these educational programmes last year/per job position?)

Austria
In Austria, the apprenticeship for nautical education required three years of vocational education. It is important to mention, that in Austria only nautical personnel for passenger transport and not for freight transport is trained.

(1) Duration: The nautical education is scheduled with an apprenticeship of **three years**;

(2) Job description: In the training contract and in the certificate of apprenticeship the job title must be called in the suitable form (bargeman);

(3) Activities: In nautical education and during the apprenticeship the trainee should be trained by the professional training company and in the vocational school to be able to perform the following activities expertly and independently:
   a. help in leading of ships with and without driving force on waterways and in the harbour;
   b. prepare all necessary arrangements to achieve a hitch-free journey;
   c. manage and handle all machines, arrangements and facilities on board;
   d. carry out all manoeuvre and field related works;
   e. carry out all lading works and security works;
   f. carry out all other nautical manual labour;
   g. maintenance of all machines, arrangements and facilities on board;
   h. manage all carried goods on board;
   i. manage and react properly to all external influence, circumstances and unexpectedly appearing dangers on board;
   j. carry out all rescue and safety measures;
   k. have a professional manner by contacting customers and authorities

(4) Education goals: The nautical education is divided in a theoretical part (vocational school) and in a practical part (professional training at company).
   a. theoretical part

I. STUNDENTAFEL

Gesamtstundenzahl: 3 Schulstufen zu insgesamt 1 500 Unterrichtsstunden (ohne Religionsunterricht), davon in der ersten, zweiten und dritten Schulstufe mindestens je 360 Unterrichtsstunden.

Pflichtgegenstände	Stunden
Religion	
Politische Bildung	80
Deutsch und Kommunikation	120
Berufsbezogene Fremdsprache	120
Betriebswirtschaftlicher Unterricht	
Angewandte Wirtschaftslehre	180
Fachunterricht	
Nautik	440
Schiffstouristik	40
Angewandte Informatik	160
Laboratoriumsübungen	120
Praktikum	240
Gesamtstundenzahl (ohne Religionsunterricht)	1 500
Freigegenstände	
Religion	
Lebende Fremdsprache	
Deutsch	
Angewandte Mathematik	
Unverbindliche Übungen	
Bewegung und Sport	
Angewandte Informatik	
Förderunterricht	

i. **Topics included in the subject POLITICAL EDUCATION**: school legislation and school community; vocational training act; Labor and Employment Act; protections of interests; labor legislation; social right; lifelong learning; social relations; personal and social responsibility; media and manipulation; generation contract; democracy; political opinion-forming; civil society engagement; fundamental rights and human rights; political system of Austria; political system of the European Union; public administration; achievements of the public authorities; international cooperation

ii. **Topics included in the subject GERMAN AND COMMUNICATION:** Active listening; communication levels; verbal and non-verbal communication; manners and behaviors; presentation technologies; real-time feedback; text comprehension; general vocabulary and special terms; written communication

iii. **Topics included in the subject OCCUPATIONAL FOREIGN LANGUAGE**: Personal and professional sphere; special terms in foreign language

iv. **Topics included in the subject INTERNATIONAL ECONOMICS**: Remuneration; employee assessment; private budgeting; private bankruptcy; payments; foreign currencies; savings and financing forms; prize, rate and condition comparisons; contracts; consumer's protection; contracts of insurance; business elaboration; juridical and operational organisation; marketing; prize calculation; personnel progress; national economy; economic policy; globalization; European economic area and job market

v. **Topics included in the subject NAUTICAL SCIENCE:** Hydrology; hydrodynamics; meteorology; hydraulic engineering; waterways; navigable Austrian lakes and rivers; the Rhine, the Main, Main Danube canal; European sea navigation; ship safety; environmental standards; national and international navigation regulations; transport logistics; history and structure of navigation; shipping companies; carriage of goods and passengers; ship documents; patents; safety regulations; physical and electro technical bases of navigation; shipbuilding; environmental measures and legislations

vi. **Topics included in the subject MARITIME TOURISM:** Tourism areas; tourism facilities; natural-geographical and cultural-geographical places of interest; contact with passengers and female passengers; organisation forms of the maritime tourism; tourism marketing; services in the tourism; sources of information in the tourism; events on board; communication strategies; conflict management; arrangements for passenger safety

vii. **Topics included in the subject APPLIED INFORMATICS:** Electronic navigation planning; electronic board management; computer and periphery devices; communication and information technologies; occupational specific programs; nautical information; GPS and telematics; navigation systems; data transfer; electronic sea maps and river maps; automated road control systems; danger good announcements

viii. **Topics included in the subject LABORATORY EXERCISES**: Measuring instruments and test instruments; electrical engineering, pneumatics and hydraulics; electric pneumatics; exercises to the control technology; safety regulations

    b. **Practical part:** During the practical training, the trainees should learn and perform the following activities in the field company:

i. lower dinghy/long-boat into water;

ii. estimate the influence and the effects of different currents as well as the influence of wind on dinghy/long-boat and take effective actions for the counter measure;

iii. determine the fairway depth to provide a safe continuation of the journey with lower fairway depth

iv. proper use of a boat hook

v. create the base for a proper fastening by expertly use of the throw line

vi. suitable measures to ensure a safety passage through locks

vii. safety measures according to security policies

viii. carry out proper maneuvers with the dinghy/long-boat

ix. take care of accident prevention and environment protection measures on board

x. proper selection and use of personal protective equipment by situation-dependent accidents

xi. carry out expertly sentries and security services

xii. first safeguarding measures on board at leak sealing, firefighting and evacuation of people on the board

xiii. carry out work specific for occupation on deck, with ropes, in hoists and cranes taking into account the accident avoidance

xiv. proper disposal of water, oil and residual waste

xv. initiate immediate measures by water soiling and inform responsible authorities

xvi. preventive measures for the prevention of occupational illnesses

xvii. splice steel ropes, hemp ropes and plastic ropes

xviii. produce nautical knot connections

xix. expertly handling of ropes and throw linen

xx. operate an internal combustion engine and know the functions by technical problems

xxi. operate and maintain all technical facilities and equipment on board

xxii. temporarily seal a leakage in the hull

xxiii. expertly sanding, prime coating and varnishing the hull

xxiv. calculate the required gas oil amount and gas oil stock

xxv. expertly disposal of dangerous fuels by taking into consideration of the environmental directives

xxvi. expertly work on metallic materials

xxvii. necessary reparation in the hull by welding

xxviii. carry out measures for the prevention of interferences as well as radar defects.

(5) Apprenticeship leave examination

a. The final apprenticeship examination is divided in a practical and theoretical exam;

b. The practical exam includes a test screening of the learned activities and an oral discussion;

c. The theoretical exam encloses the objects nautical science, knowledge of inland navigation routes and applied mathematics;

Overview of practical and theoretical exam

Practical exam	
Content	Test screening of the learned activities: The exam has to enclose the implementation of several work operations and the following skills will be proved: - The skill to splice of a steel wire rope, to apply wickerwork for the nautical use, to perform anchor maneuvers, to expertly throw a throw linen, to perform rope work, - Preparing and starting of a marine engine - lower dinghy/long-boat into the water, starting and serving an marine engine, control the dinghy/long-boat - practical use of radio calls and data communication
Evaluation criteria	- The practical exam is scheduled for minimum 5 hours and maximum 7 hours - Use of the right tools - expert behavior at all nautical work operations
Oral discussion	- Oral discussion has to be taking by an assessment commission - The practical knowledge and the use of special nautical terms will be will tested - The practical exam is scheduled after the practical exam with a duration of minimum 15 minutes and maximum 25 minutes

Theoretical exam	
Content	The theoretical exam needs to involve tasks of the following subject matter: 1. Knowledge of shipbuilding 2. Navigation signs and driving rules 3. Navigation and engine-control equipment 4. Tributaries, bridges, power stations, harbors and shipyards 5. Transport of dangerous goods 6. Maintenance and servicing 7. Security and worker protection legislation 8. Speed calculations 9. Running time calculations 10. Foreign currency calculations
Evaluation criteria	The theoretical exam needs to be in written form by the trainee The written exam is to be hold before the practical exam The tasks have to correspond with the extent and level on the demands of the professional practice

Belgium

De Scheepvaartschool:

Competent authorities (regional jurisdiction: Flanders)
o   Government of the Flemish Community , Department EDUCATION
o   Government of the Flemish Community , Department MOBILITY

GO! De Scheepvaartschool				
Grade	Year	Educational system	Number of students (2017)	Job position
III (3rd grade)	6	Dual system (60% on board training)	18 students	BOATMASTER
	5			
II (2nd grade)	4	Secondary Vocational Education IWT	25 students	BOATMAN
	3			
I (1st grade)	2	General courses + option Nautical Techniques	15 students	
	1			

CEFA Batellerie :

Education in inland navigation is organized by the Province of Liège within the framework of the French-speaking Wallonia-Brussels Community (Wallonia-Brussels Federation).

The Ecole Polytechnique includes a Center for Education and Training in Alternation located Rue Saint Pierre 48 in 4500 HUY which is the only educational center recognized in the French Community. This CEFA (Center for Education and Training in Alternation) of Huy organizes training courses (during a period of 4 years) preparing future candidates boatman and boatmasters for examinations by the national/regional authorities for obtaining the various jobs position and certificates necessary for exercising profession;

The educational system is a vocational education which provides direct access to a profession at the end of the course of study and is heavily focused on practice. Vocational education can be extended by a seventh year in order to obtain an upper certificate of secondary education (CESS).

The CEFA de Huy offers two courses organized on the principle of alternating learning (one month at school and the other one in a company): System of alternating learning and working

In the French Community, in a Centre for Dual Vocational Education (CEFA, Centre d'Enseignement et de Formation en Alternance), pupils take classes 6 hours a week (theorical courses). These classes are supplemented with a working experience which matches the programme (both in school and in inland navigation enterprises).

