COMPETING

REPORT

Project Initiation Document including Quality Plan (D 1.5)

PROJECT: COMPETING
DELIVERABLE: D 1.5
AUTHOR: Omrine Wilson (STC Group)
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COMPETING

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List of Abbreviations

CCNR	Central Commission for the Navigation of the Rhine (River Commissions)
CEG	Common Expert Group on Professional Qualificacion
CM	Course Manual
COMPETING	Competence Based Education and Training for Inland Navigation
DG Move	European Commission
EBU	European Barge Union
EC	European Commission
ESO	European Skippers Organisation
E&T	Education and Training
ETF	European Transport Workers' Federation
EU	European Union
IA	Impact Assessment
ISRBC	International Sava River Basin Commission and the Danube Commission
IWT	Inland Waterway Transport
ML	Management Level
OL	Operational Level
PID	Project Initiation Document
PLATINA	Platform for the Implementation of NAIADES
QA	Quality Assurance
QC	Quality Control
STC	Shipping and Transport College
WP	Work Package

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1. General

1.1 Purpose of Project Initiation Document (PID)

The purpose of the Project Initiation Document (PID), is to capture and record the fundamental information that is needed for the project Competence Based Education and Training for Inland Navigation, hereafter called COMPETING.

The aim of the project COMPETING is that it will pave the way for the introduction of competency based future proof education and training (e&t) for inland navigation crew members throughout the EU, where certificates granted are recognised on a European level, and where greening, atomisation and digitalisation as well as communication on a European level are laid down in the programmes.

1.2 Background

Since 2008 the key stakeholder in the Inland Waterway Transport (IWT) sector[1] are cooperating towards the harmonisation and modernisation of professional qualifications in inland navigation.
COMPETING consists in general of three categories of stakeholders:

- IWT e&t institutes, which have to modify their lesson programmes towards a European wide competency-based recognised education and training programme;
- Social partners (employers and unions) BLN, ITB and ETF, representing the industry and crew members working in the industry;
- Competent authorities and Umbrella Organisations as members of the Advisory Board.

Following the activities in the project PLATINA, the European Commission installed in 2012 a Common Expert Group on Professional Qualifications in Inland Navigation (CEG) co-chaired by the CCNR, in order to start the revision of the 96/50/EC in place.
This resulted in 2016 in a proposal from the European Commission for a directive on the Recognition of Professional Qualifications in Inland Navigation. One key item of this directive is the fact that the competences crew members on board of inland vessels should possess are laid down in an Annex, based on a series of research activities executed.
The second key item is the fact that the students that will pass an exam in line with the new directive, will receive a Union certificate, increasing labour mobility throughout the EU. On the 27th of December 2017, Directive 2017/2397 of the European Parliament and of the Council on the recognition of professional qualifications in IWT and repealing Council Directives 91/672/EEC and Council Directive 96/50/EC has been published in the Official Journal of the EU. For this reason, the time has come to support the implementation of the competence based IWT e&t system throughout the EU. 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 e&t throughout the EU.

It is for the first time, that on a European level, that all key stakeholders cooperate to develop a European wide recognized and modern curricula for IWT, in combination with lesson materials as well as a QA/QC system. The innovative element consists of two essential parts:

- first of all lesson materials will be competency based instead of knowledge based;

[1] These stakeholders consists of: European Commission (DG Move), River Commissions (Central Commission for the Navigation of the Rhine (CCNR), International Sava River Basin Commission and the Danube Commission), EU Social Partners (European Skippers Organisation (ESO), European Barge Union (EBU) and European Transport Workers' Federation (ETF) as well as the European IWT education and training (e&t) institutes (EDINNA).

- Secondly, harmonised and modernized lesson materials will be developed at a European level, which will lead to equal learning outcomes for all students throughout the EU;
- Thirdly, the Quality Assurance and Quality Control system which is developed in the framework of the project is a voluntarily sytem, however paving the way for a unique, harmonised QA/QC system on a European level;
- Finally, COMPETING will focus on modernizing e&t, by offering the curricula and lesson materials in a modernized way, offering lecturers as well as students the possibility to obtain digital skills at the same time.

2. Project definition

2.1 Project Objectives COMPETING

2.1.1 Problem definition

The EU has a fragmented landscape of education and training (e&t) offered to future crew members of inland navigation vessels. The problems identified are that:

• Firstly, where some crew members have received a mixture between practical and theoretical training, others only received theoretical training before entering the sector;

• Secondly, there is no common communication language when sailing an inland vessel, where the language applicable on national stretches of a river is laid down in national legislation;

• Thirdly, there is a diversified landscape of recognition of professional qualifications, where for example the member states of the CCNR only recognise certificates granted by some non-member states based on legal agreements, where the competencies obtained are not assessed;

• Besides, the recognition of competencies obtained in related to the transport sectors is currently not arranged, which specifically in times of large number of vacancies impacts the sector by the fact that there is hardly sufficient crew available.

