

GUIDE FOR BUSINESS/EDUCATION PARTNERSHIPS

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Future-proof skills for the maritime transport sector

Project SkillSea is co-funded by the Erasmus+ programme of the European Union

Technology and digitalisation are transforming the shipping industry. ‘Smart’ ships are coming into service, creating demand for a new generation of competent, highly-skilled maritime professionals. Europe is a traditional global source of maritime expertise and the four-year SKILLSEA project is launched with the aim of ensuring that the region’s maritime professionals possess key digital, green and soft management skills for the rapidly-changing maritime labour market. It seeks to not only produce a sustainable skills strategy for European maritime professionals, but also to increase the number of these professionals - enhancing the safety and efficiency of this vital sector.

Summary

The work developed in this guide consists of presenting different types of cooperation between maritime transport companies and maritime educational and training providers, by presenting the methodology implemented and illustrating the results through specific cases as examples.

Through the exchange of information concerning the different educational structures in the partners’ countries, it became obvious that – though not fully in line with what was suggested in the application – most of the partner countries in SkillSea were having some form of cooperation/partnership between maritime transport companies and maritime educational and training, or (as they were called in the application) business/education partnerships.

For this reason, this guide offers both companies and education providers a basis for different types of cooperation, as if such cooperation does not yet exist. The guide describes the steps to be taken to successfully realise the partnerships that play such an important role in updating the skills of current and future maritime professionals.

Thanks to this guide, companies and educational providers have a frame of reference that has been previously applied in real cases with good results, enabling them to follow the process of elaboration and execution of the different desired partnerships.

The steps to be followed have been presented based on real examples carried out by the partners who have participated in the preparation of this guide, adapting the entire process to a common format so that anyone interested can apply it to their particular region, country or economic sector.

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Introduction to the Guide

1. Description of the current situation concerning business education partnerships

The SkillSea application describes the need to influence government bodies with the results of the project. More concretely, the application describes the need to “install sustainable cooperation between industry, METs and competent authorities at a regional/national and European level”.

In order to be able to develop the most appropriate and effective tools and instruments to achieve this result, it was vital to investigate whether such cooperation structures already exist in member states and in Europe, how they are organised, and what their main objectives and activities are.

An initial inventory in the different SkillSea partner countries clearly indicated that in most countries collaboration structures between industry, METs and competent authorities are existing and active. All partner countries have organised the involvement of the maritime transport sector with their educational system to optimally match the skill needs of the industry with the education offer from METs. A few examples from different countries will illustrate this.

In **Germany**, the *Berufsbildungsstelle Seeschifffahrt e.V. (BBS)* is responsible for vocational training. Its function is comparable to the tasks of chambers of industry and commerce or chambers of crafts. The main tasks of the BBS are advising the training shipping companies, monitoring vocational training, keeping a vocational training register, conducting examinations and providing information and advice.

At national level in **Italy**, the *Blue Italian Growth Technology Cluster (BIG)* promotes the sustainability of the blue economy sector. It is represented by a strategic partnership that combines universities, research providers and industry and which plays a key role for the dialogue with public authorities at national and regional level. The BIG Cluster aims at responding to the main social challenges in a sustainable way and according to the macroeconomic trends of the blue economy sector. The BIG Cluster supports the analysis and development of crucial themes for the blue economy sector defined at global, European and Mediterranean level through the institution of dedicated working groups and the draft of a yearly action plan. The action plan aims at designing a roadmap for the innovation and development of specialisation strategies. Since its first action plan in 2017, the BIG Cluster has launched a working group dedicated to skills and jobs, with the aim of bridging the gap between supply and demand in marine and maritime activities. Today, the trajectory of the skills and jobs working group is devoted to the design of innovative training paths in the blue economy sector, including the re-skilling and up-skilling of professionals, by involving all the actors operating in training and education and by enhancing dialogue at institutional level.

In **Norway**, the industry programme for the maritime sector involves a tripartite cooperation, where the Norwegian Seafarers' Association, NHO Shipping, the Norwegian Shipowners' Association, the Norwegian Maritime Officers' Association, the Norwegian Machinists' Association, Nito, Tekna, Norwegian Industry, Industri Energi, cooperate with the Norwegian Confederation of Trade Unions (NHO) to find targeted educational programmes for everyone working in the industry. Social partners in Norway have a certain influence on the development of the content and organisation of vocational training.

The **United Kingdom** sees many multi-stakeholder collaboration structures:

- The Maritime & Coastguard Agency (MCA) is a UK government agency that oversees the maritime sector of the UK, including education and training. It produces legislation and guidance on maritime matters and provides certification to seafarers. MCA is an executive agency, sponsored by the Department for Transport (Aviation, Maritime and Security Group).
- The Merchant Navy Training Board (MNTB) sets the policy for new entrant education and training arrangements and existing seafarer training requirements. It is housed within the offices of the UK Chamber of Shipping, and works closely with shipping and ship management companies, nautical educational establishments and organisations, seafarer trade unions, the Maritime & Coastguard Agency and industry organisations with an interest in seafarer education and training. There is a wide range of careers promotion activities through the 'Careers at Sea' brand.
- The UK Chamber of Shipping is the trade association and voice of the UK shipping industry. It works with government, parliament, international organisations and others to champion and protect the industry on behalf of its members.
- Maritime UK is the umbrella group for the country's shipping, ports, services, engineering and leisure marine industries. These industries come together through Maritime UK to make progress on key areas of shared interest. Members agreed their five key national priorities for 2020-22 as: People, Innovation, Regional Growth, Environment and Competitiveness. Each of the priorities correspond to key ambitions set out within the government's Maritime 2050 strategy, published in 2019. Maritime UK works with members and government partners to deliver its recommendations and monitor delivery.
- Maritime UK and the Department for Transport have established a Maritime Skills Commission to lead the work to ensure that the maritime sector has a pipeline of talented people to serve all parts of the sector, covering shipping, ports, leisure marine, engineering, science and professional services. Maritime UK plays no role in seafarer education and training.

The role of the Maritime Skills Commission is to:

1. Understand the skills needs of the sector, including the effects of technological change, and to make recommendations for action
2. Ensure that no part of the sector suffers from serious skills shortages or skills gaps
3. Ensure that the sector has the apprenticeships and qualifications it needs
4. Ensure the sector has the training provision it needs, (including the use of technology to engage learners and keep costs down)
5. Provide employers and individuals with clear information about career paths and re-training options
6. Ensuring that employers have good quality recruits for their vacancies through effective promotion of maritime careers

7. Increase exports of maritime education and training

- In addition, the International Association of Maritime Institutions is a platform for an exchange of views between colleges and the various national bodies involved in the training and certification process. It works closely with the technical committee of the Merchant Navy Training Board (MNTB), which is the body primarily responsible for the coordination of Merchant Navy training in the UK, and works closely together with the industry and the MCA.

In **the Netherlands**, until 1 August 2015, the *Providers of Expertise on Vocational Education, Training and the Labour Market* (KBBs) formed the link between the vocational education sector and trade and industry associations. Organised by sector, their managing boards comprised representatives of employers and employees, and in most cases, educational institutions. As of 1 August 2015, the KBBs' statutory tasks and role were transferred to the Foundation for Cooperation on Vocational Education, Training and the Labour Market (SBB). The Foundation is a collaborative venture between secondary vocational education and trade and industry associations. It is responsible for developing a clear qualification framework and ensuring that the knowledge and skills taught at secondary vocational education (MBO) are in line with developments in the world of work. The SBB also monitors the quality of student assessment and ensures sufficient work placements.

2. Additional needs for the development of business education partnerships

Considering the above, SkillSea investigated what additional needs of organisations involved in business/education partnerships needed to be met. It was concluded that in particular, there was a need for a common format for the development of business/education partnerships and additional, concrete practical examples of existing and consolidated cooperation between companies and educational institutions. Furthermore, there was a need for an additional instrument that would support the development of business/education partnership.

Utilizing the developed format, the guide proposes four of the most important forms of business/education partnerships. The participants in the elaboration of this guide have selected three examples that are most relevant for them and where they can bring the most experience, applying the proposed format of this guide to each example.

The additional instrument which supports strategic business/education cooperation is called the Stakeholder Cooperation for MET Tool (S.CO.MET.T) and is further described and explained in deliverable D3.5.

3. The approach to business/education partnerships

Based on the knowledge and experience gained during the development of partnerships in the SkillSea partner countries, a common format for the development of business/education partnerships was produced. This format specifies eight points that set out in a simple and concrete way the necessary information to elaborate the relationships between the stakeholders involved. Furthermore, four different forms of business/education partnerships were specified, and three examples of the establishment of different forms of business/education partnerships in Spain, France and Ireland are described.

The points to be documented are as follows:

1. **Type of collaboration**
Define the type of collaboration that will be carried out between the maritime education provider and the corresponding organisation/company.
2. **Maritime education provider**
Specify the name of the maritime education provider that performs the collaboration.
3. **Organisations or companies of the maritime sector**
Specify the name and types of maritime transport organisations that will be part of the collaboration with the corresponding education providers.
4. **Description of the collaboration**
Briefly describe what the collaboration will consist of.
5. **Goals of the collaboration**
Specify the different objectives proposed to achieve through cooperation between the participating organisations.
6. **Expected results**
Identify and explain the results that are expected to be obtained from the collaboration between the different participants.
7. **Methodology**
Define the methodology and the material to be developed within the chosen line of work, in order to establish collaboration between the parties involved.
8. **Main report**
Describe all the above in a report that will be part of the business/cooperation collaboration.

Four different forms of business/education partnerships are described below. For three different partnerships, examples are added in the annex of this guide.

1. **Company/education relationship:** cooperation between companies related to the maritime transport sector for carrying out external internships by university students of nautical education. These relationships between company/university aim to reinforce the commitment of companies to the employability of future graduates, as well as to enrich the training of students in an environment that will provide them with a deeper knowledge of the skills they will need in the future.