Boatman: spread over two years (2nd grade) , it allows a student to obtain a specific qualification certificate (article 45) : 17 seaman.

Boatmaster: including a 5th and a 6th professional years, it allows the student to access the same diploma and certification as in the secondary level of education in full exercise (article 49) : 26 boatmasters.

Articles refer to regulation made by the French Community.

The various courses and internships prepare candidates for regional examinations to obtain certificates A, B, P, ADN and VHF navigation license, the Rhine patent and the radar patent.

Some collaborations are organized with the help of adult training centers, including the social promotion service of the Ecole Polytechnique de Huy and the FOREM Logistics center of Liège-Bierset. In this field, the Provincial Institute of Social Promotion Education Huy-Waremme organizes specific modules of training in inland navigation for adults.

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Téléphone : + 32 485 66 76 08
E-mail : rolandpascal@scarlet.be
Site Web : www.provincedeliege.be/enseignement/secondaire/fr/ephuy

Organising authority
Province de Liège
Rue du Commerce 14 - 4100 SERAING
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E-mail : epl@provincedeliege.be
Site Web : www.provincedeliege.be/enseignement/

Croatia

Two methods for acquisition of IWT certificates exist in Croatia: 1) through High school certificated educational programme (Cadet for inland navigation) and 2) through specialized courses for those candidates without formal IWT education. Formal education is provided by vocational school Sisak, programme for Inland navigation Cadet. Duration of the programme is 4 years, during this period traineeship on board the vessel is compulsive with duration of 2 weeks. Currently 30 scholars are registered in total on all levels. However, diploma does not exclude the obligation for carry proper boarding and navigation experience and to pass exam to get the on-board qualification in IWT.

Crew members who apply for formal IWT qualification should complete course programme for particular qualification or supplement before access to exam if they didn't get formal vocational education. Duration of training courses vary depending on qualification (e.c. course for boatmaster A – 42 hours, boatmaster B and C – 34 hours, helmsman – 14 hours, boatman – 10 hours, engineer – 24 hours). Companies who provide training courses should get authorisation by the Minister of Transport.

France

Different degrees of navigation are offered ranging from a few months to several years. In general, each degrees of the river navigation certificates are accessible in 1 years with a period of professionalisation. The Cnam Normandy is part of these major establishments in the fluvial formation alongside other organisations specialized in navigation or shipping.

On average, the CNAM receives around 15 students per year and per training.

For the cnam: The trades targeted: sailor, head of fluvial unit / Captain of fluvial unit

Germany

As a rule, in Germany inland skippers are trained within the framework of a three-year dual training program in cooperation between the vocational college and the training company where the students are employed and work on board of vessels. If the training is successfully completed with a final examination (knowledge and skill examination) conducted by the Chamber of Industry and Commerce, the trainee acquires the qualification of a boatman.

This qualification can currently also be achieved by other means, e.g. by sailing time and work in the occupational field.

The training content and expected competences for the vocational college are defined in a framework curriculum, which are shown in the following table. For companies providing in-company vocational

training, the educational goals are laid down in an Regulation on the vocational training of inland waterway skippers.

Table: Framework curriculum for the training occupation of inland waterway skipper (excerpt)

Übersicht über die Lernfelder für den Ausbildungsberuf Binnenschiffer/Binnenschifferin			
Lernfelder	**Zeitrichtwerte in Unterrichtsstunden**		
Nr.		1. Jahr	2. Jahr	3. Jahr
1	Neue Mitarbeiter über Aufbau und Organisation von Schifffahrtsbetrieben informieren	40		
2	Leben und Zusammenarbeit an Bord planen und organisieren	60		
3	Einsatz von Binnenschiffen planen	40		
4	Antriebs- und Vortriebsanlagen bedienen und warten	60		
5	Verhalten von Binnenschiffen im Fahrbetrieb und am Liegeplatz beurteilen	40		
6	Optische und akustische Signale beim Fahren und Stillliegen anwenden	40		
7	Transportprozesse unter rechtlichen und ökonomischen Gesichtspunkten vorbereiten		40	
8	Bordsysteme warten und bedienen		60	
9	Güter transportieren und Personen befördern		60	
10	Auf Wasserstraßen navigieren		60	
11	Hydraulische, pneumatische und elektrische Anlagen bedienen und warten		60	
12	Hilfsmaschinenanlagen einsetzen und warten			40
13	Schiffskörper und Ausrüstungsgegenstände warten und instand halten			80
14	Binnenschiffe be- und entladen			40
15	Maßnahmen bei Störungen im Regelbetrieb einleiten			80
16	Maßnahmen bei Havarien einleiten und durchführen			40
	Summen: insgesamt 840 Stunden	**280**	**280**	**280**

Table: Regulation on the vocational training of inland waterway skippers (excerpt)

§ 4 Ausbildungsberufsbild

Gegenstand der Berufsausbildung sind mindestens die folgenden Fertigkeiten und Kenntnisse:

1. Berufsbildung, Arbeits- und Tarifrecht,
2. Aufbau und Organisation des Ausbildungsbetriebes,
3. Sicherheit und Gesundheitsschutz bei der Arbeit,
4. Umweltschutz,
5. Planen, Vorbereiten und Kontrollieren von Arbeitsabläufen, Arbeiten im Team,
6. Information und Kommunikation,
7. Mitwirken beim Fahren von Fahrzeugen auf Binnenwasserstraßen und in Häfen,
8. Rechtliche Voraussetzungen des Schiffsbetriebes und ihre Umsetzung,
9. Bauliche Grundlagen von Binnenschiffen,
10. Transportieren von Gütern und Befördern von Personen,
11. Kundenorientierung und qualitätssichernde Maßnahmen,
12. Mitwirken bei logistischen Abläufen,
13. Schiffsbetriebswirtschaft,
14. Pflegen, Warten und Instandhalten von Schiffen und deren Anlagen,
15. Verhalten unter besonderen Umständen, Havarien und Betriebsstörungen.

This means in Germany Companies/stakeholders, vocational colleges as well as the Ministry of education and the chamber of commerce are involved in the education of boatman, engine minder and able boatman. For a job as helmsman or boat master the boatmen have to pass an additional exam to get the so called "Patent" (e.g. Rhine patent, Regulations for Rhine Navigation Personnel / RPN). The exam for a patent is offered by the "Generaldirektion Wasserstraßen und Schifffahrt" (GDWS, Directorate-General for Waterways and Shipping). The universities and the Ministries of Science of the different federal states are responsible for the education of engineers.

The duration of the so called "Dual education" (Cooperation between companies/stakeholders and vocational colleges) is usually 3 years at the moment. Studying at the university last at least 5 years. No education periods are laid down for the acquisition of a patent, but certain sailing times and minimum age limits for admission to examination must be met.

About 400-500 students attend these educational programs to get a boatman each year. Statistical data on the acquisition of patents are not known in Germany, only a few boatmen start their studies, as most inland waterway skippers lack the entry requirements for German universities.

Netherlands

In the current situation of vocational inland navigation education, supervision and quality of implementation are well guaranteed and practicable. With regard to previous developments and the determination of the inland shipping qualification file, the social partners have worked to maximize labor mobility. In short, a training that is as complete as possible. (Boat license for all inland waterways, VHF, ADN basis, Radar, Entrepreneur in inland shipping). The following is current per program:

- Secondary vocational education: sailor at the age of 17 years
- Vocational Sailor inland navigation: qualification sailor

- Vocational Boatman: navigation license All Inland Waterways
- Vocational Schipper: boat license All Inland Waterways
- Vocational Captain: Boat license All Inland Waterways navigation (Inland navigation regulation art 2.2)
- After 4 sailing years where the school time for a maximum of 3 sailing years counts.

Romania

Universities and vocational schools develop their curricula under the guidance of the Ministry of Education or the Ministry of Transport, as applicable. At university level IWT topics are covered within subjects dealing with transport management, transportation systems, navigation and ship manoeuvring, law for IWT, theory of the ship building, navigation electronics and electric instruments, transportation of goods and telematics in IWT, market and prices, standard vocabulary for navigation. Duration of studies is four years but mostly two and half years are dedicated to specific disciplines related to inland navigation, while the other one and a half year is part of a common education for engineers. Some lecturers have only a university background and little experience in IWT, reason for which guest lecturers with experience/expertise in IWT are a wide spread practice. Practical training in IWT ships is provided, summer practice on inland ships being mandatory at IMST for instance, where an internship of 6 months is a compulsory requirement. University or high school graduates may start a career in IWT ships after passing an examination with the Romanian Naval Authority and obtaining appropriate competency certificates. A list of institutes which have programme studies in the IWT can be found in the table below.

No.	E&T Entity	Secondary/ vocational/ tertiary level	No of graduated in the last year	Qualification
1	University of Craiova	University	20	EQF 6
2	Marine Industrial High-school Group	Vocational school	30	EQF 4
3	Naval Transport School Group	Vocational school	25	EQF 3
4	Romanian Maritime Training Centre CERONAV	Training centre	-	-
5	Constanta Navigation County School	Vocational school	30	EQF 4

Slovakia

Nowadays**, the Department of Water Transport** at the University of Zilina **is the only one institution in Slovakia** that **provides the education in the field of inland water transport (EQF 6 to 8).** In the 1990s there used to be two secondary vocational schools that offered the education for nautical level, but they were closed due to the lack of students. At the moment we are missing this type of institution that could prepare the staff for nautical level (EQF 2 to 4/5).

The Department of Water Transport offers the study programme Water Transport for management level. The bachelor´s degree (EQF 6) takes 3 years, the master´s degree (EQF 7) takes other 2 years, and doctoral degree (EQF 8) takes 3 years. The graduates can work in the different organisations such as inland ports, forwarding or shipping companies, state authorities such as the Ministry of Transport, Transport Authority, etc. Since the establishment of the Department of Water Transport in 1991, over 450 graduates have finished there.