• Lastly, although the new legislative framework is finalised, major changes are required for the IWT e&t institutes because they have to change their educational programmes from knowledge to competence based education.

2.1.2 Problem statement

The problem statement for the project COMPETING is that since the European main inland waterway networks are interconnected waterways, the different landscape of e&t provided to future crew members of inland navigation vessels impacts the safety on the rivers.

2.3 Need-analysis for competence based IWT education and training

The need-analysis for competence based IWT e&t has been conducted from 2008 onwards. In the period 2008 to 2010, research has been executed in order to clearly identify IWT e&t demands from the point of view of the industry. In 2012, the European Commission (EC) started the execution of an Impact Assessment (IA). The IA of the EC concerning the recognition of professional qualifications in inland navigation and repealing Council Directive 91/672/EEC and Council Directive 96/50/EC[2] provides the fundamental principles of the need analysis.

The IA states the following problem analysis: “The future development of the IWT sector is hampered by difficulties in terms of labour mobility, persistent vacancies and skills mismatches. The potential benefits of inland navigation can only be brought about if a skilled workforce is available to ensure that the sector can take on its role in the logistics chain in a safe way”.

This problem analysis also clearly states that, although at EU level the general directive EU/2005/36 on the recognition of professional qualifications is applicable to all EU states nationals, IWT professionals do not fall under this system. Another important remark from the IA report is the fact that the strong link between training and therefore qualifications/competences on one hand and safety on the other is beyond any doubt. This strong interrelationship is the driving force behind the major efforts made on training and qualifications in all transport modes, namely: aviation, maritime, rail and road. It provides also

[2] https://ec.europa.eu/transport/sites/transport/files/modes/inland/news/2016-02-16-recognition-professional-qualifications/swd%282016%2935-ia-part1.pdf

the rationale for linking higher education/training standards and more generally the introduction of competences standards with an increase of safety performance[3] .

2.4 Tools to experiment with competency based e&t at EU level

In parallel to the need analysis, which clearly states that a competency based e&t system, mutually recognised at EU level and developed by all key stakeholders should be put in place, the e&t institutes developed with key stakeholders a number of tools to experiment with competency based e&t at EU level a:

• Course Manual (CM) on Operational Level (OL) and Management Level (ML) for the competence Navigation;
• Train-the-Trainer course for the use of ship-handling simulators in IWT e&t;
• CM concerning Health and Safety and Environmental protection in the framework of the Danube Skills and;
• Didactical manual for competency based e&t.

The outcomes of the evaluation of these tools developed will fit in the framework of COMPETING, where the implementation of the new directive will be facilitated.

2.5 Intellectual Outputs (IO)

For this project the intellectual outputs expected are development of course manuals to implement the competence based education and training system for IWT in the EU and Development of a Quality Assurance and Quality Control System. All intellectual outputs will be disseminated in the IWT network.

2.5.1 Development of course manuals to implement the competence based education and training system for IWT in the EU

The Course Manuals (CM) consist of curricula accompanied by lesson material on Operational Level (OL) and on Management Level (ML). The first Course Manual of Navigation has been developed in the project CMINET under the Leonardo da Vinci programme on the OL and ML. Seven core competences are defined on OL and ML for which tables of competences have been developed.

The innovation aspect lays in the digital skills and a necessary tool to implement new legislation.
The CM will consist of the:
• training objectives
• learning content
• methods
• media of delivery
• procedures, including the use of simulators where it is necessary

2.5.2 Development of a Quality Assurance and Quality Control System

A quality assurance and quality control system will be developed in order to implement the tables of competences to a quality standard set and will provide tools to update the curricula developed in the framework of COMPETING, following the requirements of the legislation.

[3] https://ec.europa.eu/transport/sites/transport/files/modes/inland/news/2016-02-16-recognition-professional-qualifications/swd%282016%2935-ia-part2.pdf

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

3. Work Packages

3.1 Work Packages

The project COMPETING is divided into five Work Packages (WP). The first WP1 starts already before the start of the project. The purpose is to do preparations so that the project can have a smooth start.
Work package 1: Project Management – Preparation (1st of October 2018 to 31st of January 2019 STC)
Work package 2: Project and quality management (month 1 - 36 STC)
Work package 3: Development of curricula and lesson materials (month 2-34, CERO).
Work package 4: Quality Assurance and Quality Control System (month 13-34 MAH).
Work package 5: implementation and dissemination of the project itself, the outputs delivered and the results (month 1-36 STC).

3.2 Work package 1 Project Management Preparation

This work package will lay the foundations for the execution of the project, in order to ensure a smooth start and to avoid duplicating execution of certain activities, which have already been executed in other projects. The following activities will take place in this work package:

- Development of Project Initiation Document (the top-level project planning document);
- Development of Quality Plan;
- Development of Dissemination Plan;
- Newsletter on the start of the activities;
- Development of the project website;
- Analysis of implementation possibilities of the foreseen curriculum at national level;
- Overview of QA/QC system per Member State;
- Overview of the state-of-play regarding the Training Record Book per member state of the EU.