In this form of partnership, the different collaborating partners can develop specific examples of how these practices can be carried out onboard merchant ships and in different companies related to this sector in different countries.
2. **Relationship between maritime education and training providers:** define examples of the exchange of students/teachers between different national or international providers to carry out specific courses or take specific subjects of degrees or professional maritime education.
3. **Relationship between company/education:** organisation of seminars/courses by companies where the latest developments in the maritime transport sector are implemented, in order to contribute to the up-to-date training of students.

The company can obtain advantages, such as keeping future professionals informed about its products and technological advances, while students receive up-to-date training and are in direct contact with the professional world.

4. **Cooperation between education/companies and the government** for the delivery by approved education providers of STCW professional courses required for service at sea. For example, agreements that universities may have to be able to teach these courses within the programmes of the different academic degrees.

By using this guide, beneficial results can be obtained for all parties involved. In particular, students who participate in these partnerships complement their theoretical and practical learning. This favours the development of technical, methodological, and specific competencies that facilitate their insertion in the labour market. The partnerships also offer the possibility for students to obtain, during their training period in participating education providers, the professional certificates of competences needed to work at sea. The types of collaborations described above enable the maritime education and training providers to offer up-to-date, high-level education and to strengthen their relationships with maritime companies.

It is more difficult for maritime transport companies to successfully develop the partnership, because they are less familiar with the formalities which MET providers have to deal with concerning the training of students, and also because their resources are focussed on their regular professional activities. By using this guide, the steps to follow are facilitated and companies may obtain different benefits, such as the development of research projects with lower costs and risk-sharing, as well as the possibility of hiring future employees with a more complete and higher quality training adapted to their real needs.

4. Summary of examples of business/education partnerships

Here is a summary of three different practical examples of business/education partnerships that will be presented in more detail in the annexes of the document:

The University of Cadiz (UCA) has focused on developing a "company/education relationship". The work describes an example of cooperation between the School of Marine, Nautical and Radio Electronic Engineering (EIMANAR) and maritime companies through the signing of regulatory agreements, allowing university students to carry out their onboard internships on their ships. These internships are mandatory to obtain the professional title stipulated by the STCW Convention, and the University of Cadiz is the only university within the Spanish national territory that offers these internships as part of its curriculum.

In this guide, the University of Cadiz has described the process to be followed, along with real examples of the necessary documentation, so that any university or maritime educational institution can establish a similar cooperative relationship adapted to the specific conditions of each country.

The French Maritime Academy (ENSM) was responsible for working on a similar type of collaboration between company/education. In particular, an example has been developed that represents the needs for organising workshops/courses by companies where the latest advancements in the professional maritime sector are implemented to contribute to the ongoing education of students studying maritime training. The company can obtain various advantages, such as keeping future professionals informed about their products, activities, and technological advancements. Simultaneously, students receive up-to-date training and have direct contact with the professional world.

The third example of collaboration developed by the National Maritime College of Ireland (NMCI) describes a cooperation between education/companies and the government, allowing training institutions to offer the approved STCW professional courses which are required for work aboard merchant ships. For instance,

the agreements that universities can have to offer these courses within the programmes of different academic degrees.

Specifically, this cooperation is carried out between Munster Technological University (MTU), the National Maritime College of Ireland (NMCI), and the Irish Department of Transport.

This guide describes the collaboration process between maritime training providers in Ireland and the Irish Department of Transport. The Irish Maritime Administration (IMA), which is part of the Department of Transport, grants licenses for IMO/STCW courses. Training providers submit applications to the IMA to offer specific courses individually, and when the IMA determines that the submitted course meets the required standards, a license is issued to the training provider to deliver the course.

1. Example 1. University of Cadiz (UCA) - company/education relationship

1.1 UCA example summary

Type of collaboration

Define the type of collaboration that will be carried out between the maritime education provider and the corresponding organisation/company:

Company/education relationship: cooperation between the University of Cadiz and companies related to the maritime sector for carrying out external internships by university students of nautical education.

Maritime education provider

Specify the name of the maritime provider that performs the collaboration:

EIMANAR: School of Marine, Nautical and Radio-electronic Engineering (UCA. University of Cadiz)

Organisations or companies of the maritime sector

Specify the name and types of maritime organisations that will be part of the collaboration with the corresponding educational provider:

Different shipping companies and companies related to the maritime sector with whom we can establish collaboration agreements.

Possible candidate companies that have an agreement with the University of Cádiz:

- Naviera Armas
- Sociedad de salvamento y seguridad marítima (SASEMAR)
- Distribuidora marítima Petrogas S.L.U.
- Teekay Spain S.L.U.
- Mureloil S.A.U.
- Ibaizabal Tankers
- Boluda servicios auxiliares de puertos, S.A.
- Perez y Cia, S.L.

Description of the collaboration

Briefly describe what the collaboration will consist of:

Company/university relations enrich the training of students in an environment that provides them with a deeper understanding of the skills they will need in the future, which will reinforce the commitment to the employability of future graduates.

These internships are part of our curricular project within our school, their completion and evaluation being a mandatory requirement to pass the corresponding credits within the different official degrees of the School of Marine, Nautical and Radioelectronic Engineering (with content and skills of the STCW Convention).

These curricular practices, integrated into the EIMANAR Bachelor's Degree Study Plan, present specific peculiarities:

- Degree in Nautical and Maritime Transport. There are practices to develop, entirely, on a ship.
- Degree in Marine Engineering. There are practices to be developed entirely on a ship or partially in companies on land and a ship.
- Degree in Radio electronic Engineering. There are practices to be fully developed in companies on land or ships.

To carry out external, curricular, and extracurricular internships, this educational cooperation agreement must have been previously signed between the company/institution and the educational provider. In this sense, it would be interesting to adapt different examples from different educational providers and universities to have sufficient formats to implement them in the future and be able to put them into practice to inspire other METs.

Another very important section is to specify the profile of the student to whom it is addressed, being in our case a university student and a future merchant marine officer in their different specialties.

On the other hand, it will be necessary to define other relevant issues such as the skills that students must achieve to pass the practices (according to the STCW Convention), the necessary documentation to carry them out and the evaluation methods.

Goals of the collaboration

Specify the different objectives proposed to achieve through cooperation between the participating organisations:

The overall goal is establish collaboration links between educational centres and companies related to the maritime sector with the aim that students can carry out academic internships related to the professional world, ensuring that the student who does this internship onboard a ship receives the skills established within the STCW Convention.

Expected results

Identify and explain the results that are expected to be obtained from the collaboration between the different participants:

Contribute to the comprehensive training of students by complementing their theoretical and practical learning.

To facilitate the knowledge of the work methodology appropriate to the professional reality in which the students will have to operate, contrasting and applying the acquired knowledge.

To favor the development of technical, methodological, personal and participative competences by the students.

To allow the students to obtain a practical experience that facilitates their insertion in the labor market and improves their future employability.

To encourage students to acquire the values of innovation, creativity and entrepreneurship.

Methodology

Define the methodology and the material to be developed within the chosen line of work, in order to establish collaboration between the parties involved:

Chapter I - Definition, object, the scope of application, nature, modalities of external academic internships, recipients of external academic internships, requirements for carrying out external academic internships. Periods, duration and hours of external academic internships, responsible for the external internship programme, guardianship of external internships, study aid and Insurance coverage.

Chapter II - External internship procedure: registration period for external internships, external internship award process, place allocation, advertising and assignment of external internships.

Chapter III - Rights and obligations linked to external internships: student rights, homework of students, rights of the company, duties of the company and rights of guardians.

Chapter IV - Academic and administrative effects of external internships: academic recognition, final report of the tutor of the collaborating entity, content of the final report on the external practices and evaluation and accreditation of external internships.

Main report

A report was developed and has become part of the partnership documents.

See next section "1.2 UCA Main Report"

1.2 UCA Main Report

External academic practices for students from the College of Marine, Nautical and Radioelectronic Engineering of the University of Cadiz in maritime companies

Introduction

The possibility of introducing external internships in nautical education reinforces the commitment to the employability of future graduates, as well as enriching the training of students in an environment that will provide them with a deeper knowledge of the skills they will need in the future.

This particular case intends to offer an example by which the external internships of the official degrees of the College of Marine, Nautical and Radio electronic Engineering in companies, institutions or organisations will be governed, and it is limited to establishing the minimum requirements that said internships must meet to be considered training, and gives autonomy to those responsible for their promotion, design, monitoring and evaluation.

At present, the regulatory evolution of the European Higher Education Area must be taken into consideration, normalizing an educational model that, if it had been "parallel" in the university and in the company, now requires a close collaboration between institutions, entities and companies called to contribute to the best training of university students.

The possibility of introducing external internships in the study plans reinforces the commitment to employability and enriches the training of students in an environment in accordance with the daily reality of the professional field in which they will develop their future activities.

External academic internships are understood as an activity of a formative nature carried out by university students and supervised by the universities, whose objective is to enable students to apply and complement the knowledge acquired in their academic training, favouring the acquisition of skills that prepare them for the exercise of professional activities, facilitate their employability and foster their entrepreneurial capacity. The development of the practices is connected with the acquisition of the student's competencies that are covered by the study plans of the official degree titles. At the same time, the performance of the internship by the student is linked to his/her approach to the professional and labour business world. In this sense the government (Spanish Maritime Administration) is in charge of approving the company and ensures that it can deliver on the relevant and appropriate learning content and objectives.

The internship programmes represent a value in themselves, being configured as a qualified mechanism of permanent connection of the university with the productive fabric and the business world that makes up its closest environment. At the same time, the internship programmes designed, shown and made accessible to university students are job placement prospects and the promotion of the so-called "entrepreneurial culture".