1.2 National authority responsible for the approval of the educational programmes included the job specific part

(Which national authorities are involved in the process of approval of the educational programmes included the job specific part?) Which are the needed steps for the approval of educational programmes in your country?

Austria

At the federal level, the Federal Ministry for Digitization and Business Location (BMDW) is responsible for the operational part and the Federal Ministry of Education, Science and Research (BMBWF) for the school-based part of teaching. The operational part of training falls within the competence of the Ministry of Economic Affairs. The legal basis for apprenticeship training is laid down in the Vocational Training Act (Berufsausbildungsgesetz - BAG). The Ministry of Economic Affairs following an expert opinion by the Federal Vocational Training Advisory Board (BBAB) issues the regulations for the individual apprenticeship occupations. The Ministry of Economic Affairs on the recommendation of the social partners (Austrian Federal Economic Chamber, Federal Chamber of Labour) appoints the members of the Federal Vocational Training Advisory Board. It also includes vocational school teachers in an advisory capacity. The Federal Advisory Board for Vocational Education and Training submits opinions and concepts to the Ministry of Economic Affairs which must be taken into account when issuing or amending regulations.

The provisions concerning the organisation of vocational schools and the basic curriculum provisions are laid down in the Federal School Organisation Act. The Ministry of Education prescribes the framework curricula for the vocational schools for each apprenticeship occupation.

government agency	area of responsibility (Selected topics of the EU Directive 2017/2397)						
	Approval of training programmes	Approval of simulators	Organisation and monitoring of audits	Certificate issuance; renewal, suspension or withdrawal of certificates and issuance of special authorisations as well as skippers' service books and logbooks	Validation of the sailing times in skipper service books	Designation of doctors who may issue medical certificates of fitness	Keeping records of Union certificates of competency
Ministry of Transport (BMVIT)	x	x	x	x (nautical)	x	x	x
Ministry of Education (BMBWF)	x	x	x	x (education and training)			
Ministry of Economics (BMDW)		(tbc.)		(tbc.)			

Belgium

De Scheepvaartschool: The government of the Flemish Community – Department Education is responsible for the recognition of the educational programmes and practically this is carried out by "Onderwijsinspectie".

CEFA Batellerie :

The government of Wallonia-Brussels Community (Wallonia-Brussels Federation) is responsible for the recognition of the educational programmes.

The Walloon Region is responsible for the access to the inland navigation transport market and gives a complementary approval to the French Community's approval in terms of education.

Service public de Wallonie (SPW)
Direction générale opérationnelle "Mobilité et Voies hydrauliques"
Boulevard du Nord, 8
B-5000 NAMUR
Téléphone : +32 (0) 81 77 26 80
Télécopie : +32 (0) 81 77 37 60
http://voies-hydrauliques.wallonie.be
Concerning services of inland navigation :
Service public de Wallonie (SPW)
Direction de la Gestion des Voies navigables
Guichet de la Navigation
Rue du Canal de l'Ourthe, 9
B-4031 Angleur
Heures d'ouverture :
Mardi et jeudi de 9h00 à 12h00 et de 14h00 à 15h30
Téléphone : +32 (0) 4 231 65 33
guichet.navigation@spw.wallonie.be

Croatia

Course programmes are regulated by Ordinance on crewmembers on board the Inland navigation vessels. Responsible authority is Ministry of Transport. However certification of high school educational programmes are under responsibility and according to formal procedure regulated by the Ministry of Education. The certification of high school educational programme is based on the *Qualification Standard for the Inland navigation Cadet (2011)*, issued by the Ministry of Science and Education of the Republic of Croatia.

France

In France, depending on the nature of the training establishment, the approval of the training contents may be:
- A specific Ministry (Transport)
- The Ministry of National Education and Higher Education (professional BAC and Rncp Title)
- A professional branch (Certificate of professional qualification: CQP)
Generally, an instructor is appointed for a validation record. This file is submitted to one or more commissions which give an opinion transmitted to one of this competent authority (see above). The authority, then, validates or not the proposals of the commission. Depending on the level and the kind of the training, the steps are either linked to the internal process of the diploma-winning school, or related to the diploma Ministry process, or related to the professional branch process in question.

Germany

Social partners like trade union and companies/stakeholder as well as vocational colleges and the ministries develop the framework curriculum and training regulations by assistance of the „Bundesinstitut für Berufsbildung" (BBiB, Federal Institute for Vocational Education and Training) and the "Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland" (KMK, The Conference of the Ministers of Education and Cultural Affairs in the Federal Republic of Germany). In the field of patent

exams is the "Generaldirektion Wasserstraßen und Schifffahrt" (GDWS, Directorate-General for Waterways and Shipping) responsible.

The main steps for the approval of educational programs in Germany are:
Step one: Defining the basic parameters of the new curriculum framework and training regulations
Step two: Development and coordination of the new curriculum framework and training regulations
Step three: Adoption of the new curriculum framework and training regulations
Step four: Development and Adoption of a internal curriculum and the annual didactical plan for the vocational colleges (with competencies and content)
Step five: Development of new exams by the boards of examiners at the chamber of Commerce (IHK) and the Federal Waterways and

Netherlands

The implementation and supervision of education and examinations falls under the legislation and regulations of the Ministry of Education, Culture and Science. The examination of Radar (CCV – Ministry of education), ADN (CCV) and VHF (AT) is an exception to this.

The Supervision of Education Act (WOT, 2002) forms the basis for supervision. Pursuant to this Act, supervision of vocational education is assigned to the inspectorate of education and the inspectorate has the task of assessing and promoting the quality of education, including the quality of teaching staff at institutions as referred to in the Education Act and vocational education (WEB) and the Education and Vocational Education Act for the Caribbean Netherlands (WEB BES). The research framework applies to all institutions (funded and non-funded) that provide education on the basis of the aforementioned educational laws. Institutions can be: regional training centers (ROCs), agricultural training centers (AOCs), professional institutions, colleges with vocational and exam institutions.

The Education Supervision Act (WOT) was amended on 1 July 2017. With the amendment of the law, the inspectorate makes a distinction in its supervision between soundness requirements regulated by law and its own aspects of the quality of management and training. Soundness requirements are objectifiable, as far as possible general quality standards regulated by law, which are so clear that freedom of direction and design remain guaranteed. Soundness requirements relate to the quality of education, examinations and financial management. We summarize this with the concept of "basic quality".

Romania

The national authorities responsible for the approval of the educational programmes at tertiary level is an independent agency called the Romanian Agency for Quality Assurance in Higher Education (ARACIS). It approves the study programmes and curricula, after evaluation both by the documentation provided for evaluation as well as after on-site evaluation visit.

- for the qualification of Sailor/Boatman and Motorist ships there are Professional Training Standards and Curriculum approved by order of the Ministry of National Education elaborated according to the EU requirements.,
- Professional Training Standards contain key competence units, general and specialized for them being obtained.
- The name of the qualification, as found in the Government Decision approving the qualification nomenclatures for which the pre-university education is provided;
- Qualification levels that can be acquired through vocational education are 3, corresponding to the 3 EQF levels.

- The list of competence units is organized as follows:
• Key Competencies. Key competence units refer to transferable skills to support labor market integration as well as social inclusion.
• General technical skills. General Technical Competence Units have competences that address knowledge of principles and context, as well as common practices underlying several qualifications. They are common to several qualifications in the field of vocational training.
• Specialized technical skills. Specialized technical competence units include specific competencies related to that qualification.

- For each competence there are specified:
• Description of competence: short and concise wording about what a student needs to know, and / or understand and / or be able to achieve through learning.
• Performance Criteria: describe the significant elements of successful outcomes, a description made by an evaluation sentence that allows an assessment to be made as to the achievement or non-realization by the pupils of that competence;
• Specifications regarding the applicability of the performance criteria (conditions of applicability): specification of the different situations and contexts in which the performance criteria will be applied;
• Assessment: specification of the type of evidence that demonstrates the fulfillment of the competence;

Slovakia
The Ministry of Education, Science, Research and Sport of the Slovak Republic is the main national authority that is responsible for education programmes included the job specific part in the Slovak Republic. **The study programmes, courses and their curriculums at the Slovak universities / colleges** are approved by **the Accreditation Commission** that is the advisory body of the Government of the Slovak Republic set up under Act no. 131/2002 Coll. on higher education institutions. This Commission monitors, independently evaluates and enhances the quality of higher education, research, development, arts and other creative activities of higher education institutions.
The accreditation process takes place every six years. The next one is planned in 2019/20.

1.3 Process required to implement and approve the new curriculum for educational and training programmes
(What is the process required to review and/or change and approve the new curriculum for educational and training programmes? How long is the duration of this process?)

Austria
In the project Danube Skills, the viadonau (Mr Gerhard Klatt and Florian Filz) are involved in the process of the implementation of the EU Directive 2017/2397.

In Austria, we have the 3-year vocational training for inland waterways (only for passenger transport – no freight transport). Since it is a vocational education, both ministries, the Ministry of education and Ministry of economics are involved. In general, every person/insitution can provide a proposal for the implementation of the regulation at the ministries. Vocational education is more emphasized through the Ministry of economics and thus, the proposal for the new curriculum will be submitted at this Ministry.

Currently, viadonau has been involved relevant social partners, the Ministry of transport and the educational institutions in the process of the revision of the training regulation. The stakeholder dialogue started with a first workshop and bilateral meetings in October last year.

Theoretically, the duration for the approcal of the new curricula is around six months. However, practically – all stakeholders, social partners & educational institutes have to agree in advance on the changes – and duration is much longer.

Belgium

De Scheepvaartschool: A curriculum committee ("leerplancommissie"), composed of experts and the PBD ("Pedagogische Begeleidingsdienst), is convened and they prepare the new curriculum. After this, the curriculum is sent to the "Onderwijsinspectie" which approves them. This approval always takes place in January. Once approved, the curriculum is entered into force in September of the same year. The duration of this process normally takes 2 to 3 years.