This WP will be led by STC-Group and all partners involved will contribute according to their experience and daily activities. Since this WP is facilitating the preparation of the project, it will start once the project is officially granted funding, but before the official starting date of the project, in order to ensure a smooth start. The period for this WP is from the first of October 2018 to the 31st of January 2019.

3.3 Work package 2 Project and quality management

This work package is for the monitoring of the project. According to the principles of Prince2, this WP has the following aims:

- Starting up the project by means of a kick-off meeting in January 2019;
- Initiating the project, by means of a Project Initiation Document (including a Quality Plan);
- Directing the project, by means of the Project Board;
- Controlling the stage, by means of meetings with the project board;
- Transnational project meetings

3.4 Work package 3 Development of curricula and lesson materials

The following activities take place in this work package:

• Evaluation of the format of the Course Manual as developed in CMINET;

• Development of the Course Manuals for OL and ML[4];

• Development of a European Training Record Book;

•Execution of train-the-trainer courses after the completion of every Course Manual (OL and ML completed) to be able to create a feedback loop for finalisation of the Course Manuals.

This WP will be led by CERONAV. In addition, for each CM on OL and ML (both at once) another e&t institute will be responsible, where the other partners will contribute to the content based on their daily activities and experience. WP 3 will start in the 2nd month and last until the 34th month.

3.5 Work package 4 Quality Assurance and Quality Control System

• Development of a quality assurance and quality control system;

• Preparation, execution and evaluation of two pilots regarding the implementation of the QA/QC system developed.

MAH will be in the lead, and other partners will contribute to the content based on their daily activities and experience. The execution of the pilots will be divided between a pilot in Western Europe and one in Eastern Europe (STC and CERO). WP 4 was planned to start start in the 13th month of the project, although due to the importance of the activities and the relation with the agenda of the CESNI committee installed to implement the new legislation, the activites already started in the 2nd month of the project and will last until the 34th month of the project.

3.6 Work package 5 Implementation and dissemination

Implementation and dissemination of the project itself, the outputs delivered and the results.

The following activities will take place:

• Gaining attention on the project within the IWT network, but also by using other (partner)networks for a broader group of stakeholders;

• All intellectual outputs will be disseminated and discussed in the IWT network;

• Disseminating the outputs during events;

• Register which EDINNA members have implemented the materials developed in this project.

STC will be in the lead, and other partners will contribute to the content based on their daily activities and experience.

3.7 Relation between the WP's

The design of the project is based on a modular approach, where the outcomes of WP1 feed into WP2, WP3 and WP4 and where the outcomes of WP2 feed into WP3, WP4 and WP5. The outcomes of WP3 and WP4 are interrelated.

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4 -
- Navigation;
- Cargo Handling, stowage and passenger transport
- Controlling the operation of the ship and care for persons on board
- Marine engineering and electrical ,electronic and control Engineering
- Maintenance and repair
- Communication
- Safety, health and environmental protection

4. Communication and dissemination

4.1 Communication

The way that the communication within COMPETING will be organized is by means of the set up project plan which will also be a living document that can be updated and or adjusted. It includes important deadlines so that all partner can be in time to submit their products.
The email traffic will also play an important role to make announcements to the partners. Also Skype conferences will be held on a regular basis to make sure that the project is still on track and to be able to discuss outstanding tasks.
Transnational project meetings will be held, during which the partners will give information on the content of the development of their part, discuss the content and where needed adjustment will be made.

4.2 Dissemination

A website of COMPETING will be developed in the course of the project where the different activities in relation to the project will be presented. AT least one newsletter will be made at the beginning of the project to inform the audience what COMPETING is about. Besides that other social media platforms will also be used to expose the project, such as Facebook, LinkedIn and or others. All this the communication will be in the English language.
Another way of dissemination is through the national and regional events and other project meetings which have overlap with themes in COMPETING. Here it is the intention for partners to inform about the project and or get input for the COMPETING project. For the latter, a proves need to be collected by means of notes, attendance list and or pictures.

This deliverable will be the actual implementation of the Dissemination Plan that has been adopted. The WP leader will be responsible for ongoing monitoring of the partners' efforts in order to assure that plans are implemented as expected. The report will include all the partners dissemination activities that implemented during the course of the project. A short publishable summary of the project activities will be produced at the end of the project to be published in the Programme dissemination tool.

5. Project Management and control

The project will be managed according to the Prince2 Project Management Method. All procedures in the Prince 2 project management method aim to control the project and to make it manageable, controllable and in line with the agreements made, the overall and specific objects, all being executed in a set timeframe.
The Prince2 methodology which will be applied organizes and coordinates the following roles to deliver the project within budget and on-time (see figure 1).