CHAPTER I

Definition, object, the scope of application, nature and general requirements

1. Definition

External academic internships are activities of a formative nature carried out by students enrolled in the Centre's degree programmes, in an entity, organisation or company, of a public or private nature, and whose objective is to complement academic training, and, likewise, bring students closer to the realities of the professional field that allows them to acquire skills that facilitate their employability.

2. Object and scope of application

The objective pursued with the development of external academic internships is to allow the student the practical application of the knowledge acquired in their academic training, their preparation for the exercise of professional activities and to facilitate their incorporation into the labour market. This objective will be included in a corresponding document that will be created for this purpose, called Training Project.

3. Nature

Given the academic and training nature of the external internships, their performance will not imply the recognition of an employment or contractual relationship, or any other type of connection with the entity in which they are carried out.

The training nature means that, in the event of the student's employment in the company at the end of their studies, the internship time will not be computed for seniority or exempt from the corresponding trial period.

4. Modalities of external academic internships

External academic internships may be of a curricular and extracurricular nature.

- a) Curricular external internships are those that are configured as academic activities integrated into the study plan and corresponding to a module, subject or subject and, therefore, are mandatory.
- b) Extracurricular external internships are those that students may carry out during their training period and that, although they have the same purposes as curricular internships, are not part of the corresponding study plan and, therefore, are voluntary.

5. Recipients of external academic internships

External internships will be focused on students who are enrolled in any of the official degrees taught by the School of Marine, Nautical and Radio electronic Engineering.

6. Requirements for carrying out external academic internships

To carry out the external curricular internships, it will be an essential requirement to be able to enrol in the module, to have approved 162 credits of the degree, in addition to the specific requirements that are

determined, for each of the degree titles, in the complementary regulations.

In general, and once the fourth semester has been completed, university students will have the possibility of carrying out external, extracurricular academic internships, being necessary to have passed the credits determined in the complementary regulations.

7. Periods, duration and hours of external academic internships

The periods for carrying out the curricular external internships will be those provided for in the corresponding study plans of the respective titles and which will take place within the time frame of the last academic year.

The duration of external curricular internships carried out in companies and onboard ships will be determined by the complementary regulations.

The schedules for conducting curricular external internships on ships and with companies will be established following their characteristics and the availability of the collaborating entity.

8. Responsible for the external internship programme

The Centre will have a person in charge of the external internship programme who will be in charge of its organisation, coordination and management. Said responsibility may fall on the director or member of the management team or teaching staff to whom he/she delegates.

Their functions will be the following:

- Establish relationships with companies and institutions
- Announce the available places
- Assign tutorials
- Prepare proposals and any other function related to their coordination and follow-up

9. Guardianship of external internships

During the duration of the external curricular internships, the student will have the guidance of two tutors. An academic tutor in charge of their monitoring and support will be a teacher from the College of Marine, Nautical and Radio electronic Engineering and a tutor or instructor from the company, entity or collaborating body that will organise the student's training activities.

The appointment of the academic tutors of the students who participate in an external internship programme will be made from among the faculty that teaches in any of the degrees of the three maritime specialties taught at the Centre, in accordance with the basic procedure determined by the university.

10. Study aid

- In carrying out the curricular internships, the collaborating entity may pay the selected student a monthly amount as a scholarship or study aid.

- In the case of extracurricular internships, the collaborating entity will pay the selected student the amount provided for in the offer, as scholarship or study aid.

11. Insurance coverage

- For curricular internships, students will be covered by school insurance, under the terms and conditions established by current legislation. Civil liability for damages to third parties that may eventually be caused by the internship student will be covered by the policy that the university has signed for such purposes.
- In the case of extracurricular internships, students will be covered by an accident and civil liability insurance, under the terms agreed with the collaborating entity.

CHAPTER II

Procedure for external curricular practices.

12. Registration period for external internships

The registration of the external practices subject (curricular academic practices) will be carried out, as for the rest of the subjects of the Bachelor's Degree of any of the three specialties of marine studies, in the established registration period.

13. External internship award process

External internships will be awarded by the person determined by the Centre management and will be communicated through the usual means of dissemination of the degree.

14. Place allocation

Once the place has been awarded, the student must fill in the "Internship Notebook" that will be presented, at the collaborating entity, to the professional tutor on the day of incorporation and will be used throughout the internship period.

15. Advertising

All the information related to the announcement and adjudication of the external internships will be published on the Notice Board of the Secretariat and the University website.

16. Assignment of external internships

The allocation of places to carry out external curricular internships will be determined by the student's academic record. Likewise, the requirements established by the collaborating entity will be taken into account, a fact that will be communicated to the students during the internship application period. In any case, the principles of transparency, publicity, accessibility and equal opportunities will be guaranteed.

CHAPTER III

Rights and obligation linked to external internships

17. Student rights

In the period of development of external internships, the student will have the right to:

- a) Receive information regarding the regulations on safety and hygiene at work and prevention of occupational risks by the entity in which the agreed practices will be developed.
- b) Obtain a final evaluation report from the collaborating entity on the performance of the internship, indicating the level of achievement achieved.
- c) If the curricular internships are interrupted due to non-compliance, by the collaborating entity, with the stipulated conditions and with the approval of the Centre's internship programme manager, the period completed may be computed as "curricular internships", provided that the final assessment of the academic tutor is satisfactory. Where appropriate, a new company will be appointed to carry out the same.

18. Homework of students

In the period of development of external internships, the student will be subject, in his relationship with the Centre, to the fulfilment of the following obligations:

- a) Be enrolled in the corresponding subject(s) in the case of curricular internships.
- b) Comply with the activities and evaluation systems required in the programming of the corresponding subject(s).
- c) Communicate to the academic tutor any incident or claim that may arise during their development.
- d) Custody and store the "Book of Practices" until the end of the practice period. Its loss will be cause for cancellation of the practices carried out.
- e) Submit to the internship coordinator the documentation required by the university.

In its relationship with the collaborating entity, the student will be subject to compliance with the following obligations:

- a) Join the assigned company on the scheduled date, unless expressly authorised to postpone.
- b) Comply with the agreed calendar and schedule, justify any failure in attendance, and respect the operating rules of the entity, especially those related to safety and hygiene in the facilities where the practices are carried out.
- c) Develop the planned training plan and fulfil with diligence, responsibility and use the activities assigned by the company.

- d) Maintain confidentiality about the internal information of the entity and, in general, on any aspect related to the company, as well as not making use of the work carried out in practice without the prior and express authorisation of the company.

19. Rights of the company

During the period of development of the external internships, the company will have the right, if the student fails to fulfil their duties, to interrupt them, after notifying the person in charge of the external internship programme.

20. Duties of the company

During the period of development of the external internships, the collaborating entity in which the internship is being carried out, the student will be obliged to:

- a) Guarantee that the conditions indicated in the external internship offer and the signed collaboration agreement are met.
- b) Appoint an internship tutor who will be in charge of guaranteeing the student's training process in the company, in addition to reporting any incident during the development of the internship to the academic tutor.
- c) Inform the student about the safety and hygiene conditions and about the prevention measures to be adopted in the facilities where the internships are carried out.
- d) Allow the student to attend tests, exams and other mandatory activities of the subjects in which he/she is enrolled. In the same way the meetings, as a student representative, of the collegiate governing bodies of the Centre.
- e) Communicate to the head of the external internship programme the appointment of the person who will be in charge of exercising the functions of internship tutor, who must be a professional from the staff of the collaborating company, with professional experience and knowledge that ensure the completion of an internship, with effective protection.

21. Rights of guardians

During the period of external internships, the academic tutor will have the right to:

- a) Academic recognition of their guardianship work in the terms established by the University of Cadiz and the shipping companies concerning their attendance.
- b) Receive all the appropriate information for the development and fulfilment of their guardianship work.
- c) Have access to the collaborating entity for the fulfilment of the purposes of their function.

During the period of development of external internships, the tutor of the collaborating entity will have the right to:

- a) Recognition, employing a certificate, by the university of the work carried out as a tutor of a student in practice
- b) Inform the student about the organisation and operation of the company and the regulations of interest, especially those relating to occupational safety and risks.
- c) Guarantee that the student receives the corresponding practical training.
- d) Supervise student activities.
- e) Coordinate with the academic tutor the development of the activities established in the programme.
- f) Issue a final report on the work carried out by the student in the entity.

CHAPTER IV

Academic and administrative effects of external internships

22. Academic recognition

The recognition of academic credits corresponding to external, curricular or extracurricular internships, will be carried out following the provisions on the matter in the study plan of the corresponding degree.

23. Final report of the tutor of the collaborating entity

The tutor of the collaborating entity will issue, once the internship period is over, a final report to the academic tutor that will collect the number of hours of internships and in which the practical activity of the student must be assessed with, among others, the following aspects linked to the generic and specific competencies foreseen in the formative project and the reports of the different grades: technical capacity; learning capacity; job management; oral and written communications abilities; a sense of responsibility; ease of adaptation; creativity and initiative; personal involvement; motivation; receptivity to criticism; punctuality; relationships with their work environment; team spirit.

24. Content of the final report on the external practices

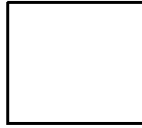
The student will send to the academic tutor, once the internship period is over, a final report, throughout the academic year and, in any case, within the periods of resolution of minutes established by the UCA, which will include the following aspects: personal data of the student; data of the collaborating entity where the internship has been carried out and location; description of the tasks performed and an indication of the departments to which it has been assigned; assessment of the tasks performed and the knowledge and skills acquired; list of problems raised and procedure followed for their resolution; contributions that the internships have meant in their learning process; evaluation of practices and proposals for improvement.