CEFA Batellerie :
The IWT Educational system in the Wallonia-Brussels Federation is controlled and approved by the CPEONS
CPEONS – Conseil des Pouvoirs Organisateurs de l'Enseignement Officiel Neutre Subventionné
Rue des Minimes, 87 - 89, 1000 Bruxelles –
Tél. :+32(0)25040910 - Fax : +32(0)25040938
http://www.cpeons.be

The CPEONS is a council representing and coordinating the educational system recognized by the Government of the French Community, organized under the control of the provinces. The C.P.E.O.N.S. is concerned with secondary education.
The CPEONS approves the basic program and the training syllabus (qualification and training profile of boatman in 2006 (sector 2: Industry) and those of boatmaster in 2002).
The approval period is at least one year after approval of the General Council.

Croatia

Council of the educational institution discusses and officially adopts the Curriculum for educational programme proposal. Then, the proposal of curriculum is forwarded to the relevant body – the Agency for Vocational and Professional Education (ASOO). After evaluation and verification of the Curriculum, ASOO proposes the Curriculum to the respective Ministry. In case of High school certificated educational programme (Subchapter 1.1, method 1), the relevant body is the Ministry of Science and Education of the Republic of Croatia. If the method for acquisition of IWT certificates is achieved through specialized courses (Subchapter 1.1, method 2), the responsible body is the Ministry of the Sea, Transport and Infrastructure of the Republic of Croatia. The respective Ministry makes a formal/official decision. In cases of Curriculum referring to new educational programme (as proposed), the respective Ministry Committee verifies its performance by sending its officers at the Institution for final confirmation of Curriculum performance. The process duration is approximately twelve months.

Croatia has implemented CROQF (Croatian Qualification Framework) as reform instrument for regulation of Qualification Standards (QS) in the line with European Qualification Framework (EQF), based on learning outcomes and competences. QS for *Cadet for Inland Navigation* has been officially adopted in 2016.

France

- For a professional or competence certificate, it is under the authority of the CNAM (national)
- For a diploma : CNAM (national) + Ministry
- For a professional title, he reports to "France Compétence"
- For a Professional Qualification Certificate: "France Compétence" or a professional branch

The teaching teams are in charge of establishing the teaching programs.

Usually, programs are discussed at "business committee" with representatives of the profession concerned. The institution holding the diploma or the certification is responsible for the content and pedagogical modality. He is responsible in front of the certifying authority of the good organisational and educational unfolding.

Depending on the case, the duration of this process can take 6 months to 18 months.

Sometimes, some certifying devices can condense the process.

In this case, changes are approved based on this schedule. (For example: Engineering audit campaigns every three years).

Germany

What is the process required to review and/or change and approve the new curriculum for educational and training programs?

If the content or structure of a training occupation is to be determined, the initiative is usually taken by the trade associations, the employers' umbrella organisations, the trade unions or the Federal Institute for Vocational Education and Training. After all parties have been consulted, the competent Federal Ministry decides in consultation with the Federal States. In many cases, the Federal Institute for Vocational Education and Training will give its expert opinion before or carry out a research project - especially in the case of larger reform projects.

The development of new training regulations and framework curricula or the adaptation of existing training regulations to changed vocational practice is carried out in accordance with a regulated procedure in which the federal government, the Federal States, employers, trade unions and vocational training research are involved.

The Federal Government and the federal states agreed to limit the duration of the procedures to approximately one year. As a rule, the work of the experts is to be completed within a maximum of eight months of the decision of the Coordination Committee – the body in which the Federation and the Federal States coordinate their activities. After developing the framework curriculum and training regulations the school and education institutions develop their curriculum. For the approval, all steps of development need to be approved separately.

To change and approve a new curriculum for educational and training programs (see all mentioned steps in the following figure) all the above mentioned institutions need to confirm changes. It last about 3 years.
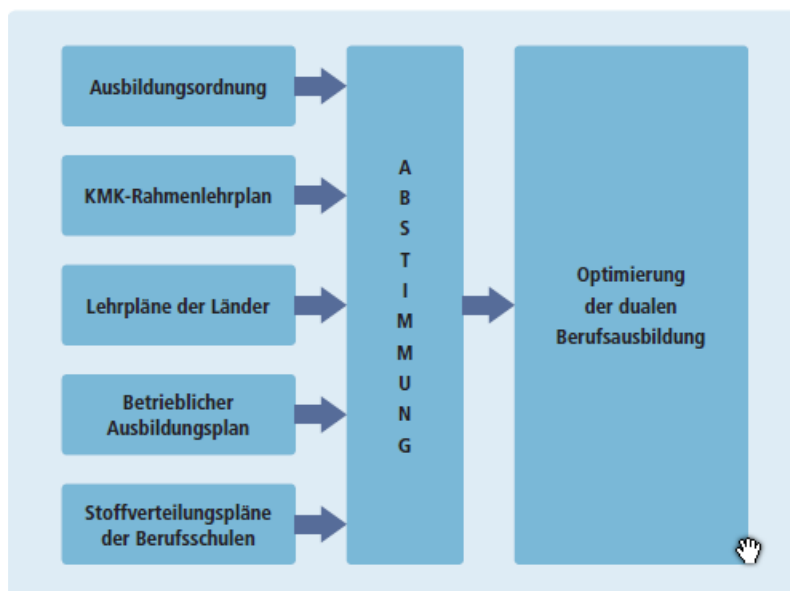
Netherlands

In the process of revising vocational Inland Waterway Transport Qualification File in relation to achieving the objective of EU Directive 2017/2397, the education legislation and frameworks below are extremely relevant and guarantee the quality of the supervision, implementation and examination of (V) MBO inland navigation education.

• Secondary Education Act (WVO)
• Education and Vocational Education Act (WEB)
• Education Supervision Act (WOT)
• 2017 research framework for the supervision of secondary education (1 July 2018)
• 2017 research framework for the supervision of secondary vocational education (1 July 2018)
• 2016 research framework for the supervision of the vocational education and business cooperation organisation

Romania

In order to implement and approve a new curriculum, the process of approval consists of the following steps:

- The University addresses to ARACIS in order to obtain the authorisation of the programme study; the authorisation is temporary for a 3 years duration;
- After 3 graduating promotions of students, the University must prepare the documentation for the final accreditation of the programme study;
- After receiving and a first evaluation of the documentation, the Agency (ARACIS) will perform an evaluation of the programme study on-site;
- If the evaluation on-site is successful, the University receives the final accreditation for the programme study, but the evaluation process is repeated every 5 years by the same Agency.

The duration of the whole process is between 6 months to 1 year and the new curriculum could be included in the educational programme at the beginning of the new academic year.

Elaboration / revision of training standards is carried out at the initiative of Sectoral Committees and at the suggestion of employers, vocational training providers (formal education and training system or private continuous training providers) or tripartite structures in the field of employment and training .

Qualifications, once elaborated, are validated, which implies that they are confirmed by officially recognized external factors and, more importantly, are accepted by employers. Validation is the process by which the activities carried out to identify skill needs are confirmed, namely that a qualification is required for the occupations concerned.

The main role of validation is to confirm that the process of developing or revising the qualification was based on identified needs in the labor market and that the standards were developed in line with these needs.

Validation of qualifications is a transparent process under the responsibility of the Sectoral Committees coordinated by the CNFPA (National Council for Adult Vocational Training) as the National Authority for Qualifications.

Validation of a qualification is done for a defined period. The same procedure is also valid for the Curriculum. Curriculum in vocational education is fundamentally oriented towards:

- The acquisition by graduates of the technical (general and specialized) skills, needed to adapt for now and especially in the future to the requirements of a rapidly and continuous changing labor market.
- General technical skills are common to all qualifications specific to a field of vocational training at a certain level of professional qualification.
- Specialized technical skills are specific to each qualification.
- The acquisition by graduates of those transferable key competences required both for social integration and for successful and rapid integration into the labor market key competencies are common to all qualifications in all areas of training.
    - o All of the abovementioned competences can be found in the Professional Training Standards.
    - o The development, implementation and evaluation of curricula objectives in vocational and technical education are:
- Curriculum development based on Professional Training Standards
- Developing modular curriculum
- Developing (designing) the Local Development Curriculum (CDL), to adapt qualifications to local and regional labor market requirements; enhancing the role of guidance and counseling for the formation of key competences
- To promote the use of learning strategies based on student-centered learning
- Adapting teaching strategies to integrate and stimulate the performance of pupils with special educational needs
- Carrying out assessment and certification based on competencies

Romania is among the countries that have introduced a training system based on learning outcomes. Learning outcomes are used as elements of building qualifications. The vocational and technical curriculum is structured on three components: (1) common trunk, (2) differentiated curriculum and (3) local curriculum. The common trunk is established at the central level and includes the education disciplines with appropriate time allocations that are common to several areas of training. The differentiated curriculum is set centrally and includes a package of disciplines / modules with related time allocations, which are specific to basic theoretical and professional training, general or to acquire a professional qualification. The local curriculum includes the hours allocated for the development of the curricular offer specific to each educational unit, offered in partnership with economic agents. This curricular offer provides the framework for training to enable the acquisition of the skills described in the Vocational Training Standards in the technological context offered by local economic agents.

Both documents are validated by the Ministry of National Education , and approved by the Government Decision . Educators in the field / educational units that train the two qualifications are obliged according to the requirements of the Ministry of Transport to be accredited / authorized by the Romanian Naval Authority. The curriculum for the two qualifications is divided into three years of study, so in the 1st and 2nd year there are general competences in the field of mechanics, and in the 3rd year specialized competences. At the end of the vocational school studies, a competency examination is carried out according to the methodology developed by the Ministry of National Education and a level 3 qualification is obtained. Specific to the two qualifications :

- During schooling, mostly during the third year of study, students can obtain a service card and a certificate of competence for the two qualifications from the Romanian Naval Authority.
- The specialty classes in the third year of study will be conducted on ship / school ship, considered as an internship, one of NRA's requirements, in order to obtain the capacity certificate.