Project Management Structure

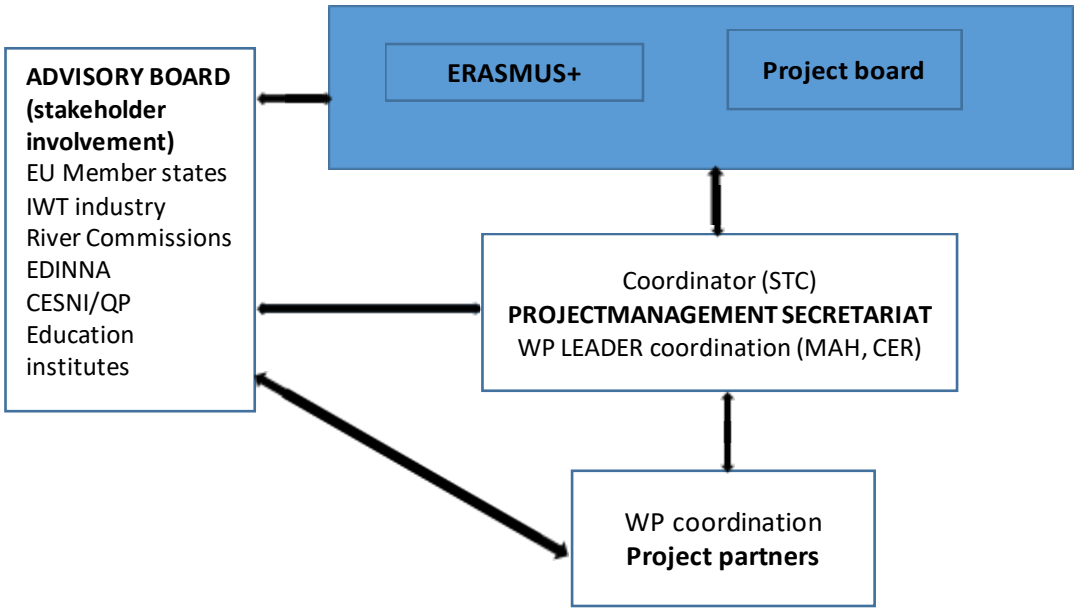

Figure 1 Organization and coordination of COMPETING

5.1 Project Manager and WP leaders

Project Manager: the responsibilities of a Project Manager in Prince2 are allocating work, creating plans, ensuring the work is done as per the defined quality and ensuring the work is completed on-time.
The project manager and the WP-leaders are responsible for the daily activities and should try to solve any potential problems first. Depending on the type of risk: delay f.i. of delivery, not all information available in-time, partner resigns from the project, the project manager will forward the issue to the project board for their decision. In case of voting within the project team (team members and project manager) this will be done on the principal of majority. In cases which effect the project and the outcomes, the decision of the project team is forwarded to the project board for their approval.

5.2 Project Board

The Project Board (see figure 1) consists of the senior managers of the project partners. The project board is responsible for directing the project from the beginning until the closure of the project. The board manages and monitors via reports through a number of decision points, being: scope, resources, direction, closure on the basis of satisfactory end products). When issues or challenges arise these will

be escalated to the board. The Project Board will usually meet twice a year to review the progress of the project.

The key processes for the Project Board can be divided into four main areas:
•Initiation, (starting off the project on the right foot);
•Stage boundaries (commitment of more resources in case necessary after checking results so far);
•Ad hoc direction* (monitoring progress, providing advice and guidance, reacting to exception situations);
•Project closure (confirming the project outcome and controlled close).
* if necessary the Project Board will take necessary measures in order to realign the project to the original schedule.
This process does not cover the day-to-day activities of the Project Manager.

5.3 Advisory Board

In addition to the internal processes, the project will install an Advisory Board (see figure 1), consisting of the industry (EBU and ESO), Member States Administrations and River Commissions, as well as other IWT education and training institutes (e&t institutes).

5.4 Project Management Secretariat (PMS)

The Project Management Secretariat (PMS) consists of the 3 WP leaders STC Group, MAH and CERONAV and will be officially led by the coordinator STC Group. This can be seen in figure 1.

5.5 Stakeholders

In addition, the strong composition of the project structure in terms of partners directly and indirectly involved, leads to the fact that it ensures all key stakeholders are involved. A number of e&t institutes, which are all member of EDINNA, are representing the IWT e&t institutes throughout the EU. BLN (member of ESO) and ETF are representing the majority of the industry, where ESO and EBU are both member of the Advisory Board. A number of EU Member States (all CCNR Member States and Austria) are member of the Advisory Board, thereby representing the needs at a national level and ensuring the synergies with CESNI, where the secretariat of the CCNR is the facilitator of the CESNI working groups. The Advisory Board is responsible for the strategic guidance of the project's technical actions and recommendations. It consists of high-level representatives of the IWT industry, Member States, River Commissions and IWT e&t institutions. Their acceptance of the results will be vital for the success of the project. The Advisory Board will usually meet twice a year to review the main results and progress reports.

5.6 Project Management Quality Assurance and Quality Control

5.6.1 Quality Assurance, Evaluation and Monitoring

Quality Assurance, Evaluation and Monitoring is key to project management according to the Prince2 Project Management method. Several processes will be put in place to ensure the material developed meets the criteria as laid down at the start of the project. Quality checks will be carried out continuously during the project. The start of every WP is officially initiated by an initiation document, containing quality criteria against which the developed products will be evaluated before finalisation. This document is developed by the involved team members and approved by the project board.