25. Evaluation and accreditation of external internships

The external practices will be evaluated by the academic tutor completing the corresponding final assessment report, which will be based on the monitoring carried out, the report of the tutor of the collaborating entity and the final report delivered.

The signature of the official qualification record corresponds to the coordinating professor of the practice subject, following current regulations on the completion of records and the official grading system.

1.3 Example of a Collaboration agreement between the university and the company



Company
logo or
seal

COLLABORATION AGREEMENT BETWEEN THE [UNIVERSITY NAME] AND [COMPANY NAME]

COLLABORATION AGREEMENT ON EDUCATIONAL COOPERATION

THIS AGREEMENT is made in _____ on ____ of _____

between

Mr. [name of the representative of the educational center], [position held by the representative of the educational center], whose VAT Identification Number¹ is _____, domiciled at _____ acts on behalf and representation of the [name of the educational center]. He has been empowered for the purposes of this agreement by Order of [name of the head of the educational center].

and

Mrs/Mr _____, acting as legal representative with general power of attorney on behalf of _____, with VAT Identification Number _____ and domiciled at _____, hereinafter the collaborating institution.

Both parties take part according to their respective positions and mutually acknowledge the necessary legal capacity to subscribe this *Collaboration Agreement on Educational Cooperation*, in the exercise with which they have been empowered,

First The [name of the educational center] is an official university according to national regulations, and within these norms and the European framework of higher education, conducting internships is promoted as a fundamental part of the training of university students, with the content and procedure specifically provided by

By the university

By the company

Company
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seal

the relevant curricula. In this sense, internships are a learning activity of the university students, from which no actions or relations derive, nor rights or obligations, of a labour nature.

Second

It is the will of the parties to this agreement to collaborate in the practical training of university students, which aims to contribute to the comprehensive training of students, enable them to implement and supplement the knowledge acquired in their education, promoting the acquisition of technical, methodological, personal and participatory competences which will prepare students for professional activities, facilitate their employability, access and integration to the labour market and encourage their entrepreneurial capacity.

By the university

Third

The university and, where appropriate, the managing bodies bound to the internships, shall sign *Collaboration Agreements on Educational Cooperation* with the aforementioned collaborating institutions, promoting the accessibility to external internships particularly among students with disabilities, for which all participating institutions in external internships should aim to provide human resources, material means and technological resources, to ensure equal opportunities for all the university students.

By the company

Now therefore the parties agree to sign a *Collaboration Agreement on Educational Cooperation*.

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IT IS AGREED AS FOLLOWS:

FIRST.- This *Collaboration Agreement on Educational Cooperation* (hereinafter the Agreement) shall regulate the regime of external academic internships, either curricular or extracurricular, held at the collaborating institution, of the students enrolled in any degree of the University either in their own colleges or, as appropriate, in the ones assigned to it, as provided in the corresponding curricula of the degree and according to what the applicable regulations of existing internships stipulate.

By the university

SECOND.- The arrangement of external academic internships is specified in a *Training Project*, which shall gather educational objectives to be reached and activities to be done by the students. The University shall especially ensure that the contents of the internships are defined sufficiently and properly in the training project, in such a way as to directly relate the skills acquired during the internships to their studies and to the provisions established therein.

Both the training project and any other change which affects the development of the external internships must be documented in an annex. This shall be incorporated into this agreement and, if necessary, it shall be given to the students in order for them to know it and follow it up.

By the company

THIRD.- For curricular internships, the collaborating institution shall determine the number of students of the different degree programmes which shall be able to do an internship in the beginning of every academic year. Each annual offer of internships shall be recorded in the corresponding addendum to this agreement, indicating the periods in which internships can be done.

FOURTH.- For the extracurricular internships the number, profile, duration, endowment and the training plan shall be determined by the collaborating institution at the time of the offer. Students shall be selected from those enrolled in the database provided by the University, in accordance with the applicable procedure.

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If the collaborating institution, when offering the extracurricular internship, has undertaken to give financial assistance to the beneficiary of this internship, then the amount stipulated in the offer shall be paid to the student each month, specified as a study assistance package. This payment shall be justified and documented under the terms provided by the regulations of the University. The agreement signed shall be automatically terminated in the case that the collaborating institution does not comply with the payment of this financial assistance at any time, which has been voluntarily offered to the student.

By the university

FIFTH.- The collaborating institution, either directly or through the duties entrusted to the *internship supervisor*, shall:

1. Welcome the selected student, ensure the development of their internship, provide the facilities required for the development of their activity, encourage them to accomplish the best development of the internship, support the learning process and assist to resolve professional issues that might arise.
2. In coordination with the *academic supervisor*, ensure the student the permission to comply with required exams or other academic activities of the student, in order to adapt the timetables, calendar day and schedule of the internship.
3. Do not replace a job with a student and do not establish with them any sort of affiliation or employment relationship – either contractual or statutory- during the internship.
4. Meet current standards in all matters relating to safety and job-related hazards and inform the students about these.
5. Inform the university before the incorporation of the students, in which department of the institution the student will work and the time they will spend there. The University shall be informed about the supervisor, their function and duration of the practice period.
6. Appoint an *internship supervisor*, who shall be a person related to the collaborating institution, with professional experience

By the company

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and the required knowledge for an effective supervision. The practical supervisor shall coordinate with the academic tutor and assign those duties performed by the students during the internship and assist in the evaluation of the student achievements.

7. Report absences and/or any other faults, which, according to the *internship supervisor*, the student might commit during the time of the internship.
8. Report disclaimers that may occur before the student has completed the contractual period of the internship and the exact date of the disclaimer or, when appropriate, the absence of the student.
9. Comply with the access to the *academic supervisor* in order to comply with the duties bound to their function.
10. Report the University on the number of working contracts performed, when the students have completed the internship period.
11. Send a supporting document to the student with a description of the internship by specifying its duration, completion dates and activities.
12. Send a final report according to the template provided by the University.
13. Respect the privacy policy of personal data of the University, on the part concerning the latter.

SIXTH.- The permissions regime from which the student can benefit shall be established by current regulations and shall be communicated to each student at the time of the beginning of their activity in the collaborating institutions. This regime may meet the need of the student to attend exams or other academic activities, coordinated together by the *academic supervisor* and the *internship supervisor*.

When, for reasons of an organisational nature of the collaborating institution, special permits are required, it would be necessary to include these into a separate document attached to this agreement and shall be

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signed by the representatives; by the University and the collaborating institution and the student.

SEVENTH.- The collaborating institution may decide on an early termination of the internship when the student breaches their duties seriously or repeatedly. Termination can also be decided if the student disregards the instructions and rules of behaviour which have been explicitly explain by the cooperating institution.

The alleged breaches and the will for an early termination of the internship must be previously reported to the University, through the Monitoring Committee of the Agreement, with sufficient support for the reasons for that decision.

EIGHTH.- The University, either directly through the responsible person for the external internship, or though the *academic supervisor*, must undertake the following duties:

- 1.- When necessary, provide the collaborating institution with an elaboration of a corresponding training project, coordinate its adaptation and monitoring.
- 2.- Select students who will do the external internship and report about it to the company.
- 3.- Specify to the *academic supervisor*, who shall act in a coordinated fashion with the professionals of the collaborating institution though the *internship supervisor*.
- 4.- Inform the selected student about the granting of the internship, managing the signing of the document of acceptance and inform them about the undertaken obligations and their rights.
- 5.-Ensure that all selected students are covered during their internships by an accident insurance and, where necessary, civil liability insurance under the terms agreed with the collaborating institution and required for the internship.
- 6.- Submit to the corresponding institution information on the students who are doing an internship.

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7.- Ensure that the academic tutor fulfils the duties of the external academic placements of the student.

8.- Sufficiently inform the students about the regime of external internships.

9.- Respect the privacy policy of personal data of the collaborating institution, on those issues that might affect it.

10.- Recognize specifically the work of the supervisors of the collaborating institution, under the terms provided in its internal rules.

By the university

NINTH.- The University shall monitor the functioning, management and development of the external internship.

TENTH.- The duration of the internship will be established in accordance with the following provisions:

a) The external curricular internships shall have the duration according to the corresponding curriculum.

b) The external internships have a maximum overall duration of 6 months or 600 hours. Only in exceptional cases and in order to redound to the best possible achievements of the students, once may agree to extend for a further maximum period of three months, after a justified request by the company.

By the company

The schedule of the internship is in accordance with its characteristics and availability of the collaborating institution, and shall be reflected in the corresponding document. The schedule, in any case, shall be compatible with the academic activity, training and representation and participation of the student.

ELEVENTH.- The recipient of the educational internship can not be linked, during the internship period, to any contractual or employment

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relationship with the student, nor the University and nor the associated organization, which have developed the educational internship.

TWELFTH.- A Monitoring Committee of the agreement shall be implemented to contribute to a normal development of the educational activities and, where appropriate, to give facilities to solve problems that could arise during the implementation of this agreement or during the development of this internship. This committee must have an equal representation and shall be composed of a maximum of four members. Their function shall be to solve the potential conflicts that may appear during the development of this agreement or during the internship carried out within its framework.

Members shall be appointed by the corresponding Vice-Rector on behalf of the University. On Behalf of the collaborating institution the appointed members shall be the ones shown in the corresponding annex.

The Monitoring Committee of the Agreement, convened by the Vice-Chancellor shall meet if they are requested by any member. In any case, the committee must meet to get to know in advance under which circumstances the internship might be terminated on an early date.

THIRTEENTH.- Contentious issues arising from the interpretation, modification, termination and the effects that might arise from the implementation of this agreement shall be resolved by a mutual agreement of the parties provided by the commission as mentioned in the twelfth section. If no agreement can be achieved, the issues shall be known and the competence of the administrative order shall be applied in accordance with the law, which regulates such jurisdiction.