Slovakia

The Slovak universities / colleges can change / develop their present or new study programmes, courses and their curriculums themselves according to the request of practise. It is carried out within an accreditation process that takes place every 6 years.

1.4 Possible challenges which can be encountered during the development and approval of the new curriculum

(What are possible expected challenges which can be encountered during the development, taking the past experiences(s) into account? What actions need to be taken to create smooth implementation? What is the first priority for the development of educational and/or training curricula based on the workforce market demand?)

Austria

Even if the Austrian IWT sector is manageable, the coordination with the stakeholders (social partners, educational institutes and ministries) requires a high level of resources. The vocational education is harder to handle since two ministries (Ministry of education and economics) have to be involved.

Another challenge is that the regulation should have exactly the same wording when implemented in Austria. The Austrian partners require some changes and it depends on the Austrian ministries, if they accept those changes or not.

In Austria, the apprenticeship is only for passenger transport which makes the implementation of the guideline which is focused on freight transport more complicated.

The aim of the Austrian cooperation is to build up an exam and school setting, which allows the new students to meet the requirements of the regulation without an additional exam for the transition period until 2022.

Belgium

De Scheepvaartschool: Normally this approval process is going quite smoothly (bearing in mind the duration of 2 to 3 years). Regular consultation between the government of the Flemish Community – Department Mobility, the education institute and the IWT sector is necessary.

CEFA Batellerie :
The challenges are the coordination of policies between the various decision-making levels at community/regional level and the coordination of policies between interregional authorities, specifically for the recognition of qualifications.

Croatia

There is very limited capacity of the entire sector with marginal impact on overall transport. There is lack of experts both on decision making level and on operational level where the new system should be implemented. The second problem is labour market and low interest among young scholars. One approach may be to take advantage in fact that there is high interest of scholars for maritime on-board jobs and high level of expertise in maritime sector. Some know-how transfer may be needed with institutional support to implement new curricula. Balance between theory and on-board training in existing 4-year programme for Inland navigation Cadet is not favourable and training duration is not enough to acquire IWT qualification after the school.

France

To obtain good employability, the profession must have adapted the training, its content, its modalities and its expected

To create smooth implementation, it should :
- Work from a multidisciplinary "business committee" to do the program
- Appoint a committee of experts to validate production
- Describe the validation process, School, Ministry or Professional Branch

The first priority : Market analysis and Employer consultation

Germany

What are possible expected challenges which can be encountered during the development, taking the past experiences(s) into account?

Information of all involved institutions about necessary changes. To initiate the defined process at an early stage with the participation of all institutions. To meet ambitious time targets.

What actions need to be taken to create smooth implementation?

Transparent and early communication of serious changes to all later affected institutions. Well done preparation and realisation of a qualified education on board of vessels and at a vocational college like Schiffer-Berufskolleg RHEIN. In particular, if additional competences and contents - for example for the qualification of a boatmaster (ML) - are to be imparted. Therefore equipment, content and staff need to be up to date. In order to ensure this, an adequate lead time is needed for the financial support that may be necessary. sufficient training of teachers, instructors and examiners.

What is the first priority for the development of educational and/or training curricula based on the workforce market demand?

To define the changed requirements of the workforce market completely and clearly in order to present the necessity of changing/developing the educational and/or training curricula to bring all involved "into one boat" so that all "row in the same direction" from the beginning.

Netherlands

Overlap of laws and regulations and supervision between the Ministry of Education and the Ministry of Transport, which leads to increased regulatory pressure and control pressure

Romania

The evaluation process of a curricula is well at the level of the institutions that are in charge with evaluation and approval of a programme study. However, during the preparation of the documentation which will be submitted to the Agency, in order to start the evaluation process, some changes in legislation (regulations and rules) can occur, which can interfere and delay the evaluation process.

In order to create a smooth implementation of a new programme study, the following actions are necessary:

- preparation and validation of the educational materials;
- selection of the teaching/trainers based on their expertise in the field of the programme study;
- allocation of an adequate infrastructure (building and equipment) in order to cover the requirements;
- signing agreements with the stakeholders from the IWT sector, in order to provide practical training/internships for students.

The main priority when implementing a new programme study is that the competence gained by the student should be in line with the stakeholders' requirements as well as with the competences from the 2017/2397 EU Directive.

Slovakia

The basic goal is to prepare the courses and their curriculums according to the latest standards, norms in inland water transport so that graduates could find a job easily in this sector.

Appendix 3 Overview of Quality Assurance (QA) and Quality Control (QC) systems per Member State

In order to be able to define the basis of the voluntarily QA/QC system, the project members will collect the current QA/QC systems in place on a national level implemented in education and/or training institutions.

2.1 Short description of the QA/QC system in your educational and/or training institution
(Give a short description of the QA/QC system in your institute; Which external parties are involved in the QA/QC system? Which national authorities are involved in the approval of the QA/QC system?

Austria
Since we are a University of Applied Sciences and train people in logistics, we cannot answer this question for nautical education. We can for logistics education but processes for approval of QA/QC are similar to each university in Austria.

Belgium
De Scheepvaartschool: In our educational institute, quality control is carried out by "Onderwijsinspectie", a yearly quality audit is carried out by Bureau Veritas (Quality Managements System for Maritime Training Institutes) and by the government of the Flemish Community – Department Mobility. Internally, quality is followed up by an internal quality assurance department.

CEFA – Batellerie : In this educational institute, quality control is carried out by the Inspection of the French Community ("Inspection de l'enseignement secondaire") of the government of Wallonia-Brussels Community (Wallonia-Brussels Federation) on qualifications of the professor for his/her nomination and the content of the program on the basis of fact sheets (per course).
There is also a recognition by the Central Commission of the navigation of the Rhine (CCNR) at an international level.

Croatia
The Faculty of Maritime Studies in Rijeka has established a functional system of internal quality assurance and quality control. The goal of the established system of internal quality assurance is to develop and build mechanisms for systematic evaluation of the Faculty's work in the function of the continuous promotion of high standards of teaching, scientific and professional work of the Faculty in accordance with the requirements of all internal and external users.

The areas for evaluating the quality system of the Faculty are; development strategy and procedures for the quality assurance, approvals, supervision and periodic review of study programs and qualifications, evaluating students, ensuring the quality of teaching staff, learning sources and helping students, information system, public information, scientific-research activity, international cooperation, cooperation with the community, documentation and Document Management of the Quality System, establishing and managing the processes of securing and managing the resources needed to carry out Faculty's activities, the Function of business management of the Quality System and improving of all the processes covered by the Quality System.

The Quality System Units of the Faculty are Committee for Assurance and Advancement of the Quality (hereinafter referred to as the Quality Committee) and the Quality Management System Coordinator (person trained for leading quality judge). They work in an integrated manner and share responsibility for ensuring and improving quality in all areas of the Faculty's work. The Quality Committee of the Faculty

consists of 7 members: one representative of the management, one teacher, one associate, one student, representative of administrative and technical staff, representative of external users (stakeholders) from the maritime economy and coordinator for the quality management system. The Quality Committee combines and coordinates all the activities related to the quality system and has the freedom to adjust the procedures of the system to the needs of the Faculty. The Committee plans a quality improvement strategy in all areas of the Faculty's activities, it organizes, coordinates and implements evaluation procedures and develops internal quality assurance and improvement mechanisms at the Faculty level. In its work, the Committee works with the Quality Committee of the University of Rijeka, the Centre for Assurance and Advancement of the Quality of the University.

The Dean is responsible for the implementation of the role management in the application of the quality management system at the Faculty and for the operationalization of the role management in the application of the quality management system at the Faculty, the Management Board appoints the Vice Dean for the business relations. With its decisions and measures taken, the Faculty's management demonstrates its commitment to the effective implementation of the quality management system and its continuous improvement.

Faculty of Maritime Studies, as a provider of higher education of the Republic of Croatia, it must implement standards for quality assurance at the level set by the Republic of Croatia and the European Council. Also it must comply with the guidelines and standards set by the Ministry of Sea, Transport and Infrastructure of the Republic Croatia, International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW).
For this reason, the Faculty of Maritime Studies participates in periodic quality assurance procedures done by several interested parties:
- **Agency for Science and Higher Education (AZVO/ASHE)**, for external quality assurance based on Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- **University of Rijeka**, for external quality assurance based on Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- **Bureau Veritas Croatia d.o.o. and Croatian Register of Shipping d.o.o.** for compliance with the requirements of standards ISO 9001: 2008 / ISO 9001: 2015 based on requirements of the International Maritime Organisation (IMO);
- **Ministry of the Sea, Transport and Infrastructure** for the purpose of independent evaluation of the education system in accordance with international conventions International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW)
- **European Maritime Safety Agency (EMSA)** - for the purpose of verification of the application of Directive 2008/106 / EC of the European Commission on the minimum level of training of seafarers.

France
As part of the professional reform in 2019, in France, in 2021 all educational institutions will have to have quality certification. Depending on their activity, these certifications may be:
- FCU
- ISO 9000
- NF 214
- Or specific to a professional branch

Germany
Vocational College: regular external evaluation by district government according to the given quality standard (for example according to the quality tableau of the Ministry of Education of the State of NRW) and also additional internal (self-)evaluation of a vocational colleges (like Schiffer-BK RHEIN) by help of standardised programs for the self-evaluation of schools.