5.6.2 Quality checks

Quality will be checked internally by the project partners and on the other hand by members of the Advisory Board. Quality checks will be executed by means of peer review: team members of one WP will work on dedicated parts of the tasks to be executed, where they will review other tasks in the same work package and vice versa. Peer review has proven to be an effective way of quality assurance and quality control. The start of a WP, the mid-term evaluation as well as the finalisation of the tasks in a WP form moments of quality assurance and control. Furthermore, during meetings, materials developed will be reviewed by the entire team.

In addition to the role of the team members, the project manager and the project board, the project will install an Advisory Board, consisting of the members of the CESNI/QP working group, where the material developed will be assessed in accordance with the tables of competences developed.

5.7 Synergies between the curriculum and lesson materials developed

Last but not least, synergies with ongoing projects will be created, in order to ensure there is a synergy between the curriculum and lesson materials developed in the framework of this project and the materials developed in other projects.

5.8 Indicators used during the lifetime of COMPETING

To measure the outcome of COMPETING, indicators will be used in different forms to ensure that the set goals and level of product expectations are met.

- After completion of the first draft of the Course Manual on OL and ML, the members of the Advisory Board and potential members of CESNI/QP will be requested to evaluate the material developed in line with the expectations as set in the tables of competences (qualitative assessment).
- Secondly, Eqavet experts from the national contact points will be invited: at the start of the project; when the stages of developing curricula, digital education materials as well as the QA/QC system are ready for an external evaluation (qualitative assessment);
- During and after the train-the-trainer courses the teachers involved and the teachers providing the training will be asked for qualitative feedback (classical discussions) and quantitative feedback (questionnaires);
- Assess the teachers that have finished the train-the-trainer course on the competences and learning outcomes they need to achieve. We will get input from the national competent authorities and ship owning companies on this part; Lectures in the institutes will also be trained to use the system set in place well.
- Monitoring within the EDINNA network who is using the digital educational materials and register their use. We will also ask for feedback on the materials when used by the members of EDINNA. In addition, we will investigate how many students have been trained by the new approach and what the effect is on the students competences (including digital capacities and skills).
- During the project meetings all deadlines will be monitored and discussed in detail;
- During and after the pilot implementation of the QA/QC system developed, the users will be questioned about the user-friendliness, added value and other important aspects of the QA/QC system, in order to ensure the system developed will meet the criteria as set and if the implementation went well.

6. Finance

In order to ensure the proposed results and objectives are achieved in the most economical way, the costs of the activities has been calculated based on the experience obtained in related projects. In addition, e.g. for events, synergies will be created with existing initiatives, in order to minimize costs.

6.1 Overview of costs in general and financial management

The amounts for travelling expenses, accommodation, organisation of events and publications have been taken into consideration for this project during the project proposal process. In order to have a clear and accurate view of the direct costs of the activities foreseen, the Project Coordinator, in charge of financial management provided a detailed budget including costs of meetings, travel expenses, reproductions and publications and other services. Based on the successful previous projects were taken into consideration to estimate travel and accommodation costs and make sure that responsible and according to EC rules and admissible standards. Financial management is one of the key principles of the Prince2 Project Management method, and besides the regular reporting, the coordinator will request the partners to provide a financial report every three months, in order to be able to monitor the expenditures and budgets available, and to steer where necessary.

6.2 Calculation of the budget for the project

The budget for the project has been calculated as following (based on the capacity at each institute available as well):

1. STC: 320 days management for coordination of the project, coordination of two work packages, and for the organisation of workshops, the Advisory Board, dissemination activities), 200 days of development activities and 160 for the development and maintenance of the website. In case there are costs in the project in terms of locations for meetings, travelling and subsistence of external experts, development costs for the website etc. these will be reimbursed by the coordinator;
2. PRO: 75 days of management and 75 days of research, due to the limited capacity as described;
3. ETF, ITB and BLN: only involved on management level in the project and limited capacity: 150 days of management per organisation;
4. MAH and CER: 100 days of management, 200 days of development, due to the fact that both are leading a WP;

All other partners received 50 days of management and 200 days of development.

Table 2 gives the budget overview of the COMPETING partners.