FOURTEENTH.- This agreement will be valid during four years from the date of its signature and, before the deadline established, the signatories of this agreement may agree unanimously its extension for a period up to four additional years or its extinction.

FIFTEENTH.- Any reference to people or collectives mentioned in this Agreement, has been made referring to neutral gender, including therefore, the possibility of referring to both men and women.

Having read this document, the parties consider that it agrees with their interests and aims, and therefore they sign it with location and date as above.

By the [Name of educational center]

By [collaborating entity]

Signature.: [NAME]

Signature.: [NAME]

1.4 Example of a Student's training agreement

<div style="border: 1px solid black; padding: 5px; min-height: 40px;">[EDUCATIONAL INSTITUTE LOGO]</div>	<p>ANNEX TO THE EDUCATIONAL COOPERATION AGREEMENT BETWEEN [EDUCATIONAL CENTER] AND [COLLABORATING COMPANY] TRAINING PROJECT</p>
--	--

STUDENT DATA		
NAME:	DEGREE AND CENTRE:	
ID NUMBER.:	Phone nr:	Email:

TRAINING DATA	
Subject:	
Start date:	Duration:
General and specific skills:	
Objectives in relation to the competences of the degree:	
Brief description of the activities to be developed by the student:	

DATA OF THE COLLABORATING ENTITY		
Business name:		
Workplace:		
Residence:		
Tax Identification Code:	Phone nr:	Email:

TUTOR OF THE COLLABORATING ENTITY			
ID Number.:	Name:	Phone nr.:	Email:

ACADEMIC TUTOR			
ID Number.:	Name: :	Phone nr:	Email:

The academic tutor,

The collaborating entity tutor,

Signed.:

Signed.:

1.5 Example of a Student's final report

[EDUCATIONAL CENTRE LOGO]

[COLLABORATING ENTITY
LOGO]

FINAL REPORT MODEL FOR STUDENTS WHO HAVE COMPLETED CURRICULAR INTERNSHIP IN COMPANIES

(Recommended extension of 10 sheets)

NAME AND SURNAME		ID NUMBER
ADDRESS		
CITY	PHONE NR	
DEGREE	E-MAIL	
ACADEMIC YEAR IN WHICH YOU PERFORMED THE INTERNSHIP		
NAME OF THE TUTOR OF THE COMPANY		
NAME OF THE COMPANY		
ADDRESS OF THE COMPANY WHERE YOU PERFORMED THE INTERNSHIP		
NAME OF THE ACADEMIC TUTOR		
TOTAL HOURS OF PRACTICES CARRIED OUT		
Number of weekly hours	Number of weeks	TOTAL

Describe the company or institution, in general, and the dependency or department where you have carried out the internship and people with whom you have been related during the same

It is about providing a description of the entity where you have done the internship (type of activity, facilities,...) and a schematic organization chart of the company that guides you on the location of the service in which you have been training. It is intended that you analyze how decision-making and responsibility are organized among the people who are integrated into mentioned structure. Similarly, it is worth mentioning here what the informal relationships are like in terms of welcoming new members into the organization, and how they have transferred the culture of the company or institution, etc.

Describe the tasks performed

You should describe specifically and in detail all the activities that you have been carrying out during the development of the practice, as well as that you comment on the different departments in which you have been assigned. In the event that there is a schedule of activities, reference can be made to mentioned schedule.

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[EDUCATIONAL CENTRE LOGO]

[COLLABORATING ENTITY
LOGO]

Evaluate the tasks carried out in relation to the knowledge and skills contained in the academic degree you are studying

It is, on the one hand, to see what contents of the degree have been most related to the practice carried out and, in turn, what activities or tasks carried out in the practice have served to put into practice the knowledge acquired or that will be acquired in the degree.

List the problems or new situations that you have had to face and the procedure followed for their resolution

It is about you commenting on what situations or activities that you are not used to dealing with that you have had to deal with derived from your training activities and what resources you have used to solve them (bibliography, databases, consulting tutors,...).

Describe what these internships have given you in terms of learning

Analyze in detail what contributions to your training have been made by the internships in companies that you have carried out.

Evaluate your training

Evaluate from 0 to 10 your satisfaction with the training carried out. Briefly comment on the assigned value. Also indicate if you would recommend this practice for another student and why.

If you wish, suggest how we can improve the internship

From your point of view and the experience you have had with your internship, what aspects of the external internship could be improved?

Date:

1.6 Example of a Tutor's evaluation sheet

<div style="border: 1px solid green; padding: 5px; width: 100px; margin: 0 auto;"> [Logo or seal of collaborating company] </div>	CURRICULAR INTERNSHIP – [NAME OF EDUCATIONAL CENTRE]	<div style="border: 1px solid green; padding: 5px; width: 100px; margin: 0 auto;"> [Logo or seal of Educational Centre] </div>																																																																																																		
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<div style="border: 1px solid black; padding: 5px;"> ASSESSMENT OF THE COMPETENCES ACQUIRED BY THE STUDENT Answer according to the following scale: (1 "Not acquired" - 5 "Totally acquired" - DK/DA: "Does not know / Does not answer" <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> <th style="width: 10%;">DK/DA</th> </tr> </thead> <tbody> <tr><td>1. Creativity and initiative.....</td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> <tr><td>2. 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GENERAL SATISFACTION WITH EXTERNAL INTERNSHIP

Answer according to the following scale: (1 "Not acquired" - 5 "Totally acquired" - DK/DA:
"Does not know / Does not answer")

	1	2	3	4	5	NS/NC
14. Creativity and initiative.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Ease of adaptation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Learning capacity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Relationships with your work environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you wish, make the comments you deem appropriate, for example, regarding strengths and areas for improvement of the internship as a whole, training and professional skills of the student who has participated in the internship:

(supplement with specific learning objectives/competencies as relevant)

Start date: [.....] End date: [.....] N.º of hours: [.....]

Remarks (Optional):

Name and signature of the tutor of the collaborating
company:

2. Example 2. ENSM - company/education relationship

2.1 ENSM example summary

Type of collaboration

Define the type of collaboration that will be carried out between the maritime education provider and the corresponding organisation/company:

Relationship between company/education: organisation of seminars/courses by companies where the latest advances in the professional maritime sector are implemented to contribute to the up-to-date training of students. The company can obtain different advantages, such as keeping future professionals informed about its products and technological advances. On the other hand, students receive up-to-date training and are in direct contact with the professional world.

Maritime education centre

Specify the name of the maritime provider that performs the collaboration:

École nationale supérieure maritime (ENSM) (French Maritime Academy)

Organisations or companies of the maritime sector

Specify the name and types of maritime organisations that will be part of the collaboration with the corresponding educational provider:

- CMA-CGM
- Chantiers de l'Atlantique
- Total
- Brittany Ferries
- Nautical Safety Centre
- French MRCC
- CMA-CGM

Description of the collaboration

Briefly describe what the collaboration will consist of:

Maritime education is essentially a professional one. Although theories and abstract reasonings must be mastered, fundamental knowledge or sciences are not the core part of the courses, which rely mainly on professional situations.

Consequently, building relationships with professional speakers are highly recommended to:

- to outline working methods
- have an up-to-date knowledge of nautical equipment and its use
- to show how a company works
- get an overview of all positions that can be reached after maritime training
- build a professional network
- open minds to global studies
- share experiences with non-nationals

The richness of these conferences will depend as much on the experience and educational approach of the speakers as on the institution from which they come.

It will also be important to ensure that these conferences are sustainable and varied.

Thus, maritime training establishments will seek to create partnerships with these structures rather than with their speakers.

Goals of the collaboration

Specify the different objectives proposed to achieve through cooperation between the participating organisations:

The collaboration aims to support the relevance, quality, modernisation and responsiveness of higher education in order to generate growth as well as respond to developing technological and industrial trends.

The collaboration will also support the teaching of basic skills, soft skills (e.g. problem solving, communication), science, technology, engineering and mathematics (STEM) skills.

Collaboration will also promote employability and is a prerequisite for sustainable growth.

Finally, it will:

- share scientific and technological issues,
- access to additional human, technical and financial resources,
- establish direct relationships, avoiding the complications and hazards of agency calls for projects,
- prepare innovations.

Expected results

Identify and explain the results that are expected to be obtained from the collaboration between the different participants:

Such collaboration will aim to have an up-to-date high level education, and to facilitate interpersonal relationships between students/trainees and the professional environment.

Also, the relationship between companies and organisation will facilitate the mutual involvement in applied research.

Consequently, professional integration will be eased for the students and professionals will learn to know their candidates before they apply for positions.

In particular, it will:

- Strengthen teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, digital and entrepreneurial capacities
- Strengthen the capacity of METs to modernise their higher education systems, including governance and financing, by supporting the definition, implementation and monitoring of reform processes
- Improve teacher education and continuous professional development to influence the long-term quality of the education system

Methodology

Define the methodology and the material to be developed within the chosen line of work, in order to establish collaboration between the parties involved:

Several conditions must be met for a partnership to be successful:

- Explain and agree on each other's objectives and interests
- Explain and agree on the objectives and interests of each party
- Co-construct the partnership project upstream by drawing up model contracts
- Have a realistic approach to intellectual property and industrial exploitation
- Create a relationship of mutual trust. This condition constitutes the linchpin around which partnership research must be organised. Trust cannot be decreed. It is proven and tested over time (the first services rendered) and through the quality of the interpersonal relationship between researchers.

Different tools may be used in this respect:

- **Competitiveness clusters**

- A competitiveness cluster brings together small and large companies, research laboratories and training establishments in a clearly identified area and on a targeted theme. The national and regional public authorities are closely involved in this dynamic. There are many forces at work in a competitiveness cluster. All are necessary for the development of dynamic ecosystems that create wealth.
- Their purpose is to support innovation. It encourages the development of particularly innovative collaborative research and development (R&D) projects. It also supports the development and growth of its member companies, particularly through the development and marketing of new products, services or processes resulting from research projects.
- They are based on a strong territorial anchoring while relying on existing structures (industrial fabric, campus, collective infrastructures, etc.).