Companies: evaluation according to industrial standard (ISO 9000 certification) A contribution to the quality of training is also made by the legal provision that every company must prove its suitability for training and must have a trainer who must prove his qualification by means of a so-called ADA certificate (Instructor aptitude test). This is the only recognised and uniform qualification nationwide for proof of vocational and occupational pedagogical knowledge in the field of their profession. Unfortunately, in the field of inland navigation, not all skippers working on board as instructors have this certificate of qualification.
Chamber of commerce and Federal Waterways and Shipping Administration (WSV)/Directorate- General for Waterways and Shipping (GDWS)*/: evaluation of exams by* the boards of examiners

Which national authorities are involved in the approval of the QA/QC system?
Due to the fact that there are three parties (vocational colleges, companies and federal institutions like WSV/WSD) work together and use their QA/QC systems, all of them are responsible for its approval.

Netherlands
The general curriculum is the responsibility of the inspectorate of the Ministry of education. The school delivers every year a range of reports to the Ministry of education. Important date is the 1st of October. This procedure is strictly online. It is no longer possible to submit paper documents.
Within our school organisation we follow an dedicated internal review procedure in order to guarantee our high standards in terms of educational quality. Our school is subject to review every two years. The procedure contains an on-site visits by an internal review board every four years and an internal audit, also every four years. The review board consists out of our dedicated department for educational quality as well as fellow headmasters. `
For assessment purposes we use a dedicated secure digital environment supervised by FACET and DUO, also under the umbrella of the Ministry of education.
For the professional part of our education the responsibility for the QA is with the Ministry of Infrastructuur en Waterstaat. De facto the Ministry of Infrastructuur en Waterstaat accepts an approved program from the Ministry of Education.

Romania
The QA/QC system in the University of Craiova is implemented and monitored by the Department for Quality Management (DMC). It implements the University's strategies and policies of quality management in the programme studies approved by the Agency (ARACIS). All of the programme studies (new or existing) are evaluated by the DMC before submitting them to Agency for the evaluation process.
The national authorities involved in the approval of the QA/QC system are the Ministry of Education, through ARACIS.

Quality assurance committee – CEAC (the committee for the quality evaluation and assurance)
The committee for evaluation and quality assurance has as main focus the evaluation of education quality offered by school and insurance of the proper conditions for its accomplishment. Also it evaluates the institutional   capacity   which   results   from   the   internal   organisation and   from the infrastructure available through   its   existing   base material   base and   human resources.   The quality control and assurance committee monitors the education efficiency, which consist in mobilizing resources in order to achieve the expected results of teaching, concretized through the content of study programs, the result of teaching, the scientific or methodological research activity and financial activity of the organisation. Quality management is realized through strategies and procedures for quality assurance, monitoring and periodic review of programs and activities carried out, evaluation of learning out comes and body quality teacher, systematic updating of the database, on internal quality assurance.

For the pre-university education system in Romania, the evaluation and monitoring for the implementation of a new curricula is realized by the "Romanian Agency for the Quality Assurance in Pre-university education system (ARACIP)".

Slovakia

Recently, conclusions of the self-assessment process according to CAF model (The Common Assessment Framework), which was implemented in the university conditions in 2008 and 2010, have become the basic assumption of quality assurance at the. During the self-assessment process according to CAF, the university assessed the preconditions and achieved performance results in relation to students/customers, employees and society, based on the university's leadership, policy and strategy, focus on employees, creation of partnerships, provision of resources and improvements of relevant processes taking place in the university environment. The self-assessment provided a picture of the University of Žilina's quality from various perspectives and holistically analysed its performance. In addition, the self-assessment procedures according to CAF were separately implemented at certain faculties of the University of Žilina, namely at the Faculty of Civil Engineering, the Faculty of Humanities and the Faculty of Management Science and Informatics. When the University of Žilina took part in the National Quality Award of the Slovak Republic, the university received the award in the C3 category (other public sector organisations) from the Evaluation Commission of the National Quality Award of the Slovak Republic in 2010.

Certain faculties of the University of Žilina use the quality management system according to STN EN ISO 9001 for their quality assurance purposes. This quality management system encompasses the assessment of all relevant processes at the faculties concerned, with an emphasis on education and on science and research activities. With the implementation of this quality management system, the faculties can properly identify the requirements and expectations by their customers and other stakeholders, as well as monitor and positively influence the level of their satisfaction. The quality assurance and quality improvements according to STN EN ISO 9001 cover all of the planned and systematic activities and resources used in the quality management system at faculties, and the faculties demonstrate these on an as-needed basis in order to gain adequate confidence from their customers – students and other stakeholders. A valid quality management certificate according to STN EN ISO 9001:2009 is currently held by the Faculty of Electrical Engineering, the Faculty of Mechanical Engineering and the Faculty of Special Engineering, for educational and science and research activities as well as for services and activities intended for the public.

In response to the valid Amendment to the Act on Higher Education Institutions (effective from 1 January 2013), which provides in Section 87a(2) that higher education institutions are obliged to have an internal education quality system prepared, implemented, in place and functional, the University of Žilina carried out multiple activities to comply with this legislative requirement successfully. These primarily included the successful handling of several projects focused on education quality. One of them was international project AHELO (Assessment of Higher Education Learning Outcomes – Feasibility Study), which focused on the assessment of higher education quality in order to see whether it is possible to evaluate and compare higher education performance across individual countries with diverse cultures and languages; another project was DEQUA – Development of quality culture at University of Žilina based on European higher education standards, which led to the elaboration of various procedures to comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area; international project DIALOGUE (Bridges between Research and Practice in ULLL), within which the processes to link the outcomes of lifelong learning research were analysed, the proposals to optimise those processes were prepared and their impacts on assuring the education quality were defined; the IBAR project – Identifying internal and external barriers in promoting the European Standards and Guidelines for Quality Assurance in the European Higher Education Area; and other projects with such a focus. [Corejova, T. – Rostasova, M.: Achieving a Functional European Dimension of Education Quality Assurance in Slovak University Conditions]

France

The CNAM (National) has a FCU certification, which validates all the course creation processes, until the issue of diplomas, involving multi-disciplinary research and international collaboration issues.
For 2021, all the teaching centers in the region (Normandie in this case) will have to be certified either NF214 or ISO 9000.
The FCU certification is more oriented for public higher education institutions including universities.

External parties are involved in the various functioning commissions of CNAM.
Audits performed as part of the certifications are done by external auditors
For the national authorities: Certifications are issued by independent certifying organisations

2.2 Parties responsible for the development and the approval of the QA/QC system of the curriculum in your educational institution

(Is a QA/QC system implemented in your institutes? Which parties are involved in the process of development and approval of the QA/QC system of the curriculum? Is there a national legislation for the approval of educational and/or training programmes in your country? On which QA procedure(s) are the approval of educational or training programmes based in your institution?)

Austria

The development of the FH Upper Austria is in line with the legal framework and principles of the Fachhochschule Studies Act (FHStG) idgF , the University Quality Assurance Act (HS-QSG) idgF , the pertinent odinances and guidelines of the Agency for Quality Assurance and Accreditation Austria (AQ Austria) as well as the European standards and guidelines for quality assurance at universities (ENQA European Association for Quality Assurance in Higher Education). Furthermore, our strategic positioning is in concordance with public financing and development plans (funding conditions) and the regional development strategies of the Province of Upper Austria.

Besides all these formal framework conditions, the FH Upper Austria recognizes pedagogical/didactic and scientific norms and expectations as well as suggestions from additional stakeholders (e.g. companies as employers of our graduates) in its understanding and management of quality.

In accordance with these guidelines, the FH Upper Austria aims to follow a transparent form of quality management, which takes into account all aspects of a well-documented and transparent quality strategy and a successfully implemented quality management system. The structural depiction of our quality assurance processes explicitly underlines the quality of our work .

Belgium

De Scheepvaartschool: A QA/QC system is implemented (Quality Management System for Maritime Training Institute) in our institute., as mentioned in point 2.1.
Approval of the curriculum is done as mentioned in point 1.3.

CEFA – Batellerie : see 2.1

Croatia

In line with the Quality Policy, the Faculty of Maritime Studies in Rijeka aims to implement and improve undergraduate, graduate study programs and postgraduate study program based on learning outcomes and directing them to lifelong learning in accordance with the needs of the economy and the social community. In addition to raising the quality of study programs, as a goal of its activities within the quality system, the Faculty promotes life-long learning programs as well as programs of permanent training of seafarers for the purpose of obtaining the appropriate qualification certificates in accordance with

international conventions (STCW - International Convention on Standards of Training, Certification and Watchkeeping for Seafarers), as well as lifelong education program.

In general, the proposal of the any new study program contains all the elements prescribed by the Scientific Activity and Higher Education Act (Official Gazzete 123/03, 198/03, 105/04, 174/04, 02/07, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14, 60/15, 131/17), Croatian Qualifications Framework Act (Official Gazzete 22/13, 41/16, 64/18), regulations by the University of Rijeka and for "on board" study programs the Rules on Seals and Certificates on the Qualification of Seafarers in Croatia (with amendments, Official Gazzete 130/2013) and International Convention on Standards of Education, Certification and Watch Keeping (1978) was implemented as amended. In additional, there are three different process of development and approval of the QA/QC system of the curriculum.

1. Undergraduated and graduated study programs –The decision on the new proposal is made by the Faculty Council on the basis of a positive opinion of the Teaching Committee. The proposal is addressed to the competent authorities of the University of Rijeka. The decision on the adoption of a new is made by the Senate of the University of Rijeka. The Agency for Science and Higher Education made every 5 years review of the program.
2. Postgraduated study program - the proposal for a new program of the postgraduate university study made Vice dean for scientific research and is confirmed by the Commission for Science and postgraduate university study. The Faculty Council passes the decision on the proposal, with the previously obtained opinion of the Postgraduate Study Council. The Agency for Science and Higher Education made every 5 years review of the program.
3. Professional training / Long-life Learning programmes - the process of designing and developing the education program is the responsibility of the Head of the Maritime Training Centre and Life-Long Learning or Vice-Dean for Vocational Training and Development. The Dean approves the new program. The professional training in according with STCW convention need to be reviewed by Ministry of sea, transport and infrastructure.