	Partner name	**Country**	**Project implementation support**	**EU grant**
P1	STC Group	Netherlands	207.240,00	207.240,00
P2	Prodanube	Austria	48.150,00	48.150,00
P3	Logistikum	Austria	111.930,00	111.930,00
P4	Het Gemeenschaponderwijs - GO! – instead of De Scheepvaartschool	Belgium	68.200,00	68.200,00
P5	European Transport Workers' Federation	Belgium	50.400,00	50.400,00
P6	ITB	Belgium	50.400,00	50.400,00
P7	University of Rijeka	Croatia	22.900,00	22.900,00
P8	City of Duisburg instead of	Germany	68.200,00	68.200,00

	Schiffer-Berufskolleg RHEIN			
P9	Maritieme Academie Harlingen	Netherlands	93.100,00	93.100,00
P10	University of Craiova	Romania	22.900,00	22.900,00
P11	CERANOV	Romania	28.200,00	28.200,00
P12	University of Žilina	Slovakia	22.900,00	22.900,00
P13	Liceul Tehnologic "Dierna" (Old name: Colegiul Tehnic Dierna)	Romania	22.900,00	22.900,00
P14	Lecnam	France	68.200,00	68.200,00
P15	Koninklijke BLN Schuttevaer (Royal BLN Schuttevaer) Via ESO	Netherlands	52.950,00	52.950,00
			938.570,00	**938.570,00**

Table 1 Budget overview of COMPETING

6.3 Cost statements

Agreements will be made on the delivery of cost statements of each partner once every three months during the project to the coordinating project manager. The project manager will, in cooperation with all partners involved, control whether budgets are used efficiently and according plan and will every quarter collect financial statements from each partner (time sheets and other expenses), compare this to the timeline of the project, tasks executed and to be executed and will inform partners when the use of resources is not in line with the aforementioned. During the project meetings updates will be provided on the budget and time and what needs to be done to ensure finalizing the project in time and within budget. With the quarterly statements the project manager will also be able to notice changes in budget and time. He will be able to ask the partner for more information and can discuss the possible solutions.

7. Timeline and Risks analysis

7.1 Timeline COMPETING

The timeline for COMPETEING is portrayed in figure 5.

In red the deadlines of the deliverables are mentioned. The green dots are the deliverables already completed. Some deliverables have different stages or are related to ongoing activities. Furthermore the separate WP working plans will in some cases describe sub deliverables in order to improve the planning of activities which cover a long period during the project.

Lead Organiation	Deliverable	Maand / Type	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
STC Group	1.1	Project management docs.																																							
	1.2/1.3/1.4	Integrated analysis report																																							
	1.5	Website, Newsletter																																							
STC Group	2.1	Periodic Report																																							
	2.2	Final Report																																							
CERONAV	3.1	evaluation course manuals																																							
	3.2	Blended learning environment																																							
	3.3	Curricula and lesson material																																							
	3.4	Training Record Book																																							
MAH	4.1	QA/QC system																																							
STC Group	D 5.1	Dissemination plan																																							
	D 5.2	Report																																							
	D 5.3	Report																																							
	D 5.4	Stakeholders Database																																							
	D 5.6	Protocols of cooperation																																							
	D 5.7	Report																																							

Figure 2 Timeline COMPETING

7.2 Risks analyses

In this paragraph a prediction is portrayed about the different identified risks that can occur during the lifetime of the project. These are shown in the tables 3 to 7.

Consequence \ Probability	1	2	3	4	5
1	1	2	3	4	5
2	2	4	6	8	10
3	3	6	9	12	15
4	4	8	12	16	20
5	5	10	15	20	25

Table 2 Probability

Category: time

THREATS	SYMPTOM	CONSEQUENCE (detrimental factor)		PROBABILITY	RISK	ACTION	OWNER
Duration of the project	Deduction of enthusiasm and motivation	Too much effort needed to keep the project going.	3	3	9	Keep partners informed and involved	STC-GROUP
Deadlines	**Deadlines are not met**	**No prototype available on seminar**	5	4	20	Accurate planning	Partners
						Allocate days to the project	Partners
						Supervise effectively	STC-GROUP
Planning	**Starting too late with developing prototype**	**Quality and quantity insufficient on seminar**	5	4	20	Accurate planning	Partners
						Allocate days	Partners
						Supervision	STC-GROUP

Table 3 Category Time

Category: Communication

THREATS	SYMPTOM	CONSEQUENCE (detrimental factor)		PROBABILITY	RISK	ACTION	OWNER
Lack of communication	Problems and potential problems are not reported	Unpleasant surprises that can jeopardize the project	4	3	12	Organise clear communication lines	STC-GROUP
						Follow the lines consequently and report potential problems at once	Partners
						Create and use issue logbook	STC-GROUP
						Communicate issues with partners	
Appointments and promises are not followed	Insufficient progress	Work is not delivered in due time	5	3	15	Follow appointments and promises	Partners
						Monitor	STC-GROUP

Table 4 Category Communication

Category: quality of material

THREATS	SYMPTOM	CONSEQUENCE (detrimental factor)		PROBABILITY	RISK	ACTION	OWNER
Subjects that have no added value	Knowledge is not for the didactical manuals	Disappointment during Seminars	3	3	9	Filter proposed subject	STC-Group
Quality	**No usable prototype**	**Not usable for other partners and third parties**	3	3	9	Ask for feedback	All
						Be creative	All

Table 5 Category Quality of Material

Category: staff

THREATS	SYMPTOM	CONSEQUENCE (detrimental factor)		PROBABILITY	RISK	ACTION	OWNER
Change of staff	Break a person in	Possible delay	3	3	9	Good communication; avoid any delay	All

Table 6 Category Staff

8. Dissemination Plan

A project plan based on the dissemination management will be made. There are various ongoing meetings and other activities where some partners of the COMPETING consortium participates. For example during the EDINNA and CESNI meetings etc. All these activities will be put in a visible COMPETING project agenda. A mechanism will be put in place to monitor and coordinate where necessary these activities. It is the intention for the partners which participate come back with input from these activities. A collection of the reports can be put in a file and like this the dissemination file can be built up. This gives an insight on how COMPETING is working on dissemination and it creates awareness.