- **Development of PhDs financed by industry**

The scheme enables companies to benefit from financial aid to recruit a young doctoral student whose research work, supervised by a public research laboratory, will lead to the defence of a thesis.

This flagship partnership research scheme, which has been highly praised by companies, laboratories and doctoral students alike, is a lever for initiating and strengthening public-private cooperation in R&D and promoting the employment

of doctors. It contributes to the innovation process of companies and to their competitiveness.

The scheme involves three partners:

- The company entrusts a PhD student with the research work for his or her thesis
- The laboratory, which is external to the company, provides the scientific supervision of the doctoral student
- The doctoral student, who holds a diploma conferring the grade of master

Its objective is to place PhD students in scientific employment conditions, and encourage the development of partnership research between the academic world and companies.

Benefits for doctoral students consist in preparing their thesis in a professional framework and obtain a job quickly (90% within six months after completion), for companies, are to acquire a high-performance human resource and to secure the time devoted to research, and for laboratories, to offer a professionalisation path for doctoral students and to acquire a potential for transfer and valorisation of research.

- **Set-up of chairs**

Chairs bring together companies and public research establishments around a research and training programme, within the framework of a sponsorship action, governed by an agreement, and giving rise to tax exemption. They may be entirely financed by companies or benefit from public support. For the public research institution with the chairs, the benefit is the financing of medium-term research on promising subjects for which there is an emerging need for training. For the company, it is the guarantee of benefiting from a high-level research infrastructure with researchers at the cutting edge of research in their field. It is also a way of minimising the risks on a subject by committing funding for a limited period only. When a chair comes to an end, there are generally three options: renewal of the partnership, internalisation within the public research institution or, finally, termination of the programme.

- **Innovation providers**

These are a place where doctoral students, researchers and companies can exchange ideas and work as a team to facilitate the transition from idea to

product. These providers therefore have a pedagogical objective, the execution of prescriptions for companies being an opportunity for doctoral students to implement their knowledge, to understand the business world and to facilitate their integration.

- **Consortia**

Business consortia are alliances between companies and public research institutions. They are created to share the costs and risks of exploratory research.

- **Joint laboratories**

Most often located on public research campuses, joint laboratories bring together people from a public research institution and a company on a given theme. These structures are useful for bringing together complementary skills and expertise, which allows teams to focus their research work on theories at the crossroads of several scientific disciplines.

- **Technological platforms**

They enable the pooling of human and material resources of public research establishments at the service of companies, around a common theme.

- **Spin-offs**

These are start-ups created by a researcher or a scientific representative of a public research establishment with the aim of exploiting the knowledge and technologies developed there.

Main report

A report will be developed that will be part of the business/cooperation guide, attached to this template, and that includes the following general sections, and including the specific sections necessary for each type of collaboration:

See next section "2.2 ENSM Main Report"

2.2 ENSM Main Report

Introduction

The functions of METs – as universities – have evolved and are no longer limited to the production and transmission of knowledge, but also to the promotion of research. Universities have become entrepreneurial and must play a major economic role, as well as a social and cultural one, in an international economic and social context marked by intensifying competition and growing social inequalities. This is even truer in maritime education which is essentially vocational and where fundamental knowledge or sciences are not the core part of the courses, which rely mainly on professional situations.

Moreover, the Bologna Process (2010) and the Lisbon Strategy (2000) are also moving in the direction of professionalising higher education courses and today diplomas are tailored to companies' needs in terms of skilled labour, and professionals from the business world now teach courses at ENSM.

There are many ways in which companies contribute to maritime training providers: teaching entrepreneurship, of course, but also technical skills, either inherent to the profession or the result of their research, innovation and development providers. In the latter case, companies will also be able to bring their efficient methods to higher education through the direct applicability of their results; this will involve both the criteria for selecting and evaluating projects, and the exploitation of the results. In addition to this, companies can bring an outline of working methods, give examples of positions that can be reached after maritime training, build a professional network, or open minds to global studies.

Definition

Business-MET alliance is the part of the University-Business Cooperation (UBC), understood as transactions between HEIs and business for mutual benefit, fostering UBC and extracting its value can help HEIs to face the problem of decreasing public funds, and help businesses to gain and maintain their competitive advantage in today's dynamic international markets, as well as contributing to economic development on a regional and national level and meeting the demands of the labour market to provide more relevant knowledge and skills (Davey et al., Study on the cooperation between Higher Education Institutions and Public and Private Organisations in Europe).

More precisely, Business-MET alliance focuses on MET students' gain from the business venue in the course of their studies.

Object of the collaboration

The collaboration aims to support the relevance, quality, modernisation, and responsiveness of higher education in order to generate growth as well as to respond to developing technological and industrial trends and emerging gaps in the labour market.

The collaboration will also support the teaching of basic skills, soft skills (e.g. problem solving, communication), science, technology, engineering and mathematics (STEM) skills.

Collaboration will also promote employability and is a prerequisite for sustainable growth.

Nature and general requirements of the collaboration

The collaboration benefits both parties, with the outcome of enhancing students' skills and knowledge.

It takes the form of a legally binding General Partnership, which may end in competitiveness clusters, industry-financed PhDs, the set-up of chairs, creation of innovation providers, creation of consortia, set-up joint laboratories, technological platforms, spin-offs, or any other appropriate means.

A General Partnership will be supplemented by Special Agreements, according to activity and/or collaboration means.

Such partnership involves respective will to achieve the defined object of the collaboration, reciprocal obligations, and bona fides from all parties.

Each party will pay its own costs incurred in connection with the negotiation, preparation, and the execution of the proposed partnership (whether or not it is entered into) and any documents deriving from or referred to in the partnership.

Neither party will for a period of 10 years after the date of the General Partnership or Special Agreements, whichever the latest is, disclose to any person any confidential information concerning the business, affairs, customers, clients, suppliers, research projects, products, services or intellectual property of the other party or of any member of the group of companies to which the other party belongs, except as permitted by the other party.

Activities to be undertaken

Activities can either be linked to education, research, lifelong learning, entrepreneurship, staff mobility or governance.

Any other educational activity can be undertaken provided that a special clause recognising the common interest and agreement of the parties is expressed in the Special Agreement.

Table of activities: see table 1

Process

Activities are decided, measured and controlled by an eight-member joint steering committee, from the permanent staff of each party.

The steering committee seats at least once a year and each time the majority of its members requires a meeting. Prior notification, indicating the items of the agenda shall be sent six weeks before the steering committee meets, unless a topic is considered as an urgent one.

The secretary of the steering committee sits at ENSM headquarters. The secretary centralises all correspondence and Special Agreements. It invites steering committee members to the sessions and addresses all documents relating to the General Partnership and Special Agreements to the respective coordinators.

The steering committee is chaired alternatively and on a two-year basis by ENSM or the other party, elected

by its members.

Each party will appoint a coordinator who will be responsible for the successful operation of the General Partnership and sub-coordinator for each Special Agreement. His/her duties include, but are not limited to, promoting the programme, recruiting, and screening for the programme, making necessary academic arrangements for the programme, advising the participants on housing and travel issues, and facilitating visa processes.

All decisions respecting the management, operation and control of the General Partnership and Special Agreements business and determination made in accordance with the provisions of General Partnership shall be made based upon a majority of six of the Partnership Agreement in favour of the decision.

Rights and obligations of the parties

Parties agrees that the staff and facilities required for this partnership will be available for research, education and service as needed to fulfil the purpose of the General Partnership and Special Agreements.

Each party grants, for the term of this partnership, a limited, non-exclusive, free license to use its logo and name or trademark to the other party, solely for the promotion of the General Partnership or Special Agreement and any activity commonly developed under this General Partnership.

The parties acknowledge and agree that any such activity must be organised and administered in accordance with applicable law and the relevant policies and procedures of each party.

Intellectual property

The General Partnership shall have no consequence on respective prior intellectual property rights owned by each party.

Each Special Agreement shall consider intellectual property rights, understood as any patent information, inventions, discoveries, or software, conceived, or first reduced to practice, or copyrighted works of authorship first created, in the performance of the same Special Agreement. In case no clause is referring to intellectual property rights is included, the said rights are presumably belonging to both parties in equal parts, until otherwise evidenced.

Amendments to this partnership

This partnership may be amended or renewed by a written agreement signed by an authorised representative of each party.

Duration and termination

This partnership shall remain in force for a period of five (5) years from the effective date; however, either party, at its discretion, may terminate this agreement during its term by giving notice at least six (6) months in advance of the intended termination date.

Dispute

In the event of a dispute arising out of or relating to this General Partnership or any Special Agreement entered into pursuant to this General Partnership, the parties shall establish a committee of six (6) senior representatives, three (3) appointed by each party, to attempt to resolve the dispute. Failing this, all claims

will fall into French jurisdictions, in accordance with French procedural laws.

Table of activities					
Category Activity	Education	Research	Lifelong learning	Entrepreneurship	Management
1	Curriculum co-design	Joint R&D	Lifelong learning courses of other firms	Academic entrepreneurship (start-ups and spin- offs)	Participation of business in the board
2	Curriculum co-delivery	Consulting to business		Student entrepreneurship (start-ups and spin- offs)	Shared services
3	Apprenticeship	Temporary mobility of academics to business and of business people to HEIs			Industry fundings (scholarships)
4	Set-up of academic chairs	Commercialisation of R&D results			
5	Common technological platform	Common technological platform			
6		Innovation providers			

Table 1: Table of activities

3. Example 3. NMCI - company/education and the government relationship

3.1 NMCI example summary

Type of collaboration

Define the type of collaboration that will be carried out between the maritime education provider and the corresponding organisation/company:

Cooperation between education/companies and the government: for the delivery by approved providers of STCW professional courses required for service onboard merchant ships. For example, agreements that universities may have to be able to teach these courses within the programmes of the different academic degrees.