All procedures are described in Faculty Quality standards (2018) and Rulebook on the Quality Assurance and Quality Advancement System at the Faculty of Maritime Studies in Rijeka (2014). The procedures are:
- PP – 01 - Design and development of undergraduate and graduate study programs
- PP – 05 - Design, development, planning and implementation of postgraduate university study
- PP – 10 - Designing and developing training programs

France

Concerning the Cnam, the file of creation, evolution or modification is instructed by the teacher in charge of the diploma.
This file is examined in two steps :
- in the national pedagogical team on which the diploma in question depends
- in the national commission named "conseil des formations" (trainings council)

The file is presented by the project leader for 15 minutes and then debated by the members of the commission. At the end of the debate a vote takes place.
The file can have three status :
- rejected
- to complete or to amander
- validated with or without recommandations

In the last hypothesis, the file is transmitted by the National Direction of Training to the instructor services who deliver the authorization or the certification of the diploma (Ministry, "France competence", Professional Branch).

Germany

Responsible for the development of the external QA/QC for external evaluation of the Schiffer-Berufskolleg RHEIN is the Ministry of education of the federal State NRW. For internal evaluations, the Schiffer-BK can freely use recognized and scientifically selected programs/systems to support the school management in quality assurance. An evaluation officer is also available for this purpose.

Netherlands

External: Ministry of Education and Ministry of infrastructuur en rijkswaterstaat.
Internal: Review board and internal department for educational quality
Internal exam commission

Romania

Yes, the QA/QC system is implemented in The University of Craiova. The quality of the programme study is assured by:
- for accreditation: the programme study is designed by the departments and faculties and approved by the Commission for Evaluation and Quality Assurance (CEAC), which will submit the programme study for approval to the Senate of the University;
- through monitoring: this activity is performed by the Quality Council of the University of Craiova;
- through internal audit: it is performed by CEAC through evaluation by beneficiaries (students);
- through re-accreditation: this activity is performed by ARACIS.

Yes, there is the national educational legislation for the approval of the study programmes. The bachelor/master study programmes are established by Government decision, after an external evaluation performed by the ARACIS or by other quality assurance agency, from the country or abroad, registered in the European Quality Assurance Register.

The approval of the educational programmes are based on the DMC's Regulation, which is based on the University rules.

The parties responsible for developing and approving the quality assurance system in the curriculum in our educational institution cooperate for a school where the student is placed in a central position in order to correlate its training with the local economic, cultural and social realities. Cooperative factors are: the principal who through the school action plan prints the detection for the development of the school unit, the board directors, teacher council, curriculum board who set out the strategic targets for students, parents, teachers and local community.

Slovakia

At the University of Zilina it is the University of Žilina Quality Council.

2.3 Process required to review/change and approve the QA/QC of the new curriculum
(What is the process required to review/change and approve one new curriculum in your institute based on the QA/QC procedures?)

Austria

If there is a new curriculum in our institute it has to be submitted to the land upper Austria. Afterwards it is reviewed by an international organisation which is responsible for the quality of the new study curricula (AQ Austria). Mayor changes of the curricula have to be reviewed and submitted to this institution.

Belgium

De Scheepvaartschool: Similar to point 1.3.
CEFA – Batellerie : see 2.1

Croatia

The review/change of the undergraduate and graduate study programs (curriculum) are initiated at the proposal of the Department who is responsible for study program. Subsequently, proposals for amendments or additions are submitted to the Teaching Committee. The Faculty Council makes the decision about review/change and the proposal is addressed to the competent authorities of the University of Rijeka. The review/change of professional training / Long-life Learning programmes are initiated at the proposal of Head of the Maritime Training Centre and Life-Long Learning or Vice-Dean for Vocational Training and Development. Dean approves the changed program.

The design of new study programs is based on the analysis of the public interest and needs for a particular type and level of higher education, which cannot be achieved within the existing study programs of the Faculty. The development (review/change) of existing study programs need to achieve the goal for improving level of knowledge, learning outcomes, feasibility of the program, introducing a new course in curriculum, etc. or increasing the effectiveness of their implementation. On the bases of the collected knowledge about the implementation of study programs, student satisfaction analysis, student survey results, teacher's feedback, employability analysis of the students who completed their studies, and after discussing with interested stakeholders from the maritime and logistics business sector and amended international regulations, the Departments encourage the amendments and supplements to study programs. Planning, proposing and accepting new programs and auditing or abolishing existing programs are carried out in accordance with the business process "Design and development of study programs" of the Rules on the Quality, ensuring the quality and alignment of the study programs.

France

Concerning the CNAM: the file of creation, evolution or modification is instructed by the teacher in charge of the diploma.
This file is examined in two steps:
- in the national pedagogical team on which the diploma in question depends
- In the national commission named " conseil des formations" (council formations).
The file is presented by the project leader for 15 minutes and then debated by the members of the commission. At the end of the debate a vote takes place.
The file can have three statuses:
- Rejected
- To complete or to amend
- Validated with or without recommendations.
In the last hypothesis, the file is transmitted by the National Direction of Training to the instructor services who deliver the authorization or the certification of the diploma (Ministry, 'France Competence', Professional Branch)

Germany

The QA/QC systems in Germany are independent in the different institutions, but they are all certificated. Saving a better control, it is also necessary to keep that independence. Therefore, a change can be done only by involving all partners and give them the chance of keeping their own QA/QC systems. Depending on the respective level of the new curriculum to be changed/reviewed, different QA/QC processes have to be passed through. An example If the Schiffer-Berufskolleg wants to change the didactical planning of the year, a training course conference with participants from the companies and all those involved in the college has to be convened, which examines the changes and has to approve (decide on) them.

Netherlands

A new curriculum has to be presented to the educational inspection of the Ministry of Education. After a defined evaluation procedure, the inspection will approve or reject the proposal.

Under the new directive the institute has to submit an approved program to both ministries and also to the European commission.

Quality assurance of the Dutch education system is extremely stringent, additional supervision activities arising from the EU directive are not a supplement to this, which will improve education. Rather, there has been talk of an increase in accountability and costs.

Romania

The process required is based on the Regulation for initiation, approval, monitoring and periodical evaluation of the study programmes. It contains the steps presented above (section 2.2) and the changes in programme study are initiated by the Department/Faculty and will be available in the next academic year, after the evaluation performed by ARACIS.

Introducing a new specialisation involves adapting the educational offer through qualifications and curriculum to the local and regional economic requirement, of connecting the school to the realities of the local and regional economic sector, by adapting the school offer to the labour marker requirement. School local development curriculum can be changed on the proposal of the board curriculum and the approval of this proposal is approved by the County School Inspectorate which is the representative of the Ministry of Education. External ARACIP(Romanian Quality Assurance Agency in Pre-university education) assessment is only necessary if a new qualification is introduced in the school's schooling plan. This requires a thorough check of all documents on the basis of which RAEI (Annual Internal Evaluation Report) has been drawn up, the material basis of the school unit, the institutional capacity, management of teachers, auxiliary and non-didactic personnel, the development of curriculum, the professional development of the personnel.

Slovakia

If we want to propose a new / revised study program or plan, it consists of several steps. In this process the relevant authorities such as heads of departments, guarantors, dean, scientific council, academic senate, etc. express to it. The process also requires monitoring of compliance (study order ...) and addition to new facts - a normal upgrade related to the development of knowledge and the system.

2.4 Possible challenges which can be encountered during the development and approval of the QA/QC system

(What are possible expected challenges which can be encountered during the development (taking the past experiences into account) of the QA/QC system? What actions need to be taken to create smooth implementation?)

Austria

The challenge is that you have to acquire students even before the final discussion is made whether if the programme is approved. This is the case for FHOO. The special position of the vocational education in Austria is a challenge since both ministries (of education and transport) are involved in the vocational education.

Belgium

De Scheepvaartschool: Also here, we need a regular consultation between the government of the Flemish Community – Department Mobility and the education institute.

CEFA – Batellerie : A coordination between the government of Wallonia-Brussels Community (Wallonia-Brussels Federation) and the educational institute

Croatia

This is mainly recommendations for quality improvements and improvements of the procedures itself. Sometimes procedures are not clear enough or are not designed in a proper way to guarantee smooth implementation of the QA/QC system. Also there is a challenge to measure and evaluate all the aspects of education and teaching process.

France

The challenges which can be encountered during the development are
- Integrating actors to overcome resistance to change
- The use of communication and dematerialization tools

To create smooth implementation, we need :
- Local and national working groups
- Recruitment and appointment of one or more of our students (internal) who visit all structures to further explain and coordinate the progress of each actor

Germany

A challenge will be to develop a QA/QC system which is on one hand similar for all institutions, but is different enough to allow each institution to be responsible of a part of the whole QA/QC system. No institution will be prepared to voluntarily renounce independence among themselves and thus to some extent abandon the idea of federalism in the German education sector. This is understandable, since the separation of vocational college education and on-board training on the one hand and the performance of an external examination by other institutions (Chamber of commerce and Federal Waterways and Shipping Administration) has also proved its worth with regard to QA/QS in Germany.

Netherlands

The special position of the secondary education in the professional education in the Netherlands will stay a challenge.
Overlap of laws and regulations and supervision between the Ministry of Education and the Ministry of Transport. This leads to regulatory and control pressure.

Romania

Possible impediments that may be encountered during the approval of the quality assurance and quality control system may be the dependence on the values of society in which it functions, democracy, the quality of interpersonal relationships, optimal professional insertion, motivation and the satisfaction of the interest groups, cost- effectiveness

A challenge can occur if the minimal quality standards stated in the National Education Law are changed by Government decision and applied by the Agency (ARACIS). The University of Craiova will take into account all the changes and will implement the new requirements in all Regulations and Procedures in order to update its own QA/QC system.
Past experiences have shown that changes in Legislation come into force after a grace period of 3-5 years.