The dissemination strategy will be built in three phases:

Phase 1: Awareness building

Phase 2: Dissemination of the results

Phase 3: Exploitation of the projects' results

In the appendix the concept of the general dissemination plan is attached. Durnig the first half year of the project a dedicated communication and dissemination plan will be developed in more detail.

9. Quality Plan

In other modes of transport more than one authority on national level will be involved in assessing the education and training system in place for crew members of the IWT sector. Therefore it is important to make a Project Plan specific for the Quality Plan. This will be made based on Quality Assurance (QA) and Quality Control (QC) in the framework of the project COMPETING. For this part a quality assurance and control system will be developed. For this a research will be done on what QA and QC systems are there in place at the moment, the requirements for a quality and assurance system etc.

In the appendix the concept of the general quality plan is attached. Within each Work Package the quality control of the deliverables will be described in the dedicated WP working plan.

10. Remarks evaluation report

The proposal for the project COMPETING was approved by the agency EACEA, however there were a few remarks in the evaluation report (see table 4). It is the intention to address these issues. In this chapter these issues are treated.

Nr	Remark	Initial ideas for solutions project COMPETING
1	• There is a SSA blueprint project in Maritime Technology but this is not referenced in the proposal.	•The Blueprint project in Maritime Technology will be referred to/taken into account.
2	• The work programme does not include clear information or a clear logical piloting programme showing when they will take place, who will conduct them and who will participate, the target number of participants, and whether they will be at national or EU level.	• The work programme will be taken into account and the missing information will be added.
3	• The proposal describes the project management arrangements in detail	• This will be taken into account during the preparation process before M1

	according to Prince2 methodology. This should ensure efficient project management. However, the systems described are not always translated clearly into the work programme. It is not clear how the different bodies, e.g., Project Management Secretariat, Internal Steering Committee, Project Board, will interact to ensure coherent project management.	
4	• The allocation of staff days among the partners is explained in general terms, but the Overview table does not fully reflect the tasks to be carried out, e.g., no staff days are allocated to the non-leading partners for management related tasks.	• The project governance will be set more clearly by defining what the role is of the different bodies
5	• Overall, the budget with its strong emphasis on development activities offers good value for money. The budget is adequate to conduct the tasks outlined in the work programme, however, staff costs for administration are missing.	• The staff costs for administration will be adjusted
6	• The partners' motivation to take part in this project is clear. Roles are overall allocated in accordance with each partner's competences. However, the distribution of tasks and responsibilities is very broadly outlined. The only clear allocation of responsibility is to the work package leaders.	• This will be taken into account by individual meetings with all the partners
7	• Project management and some key tasks, e.g., the pilots for the QA/QC system, are concentrated on a small group of P1, P9 and P11, raising concern about ensuring active commitment from other partners.	• This issue will be taken into consideration and discussed with P1, P9 and P11.
8	• However, there are Education, Audio-visual and Culture Executive Agency Erasmus+: Schools, Vocational Training, Adult Education, Platforms proposals but no specific plan for financial sustainability.	• A specific plan for financial sustainability will be considered for delivery after the project (drawn up in the course of the project).

Table 8 Points of attention on evaluation report

Annex 1 Quality Plan

Introduction

Throughout the lifetime of COMPETING, the aim is to control the quality of the project by going through a mechanism that will be put in place. This will make the project manageable, controllable and in line with the agreements made, the overall and specific objects, all being executed in the set timeframe.

Working with a WP based structure will allow the project management to check the quality and progress of the development of materials and all other processes. Quality checks will be executed during the whole project.

The quality plan contains internal quality monitoring measures that aim to guarantee that the quality of the delivery of the commonly developed training content that should be based on EQAVET is done properly. It can be internal and external. Think of the stakeholders met a specific expertise in the curricula.

Role of the Project Management Secretariat and Project Board in relation to the Quality Assurance

The Project Management Secretariat (PMS), consisting of STC Group, MAH and CERONAV, creates plans to ensure that the work is done as per the defined quality, and ensuring the work is completed on-time. Besides the general quality status, the PMS also reports the insight quality status of the project to the Project Board with a certain frequency. This board is comprised of the senior representatives. Just like the other procedures during the project also the insight quality requires proper insurance of efficient cooperation between all partners involved in the project.