Cooperation between the Munster Technological University (MTU) National Maritime College of Ireland (NMCI) and the Irish Department of Transport. Providing training to maritime education students for:

- Degree Nautical Science
- Degree Marine Engineering
- Degree Electro Technology
- Degree Maritime Supply Chain.
- STCW Short courses

Maritime education centre

Specify the name of the maritime provider that performs the collaboration:

National Maritime College of Ireland
NMCI Services (Professional Delivery of Short Courses)

Organisations or companies in the maritime sector

Specify the name and types of the maritime organisations that will be part of the collaboration with the corresponding educational centre:

In Ireland the Department of Transport is responsible for overseeing the delivery of IMO STCW accredited courses.

The stakeholder organisations involved are;

- Department of Transport
- Irish Maritime Administration (IMA)

Description of the collaboration

Briefly describe what the collaboration will consist of:

Any maritime training provider in Ireland can apply to the Irish Maritime Administration (IMA) of the Department of Transport to run STCW approved courses.

The training provider submits their intention to run IMO model courses and detail how they are going to deliver the course. The IMA will grant approval to the training provider to conduct STCW courses once the submission has been approved.

The collaboration between the Department of Transport and NMCI to deliver STCW courses. STCW courses form part of all degree courses provided by NMCI and are a requirement for all professionals working at sea.

The agreement/licence between the Department of Transport and the NMCI is a signed legally binding agreement that licences NMCI to provide STCW courses to students.

NMCI Services is the commercial side of NMCI and it provides short courses for students wishing to upskill allowing them to work at sea. There is a strong focus in attracting shipping companies for the requalifying of STCW courses.

Goals of the collaboration

Specify the different objectives proposed to achieve through cooperation between the participating organisations:

The objective creates an agreement that gives licence to NMCI to deliver STCW courses to students that will allow them to work professionally at sea.

The training provider gains approval from IMA of the Department of Transport to deliver programmes of training in accordance with the STCW Code and EU Training Certification and Watchkeeping for Seafarers.

The training provider will be responsible for ensuring that each student meets the minimum requirements before commencing the course.

Expected results

Identify and explain the results that are expected to be obtained from the collaboration between the different participants:

The Department of Transport benefits by having a professionally run third level training provider providing training that the Department is responsible for overseeing.

The university benefits by being able to provide training to maritime students, enhancing its capabilities and reputation.

Good learning outcomes for all students, either first time students or professionals requalifying to gain or keep their professional accreditation.

Students will gain certificates of proficiency which they require to work at sea.

Methodology

Define the methodology and the material to be developed within the chosen line of work, in order to establish collaboration between the parties involved:

The collaboration between the licensing authority and training providers is a reasonably simple one.

The training provider submits a course programme to the licensing authority for approval. A separate submission is provided for each separate IMO/STCW course.

If the submission is successful, the Licencing Authority will licence the training provider to conduct the training of the specified course. The licence will state the conditions that the licence is subject to. These include:

1. The course programme is detailed in the final submission document.
2. The syllabus is in accordance with the STCW Convention.
3. The training provider is responsible for ensuring that each student meets the minimum requirements before commencing the course.
4. A certificate is issued to each student on successful completion of the course. The certificate in sample form supplied shall be the only one issued. All certificates will be numbered. A register of certificates shall be maintained. A list of all certificates issued with numbers, candidates full names, date of birth, and discharge book number shall be submitted to the Chief Surveyor, Marine Surveyors Office, when requested.
5. Staff requirements for the course coordinator, instructors and assessors shall be set out in the final submission document which details the minimum qualifications, experience and methodology for continuous professional development.

6. The Chief Surveyor shall be advised of any change in facilities, equipment, method of course delivery etc. which is likely to affect the conduct of the training and assessment.
7. The Chief Surveyor may at various times appoint a surveyor or team of surveyors to audit an individual course and assess its compliance with the STCW requirements.
8. The Irish Maritime Administration reserves the right to withdraw approval of the course at any time if the criteria upon which approval is granted is not met.
9. The Irish Licencing Authority will issue a serial numbered certificate dated for five years to the training provider.

Once approval has been granted the training provider will begin the delivery of PST courses.

Main report

A report will be developed that will be part of the business/cooperation guide, attached to this template, and that includes the following general sections, and including the specific sections necessary for each type of collaboration:

See next section "3.2 NMCI Main Report"

3.2 NMCI Main Report

Agreement between a training provider and the Irish Department of Transport for the delivery of IMO Model Course 1.19 Proficiency in Personal Survival Techniques (PST)

Introduction

There are a number of courses that are essential for all personnel that work at sea. IMO/STCW courses such as Personal Survival Techniques (PST) Damage control and Fire Fighting (DCFF) and First Aid are the minimum requirement for people that wish to work at sea. Other more industry-focused courses are required for certain maritime sectors. For example, OPITO (Offshore Petroleum Industry Training Organisation) courses are essential to work in the offshore oil and gas sector, and BOSIET (Basic Offshore Safety Induction & Emergency Training) for the offshore renewable energy sector.

Training providers in Ireland deliver degree programmes for Nautical Science, Marine Engineering and Electro Technical Officer. As part of the degree programmes all students will also complete training in a number of courses including PST, DCFF and First Aid.

Not all seafarers will take part in a degree programme but they are still required to be qualified in the courses to enable them to take up seagoing roles. Those seafarers that do complete a degree in a seagoing discipline which includes completing PST, DCFF and First Aid courses will also need to complete refresher courses before the certificates for the courses expire in order for them to continue to work at sea.

The guidelines for courses are set out by the IMO/STCW. In Ireland all IMO/STCW certification is licenced by the Department of Transport.

This guide outlines the process for collaboration between maritime training providers in Ireland and the Irish Department of Transport. The Licencing Authority provides licences for IMO/STCW courses. Training providers make submissions to the Licencing Authority to deliver specific courses on an individual basis and when the Licencing Authority is happy that the course submission meets the required standards it will issue a licence to the training provider to deliver the course.

IMO/STCW course certification is internationally recognised and allows mobility in the maritime workforce. It also means that a maritime training provider can attract overseas students and also attract business from shipping companies looking to have contracts with maritime training providers to provide refresher courses for their personnel.

In Ireland the training providers deliver IMO model courses for their own students and a number of other organisations such as:

- Shipping companies
- Fishers
- Coastguard, pilots and boat crews
- Army air corps, pilots and crews
- Army Ranger Wing.
- Civil defence
- Fire fighters
- RNLI
- Marine biologists

Definition

PST, DCFF and First Aid courses and certification are required for all personnel to work at sea. Working onboard the largest ocean-going vessels, the smallest vessels operating on short sea crossings or close to shore on passenger ferries, all crew members will be required to be in possession of in-date certificates provided through successful completion of IMO/STCW courses.

Object of the collaboration

The objective of the collaboration is to ensure that courses are delivered to those that require them so that they can take up roles at sea or to renew the certification of people already working at sea. Ensuring that short courses are delivered to the minimum standard as set out by the IMO/STCW. Training will be delivered by professional instructors, ensuring the best outcomes for the next generation of seafarers and for personnel re-qualifying.

Area of application

Maritime universities providing degree courses for seafarers; these will include the delivery of IMO/STCW courses for all students.

Commercial training providers that deliver IMO/STCW courses, delivering courses to individuals and companies. Training providers that have a number of contracts with shipping companies for the delivery of courses to their crews. Shipping companies in the oil and gas sector, cruise liner industry, container sector and company's operation bulk carriers all have agreements with training providers

Maritime training providers delivering IMO/STCW courses. Maritime training providers not only support the training of maritime professionals, they also play an important role in qualifying people for the leisure sector.

Any maritime training provider can make a submission to the Licencing Authority for authorisation to run IMO/STCW courses.

Nature and general requirements

The Licencing Authority requires that the training provider make a submission for the delivery of IMO courses, for example PST. The submission is reviewed and once the Licencing Authority is happy that training provider can deliver the PST to the standards set out by the IMO, approval is given to the training provider

Process

Training providers such as maritime universities and maritime training providers can decide, based on expertise and on resources, to target certain STCW courses that they feel they can deliver to the standard required by the IMO/STCW.

The commercial manager of the Licencing Authority, in consultation with stakeholders and based on a commercial need, identifies that a market for the delivery of IMO Model Course 1.19 Proficiency in Personal Survival Techniques exists and that the training provider can deliver the course once approval has been sought from and given by the Licencing Authority.

The training provider will prepare a submission document naming the IMO course it intends to deliver; in this instance 1.19 Proficiency in Personal Survival Techniques. The submission must include a syllabus of training and the staff requirements for the training provider.

The training provider will run a pilot course that a representative of the Licencing Authority will have been invited to see, assessing whether the course that is being delivered matches the submission document prepared by the training provider

The Licencing Authority will review and, when successful, the training provider will receive a licence from the IMA to deliver the course.

Methodology

The collaboration between the Licencing Authority and training providers is a reasonably simple one.

The training provider submits a course programme to the Licencing Authority for approval. A separate submission is provided for each separate IMO/STCW course.

