



Product R 12

Report on the experimental implementation of the CRPM qualification profile and the linked training concept

- SYNTHESIS -

Overview

The synthesis report on the pilot implementations of the USM/CRPM qualification and continuing training concept summarizes the field experiences made in the different countries participating in the project. In accordance with the general concept of the USM–Automotive project an implementation phase was planned to apply the training concept in real life conditions. During this process three aims were targeted:

- through involving experts from companies and training providers (particularly including skilled workers of car repair companies and addressing teachers and trainers from VET schools and VET centers) the training concept was proved referring to its appropriateness to the addressees' needs and to the specific contexts;
- through feeding back the insights gained when carrying out pilot training courses, and to use these insights for improvement of the training concept;
- through the inclusion of a broader range of sector experts that should fulfill the role of disseminators/multipliers a broad and sustainable dissemination of the training concept should be achieved.

The European concept for continuing training in Collision Repair Process Management (product R 7) includes 8 core work processes and 5 integral work processes. The core work processes constitute a complete “basic” CRPM qualification which is assigned to EQF level 4, and the integral work processes constitute an “enhanced” CRPM qualification at level 6 of the EQF. Both qualifications were conceptualized comprehensively. This is why they comprise 450 hours (the core work processes 1–8) and 900 hours (the integral work processes) of learning time.

Evidently experimental pilot implementations cannot run over such a long period. This explains why the pilots encompassed only selected fragments of the qualification – preferably of the basic CRPM qualification.

Realization of the pilot implementations in the countries represented in the project

The pilot implementations were launched in spring 2014 and they lasted until late summer 2014. Already in the preparatory stage of the implementations it became evident that in some countries there were difficulties taking effect: There were obstacles preventing the implementation in Spain, which led to the solution to carry out expert consultations which then served the purpose to compare existing training courses in the automotive repair sector with the CRPM training concept. A similar approach had to be chosen in Lithuania.

The Swedish and the Netherlands partners had direct access to existing training courses in the car repair sector and used their contacts, which were very close in Sweden as the partner itself offers such courses, to validate their comparison of the found courses with the CRPM training concept.

In Bulgaria and Germany experimental implementations of the CRPM training concept were realized.

Details on the German pilot implementations:

During the project term there were two pilot implementations carried out at the University Bremen. The courses lasted 30 hours each and were addressing vocational teacher and vocational trainer students. There were 18 persons attending the courses. The courses comprised components of core work processes 2, 3 and 6 as well as elements of integral work processes 9 and 12. In addition, a one-day “internship” at a car repair company was a mandatory part of the courses. These courses were very successful and did not indicate any necessary changes of the CRPM training course concept (at least concerning the elements that were part of the pilot). There was a second strand of pilot implementations that took place on the Automechanika in Frankfurt, Germany in September 2014. Over a week 22 pilot training workshops were carried through – half of them in German and half of them in English language. The duration of each course was around 3 hours. These courses were attended by approximately 650 persons, the majority were skilled workers of car repair companies (85%), the rest were vocational teachers, estimators, insurance experts and the like. Due to the limited time the courses did only address elements of “claim handling” and “damage diagnosis” (core work processes 2 and 4), and in addition one technological subject was dealt with practically at a damaged car or a part of it. These training workshops were accepted very well and received a positive assessment by all participants.

The Bulgarian pilot was carried out by the project partner in Sofia with support of the association of Bulgarian car repair companies and the Bulgarian subsidy of Audatex, the global service provider for the car repair sector. The pilot implementation lasted two days of which half a day was dedicated to practical work with a damaged car on the shop floor of a car repair company. The course was attended by car repair shop employees and sector experts such as representative of the national car repair companies association. The major focus was on the core work processes with

a special emphasis on insurance subjects. Overall, the Bulgarian workshop was well accepted and was assessed positive.

Brief analysis of the pilot implementations

In the course of the project two types of pilot implementations took place:

1. The implementation of training courses that were developed and organized in accordance with the CRPM concept developed in the course of the project.
2. Relating (i.e. comparing) the CRPM concept to existing courses by participant observation, analyses and involvement of experts.

Both approaches built on the involvement of the major stakeholders – in particular the car repair company associations and the training providers. Due to the different situations in the countries represented in the project the pilot implementation strategy had to be differentiated. In countries like Bulgaria and Germany it was feasible to carry out pilot training courses, because the national project partners had good contacts to training providers and other stakeholders, which showed a positive attitude to the innovative CRPM qualification and training approach.

The second approach was followed either by project partners which could already rely on a CRPM-type of training implemented in their countries (e.g. the Netherlands) or by project partners who faced implementation obstacles in their countries. Among such obstacles were the still missing insights in the necessity for a CRPM training among stakeholders and/or the comparatively high regulation level of processes for the introduction of new curricula (formal and non-formal vocational education) which inhibit the implementation of innovative training courses (at least in the sense that they slow down these processes).

Both types of pilot implementations brought forward the following results:

- CRPM training courses (or courses following a similar logic and addressing similar subjects) are matching a demand of the car repair sector in all countries being represented in the project. The contents of the CRPM training, especially the inclusion of practical work on the shop floor with damaged cars, was highly appreciated. As a consequence the assessment of the pilot implementation was very positive.
- The CRPM training is overall matching the needs for a qualification required in the sector. In this respect no essential revisions of the CRPM concept are required. But it was stated that with respect to national peculiarities the concept and the training courses require adaptations. For example in the case of insurers and evaluators/estimators: In Spain the companies have to negotiate with the independent evaluators/estimators and not with the insurers directly. This structural peculiarity has to be considered in the CRPM training concept.
- For carrying out CRPM training courses it is very important to hand out information material to the participants in advance, i.e. before the course is run-

ning. This is mainly serving the purpose to bring all participants to the same entrance level of knowledge.

- By carrying through pilot implementation courses in English language (at the Automechanika event) it was possible to launch a Europe-wide and eventually a global dissemination.
- In accordance with the implementation strategy laid down in the proposal, the inclusion of multipliers (besides the direct beneficiaries: skilled workers) into the pilot implementations turned out to be very important for the mid-term strategy of implementing CRPM in all European CVET curricula.