Slovakia

The quality assurance system at the University of Zilina is not a static process. It certainly requires improvements and new challenges, tasks and projects which will be always related to its completion, customization in accordance with the practise requirements.

2.5 Please send examples of the QA/QC system or other relevant quality management system documents that are used in your educational or training institution.

Austria
The document for quality assessment at FHOO can be found here:
https://www.fh-ooe.at/fileadmin/user_upload/fhooe/ueber-uns/organisation/qualitaet/docs/fhooe-qualitaet-handbuch.pdf

Belgium
De Scheepvaartschool: The quality standard we apply with can be found in annex, together with our certificate.
CEFA – Batellerie : CEFA – Batellerie does not have this.

Croatia
The Quality System Documents of the Faculty, as well as the activities and reports important for the established quality system, are available on the Faculty website under the Quality System Template. The efficiency of systematic quality management of the activities of the Faculty was achieved, among other things, by establishing, maintaining and permanently improving the documented quality management system as an integral part of the entire Faculty's business management system. The Documents of the established Quality Management System are:

1. Rules on the Quality (About the Institution in General, Statement on Quality Policy, Basic Principles and Features of Quality Management System, Documented Business Processes, Documented Patterns),
2. Quality Plans,
3. Regular internal audit plans (audit) of the quality management system,
4. Documented Records.

The Documents of the established Quality Management System are:

1. Rulebook on the Quality Assurance and Quality Advancement System at the Faculty of Maritime Studies in Rijeka (2014)
2. Rulebook on studying at the Faculty of Maritime Studies in Rijeka (2016.)
3. Rulebook on postgraduate university study „Pomorstvo" (2017)

The system is being effectively improved and developed based on reports on previous internal and external evaluations and the most important documents that the Faculty has made as a basis for the implementation of individual evaluations such as:

- Management (Dean's) assessment of teaching quality for the following academic years 2013/2014, 2014/2015, 2015/2016, 2016/2017,
- Management (Dean's) assessment of quality of non-teaching activities for the following academic years 2012, 2013, 2014, 2015, 2016
- Self-evaluation in the Internal Audit Process of the University of Rijeka, 2017
- Reports on the Internal Audit Results of the Quality Assurance System of the University of Rijeka, 2013
- Re-accreditation of the Faculty of Maritime Studies of the University of Rijeka, 2012
- Recommendations of the Re-accreditation Committee of the Agency for Science and Higher Education from April 2013
- Re-accreditation of the postgraduate university study "Maritime studies" 2016 - Report

- Accreditation Recommendation of the Agency for Science and Higher Education in the re-accreditation procedure in the re-accreditation procedure of postgraduate university study, 2016,
- Letter of Expectation in the process of re-accreditation of the activities of the Faculty of Maritime Studies University of Rijeka, MZOS, 2017.
- External Independent Judgement - Surveillance Audit done by Bureau Veritas and Croatian Register of Shipping for the period 2012 - 2016,
- Independent judgement of the education system in accordance with the STCW Convention, for MMPI, 2017
- Report on the visit to Croatia of the European Maritime Safety Agency (EMSA) for the verification of application of the Directive 2008/106 / EC of the European Commission on the Minimum level of training of seafarers, 2014,
- Supervision of the Ministry of the Sea, Transport and Infrastructure on the reported training programs of education, they are done periodically every 5 years, as well as supervision of study programs that are being carried out while revising or supplementing them.

It may be concluded that the established system of internal quality assurance of the Faculty of Maritime Studies in Rijeka is the result of the long-standing, clear commitment of the Faculty and employees to fully satisfy the needs and demands of the Faculty users in a way to meet the expectations of those users and to achieve their satisfaction. Among other things, the efficiency of systematic management and quality assurance can be seen through the efforts of all employees to maintain and permanently improve the documented quality system, with the full implementation of ESG standards and the application of ISO 9001.

France

Germany

As an example for the Schiffer-Berufskolleg, we have attached the quality control panel, according to which the quality of each school in NRW is tested and evaluated in a differentiated manner. The quality tableau is currently only available in German, and an English translation can also be provided if required.

Netherlands

Can be delivered if necessary.

Romania

Some examples of documents are:
- Regulation for initiation, approval, monitoring and periodical evaluation of the study programmes;
- Regulation for the organisation and undergoing of the pedagogy practice activities;
- Regulation for students' practice.

Slovakia

At the University of Zilina it is the document called **the Internal Quality Assurance System at the University of Zilina.**

Reference:
https://shportal1.uniza.sk/unizadocs/CP/Smernice/Vn%C3%BAtorn%C3%BD%20syst%C3%A9m%20zab ezpe%C4%8Dovania%20kvality%20vzdel%C3%A1vania%20v%20UNIZA/S%20113_2013%20Vn%C3% BAtorn%C3%BD%20syst%C3%A9m%20zabezpe%C4%8Dovania%20kvality%20vzdel%C3%A1vania%2 0na%20UNIZA%20v%20znen%C3%AD%20Dodatku%201%20a%202.pdf

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Appendix 4 Overview of the state-of-play regarding the Training Record Book per member state of the EU

Work-based learning forms an essential part of the education and training system of inland navigation crew members. In order to reach a certain qualification, a certain amount of mandatory sailing time is required. In some cases, in a dual system, this is embedded in the regular education & training (e&t), in other cases this follows the e&t period. In order to guide the apprentices and to take record of competences achieved, the development of an EU wide training record book would be valued, also to increase labour mobility. This report will contain an overview of the current forms of training record books available for IWT e&t throughout the EU.

3.1 Current structure of the Training Record Book in your Member State

(What is the current structure and use of the Training Record Book, or the use of other materials during training on board in your Member State?)

Austria

Currently, we do not have a training record book in Austria. We have something similar non-digitized which is called the 'Schifferdienstbuch'. In this Schifferdienstbuch, we record all conducted travelling has to be recorded. (Ministry of Transport: § 6 der Verordnung des Bundesministers für Verkehr, Innovation und Technologie)

Belgium

De Scheepvaartschool: We, as education institute, developed our own Training Record Book.

CEFA – Batellerie : There are assessment forms and study contracts (see 3.3). The student record contains information of the school, the professors and the internship supervisor.

Croatia

Training Record Book (Cadet log book) is not compulsory in inland navigation and there is no such obligation in provisions. The Training Record Book for maritime navigation is obligatory for a cadet to fulfil during his 12 months of navigational practice. The maritime TRB is issued by Ministry of Sea, Transport and Infrastructure of the Republic of Croatia, under the standards of The International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW). The example of a Cadet Maritime TRB is given in the annex.

France

The Cnam does not train sailor / seaman (role of CFANI) but the students have the opportunity to pass the navigation license because of the days of navigation made during the course.
In France, students are required to have a navigation booklet to board. This European booklet will be useful to validate the permit with the "Regional Direction of Equipment" in Paris. otherwise, the CNAM uses documents / notebooks to deliver its courses. Various materials are also used on board (example: ropes etc)

Germany

book is basically a table in which the trainees describe their activities for each day in a few words/sentences. The completeness and correctness are confirmed by the signature of the trainee and his trainer. For the different subjects there are material developed in vocational colleges which students use for their studies. In addition, the Schiffer-Berufskolleg RHEIN has for some time been offering individual contents of the

training for self-study on board, which can be accessed via the Internet using an e-learning system. Individual companies have also drawn up their own documents on the content and skills of the training.

Netherlands
During the internship, it is assumed that the student has these books signed by a recognized training company or recognized Skipper (teacher).

Romania
Currently, in our country it is not used the Training Record Book. It is used, instead, the Service Record Book (SRB) and the student has the position of a deck apprentice. The practice period and all his activities on-board of the ship are recorded on his SRB.

Learning tools for crew members on inland navigation (professional qualification – sailor/boatman) are:
Textbooks:
- Seamanship – 9th grade textbook, Editura Didactica si Pedagogica, Bucuresti, 1981.
- Seamanship -10th grade textbook, Editura Didactica si Pedagogica, Bucuresti, 1977.

Slovakia
Training Record Books do not exist in Slovakia.

3.2 Responsibility of the development and approval of the Training Record Book in your Member State
(Who is responsible for the development and approval of the Training Record book or other material used during training on board in your Member State?)

Austria
The Ministry of Transport is responsible for the guideline for the introduction of a Training Record Book. It is currently regulated in Austrian regulation paragraph 6. At the moment it is not digitalised. See examples just as stated in 3.1.

Belgium
De Scheepvaartschool: The development was done by the education institute and for the moment it has not been approved yet. In the future, it should be approved by the government of the Flemish Community – Department Mobility.

CEFA – Batellerie : OFFA (Office francophone de la formation en Alternance) is responsible for all the dispositions in relation with the System of alternating learning and working.
OFFA
Avenue Herrmann-Debroux, 15A
1160 Auderghem
Tél : 02 674 29 59
Fax : 02 674 29 69
Mail: info@offa-oip.be
http://www.offa-oip.be/

Croatia
See previous answer.

France
Examples of the following documents are available:

- Booklet of navigation
- Notebook for courses
- user's booklet, using on board

Germany

In Germany the Training record books are developed by the chamber of commerce and the stakeholders. During the education time the Training record books need to be filled in by the trainees and have to be controlled by the Trainer. The trainees need to show them for taking part in the examination in order to prove a complete and proper education.

Netherlands

The books comply with the qualification file and have been created through national collaboration. This collaboration consists of education institutions and social partners.

Romania (Craiova)

The responsible for the emission of the SRB is the Romanian Naval Authority (RNA) belonging to Ministry of Transportation, at the request of a person. Also, the RNA gives the certificate for the apprentice position.

Regulations:
- Service regulations on board for inland waterway vessels – 1988.
- Regulation of navigation on the Danube -2013.

Slovakia

Because the TRB does not exist in Slovakia, it cannot be provided to the COMPETING consortium.