If the submission is successful the Licencing Authority will licence the training provider to conduct the training of the specified course. The licence will state the conditions that the licence is subject to. These include:

- The course programme is detailed in the final submission document.
- The syllabus is in accordance with the STCW Convention.
- The training provider is responsible for ensuring that each student meets the minimum requirements before commencing the course.
- A certificate is issued to each student on successful completion of the course. The certificate in sample form supplied shall be the only one issued. All certificates will be numbered. A register of certificates shall be maintained. A list of all certificates issued with numbers, candidates' full names, date of birth, and discharge book number shall be submitted to the Chief Surveyor, Marine Surveyor's Office, when requested.
- Staff requirements for the course coordinator, instructors and assessors shall be set out in the final submission document which details the minimum qualifications, experience and methodology for continuous professional development.
- The Chief Surveyor shall be advised of any change in facilities, equipment, method of course delivery, etc, which is likely to affect the conduct of the training and assessment.
- The Chief Surveyor may at various times appoint a surveyor or team of surveyors to audit an individual course and assess its compliance with the STCW requirements.
- The Irish Maritime Administration reserves the right to withdraw approval of the course at any time if the criteria upon which approval is granted is not met.
- The Irish Licensing Authority will issue a serial numbered certificate dated for five years to the training provider.

Once approval has been granted, the training provider will begin the delivery of PST courses.

Academic and administrative procedures

The training provider has a schedule of courses throughout the year. Client companies, individuals and other organisations wishing to complete PST will contact the training provider to check for availability. If dates of the scheduled courses do not suit, depending on availability, the training provider will run courses for companies or groups.

Joining instructions are sent to the contact person in the company or group that booked the PST course with the training provider. People that apply individually will also receive joining instructions.

First time students have no prerequisites but must be in good health and make a fitness declaration to take part in the course. The fitness declaration is a series of questions designed to see if the student is medically fit to take part in the course. Yes or No answers are required for a number of medical issues one might be suffering from or being treated for. When the student signs the self-declaration of fitness they are accepting full responsibility for taking part in the course.

Personnel returning for a refresher undertake Updated Proficiency in Personal Survival Techniques (Short) must have one day remaining on their certificate in order to take part in the course.

Academic awards - there are no academic awards for the completion of short courses through the training provider or indeed through the degree programmes delivered by the training provider. However during the degree programmes PST courses form part of a module that is accredited.

Student evaluation - students will have to display a competency in PST in order to receive their certificate.

Skills to be acquired by the student - these are laid down in the submission document (specifying if they are STCW skills).

Personal Survival Techniques (PST) - is a one-day course split into both theory and practicals, including launching and entering a liferaft. Included are actions to be taken by persons for self-protection in emergency situations, survival at sea and deployment of safety equipment.

Upon successful completion, the trainee will be able to demonstrate competence to:

- Don a lifejacket
- Don and use immersion suit
- Safely step from a height into water
- Right an inverted life raft while wearing a lifejacket
- Swim while wearing a lifejacket
- Keep afloat without a lifejacket
- Board a survival craft from the water while wearing a lifejacket
- Take initial actions on boarding survival craft to enhance chance of survival
- Stream a drogue or sea anchor
- Operate survival craft equipment
- Operate location devices, including radio equipment

It forms part of the mandatory basic training for all seafaring personnel.

Updated Proficiency in Personal Survival Techniques (Short) - seafarers who hold an existing Personal Survival Techniques (PST) certificate are required to complete this updating training course to maintain proficiency under the STCW 2010 Manila Amendments (STCW Section A-VI/1 & table A-VI/1-1).

The training will take place both in the classroom and at our pool facility, where attendees are required to be fit enough to undertake the in-water practical drills, similar to those undertaken on the original PST course.

To be eligible to be accepted onto the course you must have: Short Route Refresher Prerequisites:

- Previous valid/in-date STCW certificates (EU/EEA)
- In-date Seafarers' Medical or doctor's note.
- Discharge book highlighting a minimum of six months sea time within the past five years.
- A self-declaration of onboard training must be completed. These forms can be found on the website and are sent with your joining instructions. Please ensure you can satisfy all requirements before attending the course.

If students are unable to satisfy the above arrangements, they must take the full course again.

Legal documents required for cooperation - the training provider will have public liability insurance as well as professional indemnity insurance in place for all courses.

Models of courses/talks/seminars to be taught:

- IMO Model Course Proficiency in Personal Survival Techniques
- Updated Proficiency in Personal Survival Techniques (Short)

Confidentiality commitments - The training provider will comply with GDPR regulations.

Details of training, etc. - This is a one-day course containing practical and theory sections, including launching and entering a liferaft in a designated pool. There is an assessment of proficiency and once the course is completed students will give their feedback anonymously. The updated short course takes half of one day.

3.3 Services-Short Course Evaluation Form

Logo Here																																																	
Services-Short Course Evaluation Form																																																	
<p>We would appreciate if you could complete this questionnaire and return it to your Instructor. Constructive criticism is always welcome.</p>																																																	
<p>COURSE: _____ INSTRUCTOR: _____</p> <p>DATE/S: _____</p>																																																	
<p>Please circle the number you feel is most appropriate for each statement below: (1= Very Poor, 2= Poor, 3= Fair, 4= Good, 5= Very Good)</p>																																																	
<p>Course Content</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Were the course objectives outlined clearly?</td> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">2</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 10%; text-align: center;">5</td> </tr> <tr> <td>Did the course improve your knowledge/skills?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Was the course relevant to your expectations?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Will the course help improve your competency?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Did the course meet your expectations?</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> </table>		Were the course objectives outlined clearly?	1	2	3	4	5	Did the course improve your knowledge/skills?	1	2	3	4	5	Was the course relevant to your expectations?	1	2	3	4	5	Will the course help improve your competency?	1	2	3	4	5	Did the course meet your expectations?	1	2	3	4	5																		
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Form F051-1 (Effective from 25/04/16)

3.4 Joining Instructions

Logo Here

PST Joining Instructions

Course Name:

Personal Survival Techniques (PST) STCW-95

Short Description:

This is a one-day course containing practical and theory sections including launching and entering a liferaft in a designated pool.

Course Type:

Short Courses (STCW'95 & non STCW'95)

Full Description:

Personal Survival Techniques (PST) is a one-day course split into both theory and practicals, including launching and entering a liferaft. Included are actions to be taken by persons for self-protection in emergency situations, survival at sea and deployment of safety equipment.

It forms part of the mandatory basic training for all seafaring personnel and is therefore also part of our offshore training courses.

Items to bring:

When joining this course please ensure you bring the following items with you:

1. **National photographic Identification (passport or driver's licence)**
2. **Swim gear/long-sleeved top/long bottoms/socks & runners to wear in the pool during wet drills to prevent heat loss (not a tracksuit)**
3. **Wash gear & towel, change of clothes**
4. **€1 coin for safety locker**

5. Current in-date ENG11/1 or doctor's note *

Please note:

Students must be at least 18 years old and produce a valid doctor's note or Seafarer's Medical.

A doctor's note is a letter from a doctor (GP) to state that the course candidate/delegate is considered medically fit to participate in all aspects of the course.

A valid Irish Seafarers' Medical or a Seafarers' Medical Certificate issued by an administration of an EU member state will be accepted in place of the doctor's note.

All students will be asked to fill out a medical questionnaire before the course commences.

N.B. On the commencement day of the course, please be in the Reception area of the **MET Provider name here by **Time here**.**

For all enquiries please contact us on **Phone number here/email address here.**

3.5 Short Route Joining Instructions

Updated Proficiency in Personal Survival Techniques Short Route Joining Instructions

Dear participant,

Thank you for your booking of the upcoming **STCW Updated Proficiency in Personal Survival Techniques Course** scheduled to take place at the **Name and address of training provider here**.

Please note the following joining instructions:

Company representatives: please forward these joining instructions to relevant personnel.

Please be in **Location and Time Here**.

Items to bring:

1. National photographic Identification (passport or drivers licence)
2. **Original valid (past five years)** STCW, Certificate or Updated Certificate of Proficiency in Personal Survival Techniques
3. ENG11 (Seafarers' Medical)
4. Discharge book (**Indicating minimum six months sea time in past five years**)
5. Wash bag and towel, change of comfortable clothing
6. €1 coin for the safety locker

All students will be asked to fill out a medical questionnaire before the course commences.

If you have any questions regarding the above please feel free to contact us @ **Email and Phone number here**.

We look forward to meeting you.

Kind regards,

Training Provider Name here Administration Team

3.6 Long Route Joining Instructions

Updated Proficiency in Personal Survival Techniques Long Route Joining Instructions

Dear participant,

Thank you for your booking of the upcoming **STCW Updated Proficiency in Personal Survival Techniques Course** scheduled to take place at the **Name and Address of Training Provider here**

Please note the following joining instructions:

Company representatives: please forward these joining instructions to relevant personnel.

Please be in; **Location and Time Here**

Items to bring:

1. National photographic Identification (passport or drivers licence)
2. **Original valid (past five years)** STCW, Certificate or Updated Certificate of Proficiency in Personal Survival Techniques.
3. ENG11 (Seafarers' Medical)
4. Wash bag and towel, change of comfortable clothing
5. €1 coin for the safety locker.

All students will be asked to fill out a medical questionnaire before the course commences.

If you have any questions regarding the above, please feel free to contact us @ **Email address and Phone number here**.

We look forward to meeting you. Kind regards,

Name of training provider here Administration Team

3.7 Self Declaration Form

PROFICIENCY IN PERSONAL SURVIVAL TECHNIQUES UPDATING TRAINING SELF DECLARATION FORM

I declare that in the last five years I have completed onboard training and gained experience for maintaining the required standard of competence in the following:

	Mark if completed
Don a lifejacket.	
Board a survival craft from the ship, while wearing a lifejacket.	
Take initial actions on boarding a lifeboat to enhance chance of survival.	
Stream a lifeboat drogue or sea-anchor.	
Operate survival craft equipment.	
Operate location devices, including radio equipment.	

Note: Candidates are only required to demonstrate the ability to perform the tasks listed above during the drill or simulated exercise situations.

I have completed the above onboard the following vessels:

Vessel	IMO Number	Hours on board

Signed:.....

Print Name:.....

Date:.....