Fourteen curricula to develop and the quality mechanism

Seven curricula will be developed on Operational Level (OL) and seven on the Management Level (ML), which are:

- Navigation (OL & ML)
- Operation of craft (OL & ML)
- Cargo Handling (OL & ML)
- Marine Engineering (OL & ML)
- Maintenance and repair (OL & ML)
- Communication (OL & ML)
- Health and Safety (OL & ML)

In order to divide the tasks accordingly, some partners have the role to develop and other partners will have the role to check the curricula made, per competence. Like this a check mechanism will be in place. On top of that the members of the PMS manage the monitoring of the quality check procedure.

Quality checks

The quality checks will be done by the lecturers involved in the project, where the lecturers executing the train-the-trainer will be excluded from the evaluation panel, the evaluation will be done by the other team members. Since the members of EDINNA are represented at the level of directors or management of the education and training (e&t) institutes, they will be involved in the evaluation process as well.

Course distribution

In the overview of table 1, an overview is given per curriculum which partners are working together on the development of a specific curriculum.

No.	Project partners/CESNI Modules	STC	CER	IMST	KVD	MAH	SBKR	U RIJEKA	AGC NAM	KTA	DIER NA
1.	Navigation/OL	X/rev				X/rev	X/rev			X/rev	
2.	Operation of the craft/OL	X	X			X		X		X	
3.	Cargo handling/OL		X			X		X			
4.	Marine engineering/OL			X	X				X		X
5.	Maintenance and repair/OL			X	X				X		X
6.	Communication/OL	X/rev	X/rev					X/rev			
7.	Health and safety/OL		X/rev		X/rev	X/rev					
8.	Navigation/ML	X/rev				X/rev	X/rev			X/rev	
9.	Operation of the craft/ML	X	X					X		X	
10.	Cargo handling/ML	X	X			X		X			
11.	Marine engineering/ML			X	X				X		X
12.	Maintenance and repair/ML			X	X				X		X
13.	Communication/ML	X/rev	X/rev					X/rev			
14.	Health and safety/ML		X/rev		X/rev	X/rev					

Validation and recognition

The National Competent authority of each Member Sate of the EU is responsible for the quality of the education provided regarding general subjects. However, the competences as laid down in the new legislative framework do not fit yet into any quality assurance and quality control system, which most probably will fall under the auspices of the Ministries of Transport. A Quality Assurance and Quality Control system, needed to monitor the quality of the provision of educational material for the professional competences, is not a part of the new legal framework. For this reason, the members of EDINNA will develop a QA/QC system on a voluntarily basis, which will be discussed with the members of CESNI to agree on the approach towards IWT e&t according to the highest possible standards.

COMPETING will define and link the competences, learning outcomes and learning objectives with associated ECTS credit points, according to the handbook of CEDEFOP on “Defining, writing and applying learning outcomes”.

Annex 2 Dissemination and exploitation strategy

Introduction

This Dissemination Plan serves as a fundamental plan for the dissemination management of the project COMPETING. The dissemination activities will be structured in three phases. These phases depend on the development of the project. Each phase will go through its own specific channels and this includes different kind of activities, specially tailored to reach the objective.

These three phases are awareness building, dissemination of the results and exploitation of the projects' results. COMPETING will be am open platform to enable the involvement and engagement of external experts whenever it is needed.

Besides this, this 'Dissemination and exploitation plan' contains a detailed time plan and the target groups.

Communication of the activities

All the dissemination communication will go through the coordinating partner STC. This way an overview can be maintained of the various meetings and activities. Moreover, STC can inform the other partners in the consortium accordingly and this contributes to the awareness building of the entire COMPETING consortium. Also an active attitude will be taken to keep up with perhaps other activities like exhibitions, masterclasses, workshops etc. which are in line with the goal of the COMPETING project.

Awareness building

There are various ongoing meetings and other activities where some partners of the COMPETING consortium participates. For example during the EDINNA and CESNI meetings etc. All these activities will be put in a visible COMPETING dissemination agenda. A mechanism will be put in place to monitor and coordinate these activities where necessary. It is the intention for the partners which participate to come back with input from these activities and on the other hand also put the COMPETING project on the agenda of these meetings. A collection of the reports will be filed and this way the consortium gives an insight on how COMPETING is working on dissemination and it creates awareness to the other partners in the project on the developments.

Dissemination of the results

Once the Quality Plan and the Development of the curricula are at a more matured stage, the more stakeholders and other interested audiences can be attracted and in this way it will enrich the network. The prediction is that this will have a 'domino effect' to make the network even broader for the COMPETING project in relation to the IWT sector. This phase will contribute immensely to the input of the project. Like this the formation of the products of COMPETING will be of high quality and not to forget, what is needed will be in balance with what the market demands. At this stage an online platform will be available to share and inform about the COMPETING progress.

Exploitation of the projects' results

As mentioned in the previous chapter, a website will be developed where the COMPETING products are shared. This will motivate the audience of the IWT professionals and others within the sector or even those who are interested from out of the sector. At the end of this phase the frequency to inform and involve the audience is higher and so will be the interaction with the target groups, partners, policy makers and key stakeholders.