



Annex **14**
(WP 04 - Del 16)

Pilot quality standard implementation scenarios



Project title:

Professional driving – more than just driving!

Project number:

510074-2010-LLP-DE-LEONARDO-LMP

Grant agreement:

2010-3458

Sub-programme or KA:

Leonardo da Vinci/ DoI



Implementation Scenarios Quality Standards Professional Driver Training

Austria

Deliverable:	No 16	Version:	1
WP:	4	Last update:	October 2012
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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

The initial qualification for professional drivers is partly embedded into the Austrian VET system: Drivers who participated in the three year apprenticeship training to become a professional driver gain the initial qualification together with their final apprenticeship examination. Although there is apprenticeship training for professional drivers in Austria since 1987 just a marginal part of drivers have followed apprenticeship training in Austria, most of the drivers still perform their job on the basis of the driving license. Considering the data on apprenticeships there were app. 111 apprentices in professional driving (both cargo and passenger transport) between 2001 and 2011, compared with app. 140.000 drivers working in passenger and cargo transport this number is very low. The periodic training as defined in directive 2003/59 is not embedded in the Austrian VET system and is thus a more statutory measure. In order to have a legal basis for the implementation of directive 2003/59 aspects of road safety and cost effectiveness were focused in Austria. This has led to the fact that the responsibility for directive 2003/59 is in the Ministry for Transport, Innovation and Technology and not with the Ministry for Education, Arts and Culture. Hence, the implementation of directive 2003/59 did not follow the usual approach when implementing new VET schemes, since this would usually be the responsibility of the Ministry of Education, Arts and Culture (with exception of apprenticeship training where responsibilities are shared between the Ministry of Education, Arts and Culture and the Ministry for Economy, Family and Youth). In summary there are interfaces between the apprenticeship training for professional drivers and the initial qualification for CPC, but there is no such interface between the apprenticeship training and the periodic training according to the CPC. Austria has not yet launched the Austrian Qualifications Framework (AQF) (currently there is still a draft circulating), thus there are not yet any qualifications referenced to the AQF including the CPC. With the implementation of directive 2003/59, drivers have to hold a 'certificate of professional competence' (CPC) besides their driving license. The initial qualification applies to all new drivers (driving licence issued after 9 September 2009) and the 5-yearly periodic training applies to all professional drivers. The periodic training courses have, as mentioned above, so far no interrelation with the formal Austrian initial vocational education and training system and there are no certificates issued (just a confirmation of participation). It is not possible in Austria to enter with the CPC into closely related occupations. There is the possibility to change between cargo and passenger transportation as specified in the Bundesgesetzblatt II Nr. 139/2008. Those who want doing so, do not have to answer those questions which are the same for both tracks (namely issues 1a to 1c, 2a and 3a to 3f specified in annex I of the Bundesgesetzblatt II Nr. 139/2008). Since in Austria there are merely further education pathways available for professional drivers (most of them are

company-based trainings), the CPC is not required for entering further education. In fact, before directive 2003/59 was legally anchored it was easier for related professions (construction technician, motor-vehicle electrician, motor-vehicle technician, agricultural-engines technician or forwarding merchant) to enter the profession of professional drivers, since – after completing an apprenticeship in the mentioned professions and a C driving licence – it was possible to participate in the final apprenticeship examination to become a professional driver. Now with directive 2003/59 implemented it is not yet sure, if there have to be completed two tests (initial qualification and apprenticeship examination) for doing so.

Since the structure of the Austrian Qualifications Framework is still not yet decided it is difficult to perceive on which level professional driving will be placed once the framework is established. Most likely just the three-year apprenticeship will be referenced, since the CPC is officially not perceived as a qualification in Austria. For referencing the CPC different measures would be needed: Firstly, the responsibility for the CPC should be shifted from the Ministry of Transport, Innovation and Technology to the Ministry for Education, Arts and Culture or at least responsibilities should be shared between both ministries, because so far the directive has a more administrative and not an educational character. Another important impediment for referencing the CPC is that it does not follow a learning outcomes based approach, thus for referencing the CPC to any NQF or finally the EQF it would be necessary to apply a learning outcomes based description of the CPC. In order to raise the quality of the initial qualification most of the interviewed experts in Austria advocated for a compulsory training for the initial qualification instead of just another test. This could also lead to more acceptance or validation of the CPC as a qualification and a different educational path to become a professional driver, besides the apprenticeship training for professional driving. As the situation is now it is difficult to communicate that the initial qualification invented by directive 2003/59 leads to better qualified drivers with more extensive knowledge, skills and competences. Considering periodic training the situation is more or less the same, most experts perceive periodic training as measure that does not lead to the expected outcomes since drivers are just marking time in order to achieve the 35 hours of periodic training. A way to improve periodic training could be that the modules are structured more flexible (what regards content of the modules etc.) as well as the recognition of informal and non-formal acquired skills of drivers. Such measures are not yet in place in Austria, but a kind of self-assessment tool for drivers to assess their knowledge, skills and competence in a specific field (e.g. eco-driving) could be invented in order to find out what knowledge, skills and competence the driver has already in this issue. This could build the basis for deciding whether a driver already has acquired the required knowledge, skills and competence in a specific module or if it is necessary to participate in the module.

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

So far, professional driving in Austria is generally not yet perceived as an occupation that requires certain life abilities and affinities, it is still assumed that anybody holding the C/C1 license is able to drive a truck. This perception has not really changed by implementing directive 2003/59 both from the side of society and drivers themselves. Since Austria has chosen the test-only option and periodic training seems to be rather marking time than real learning, drivers widely perceive the new rules as an additional burden. Yet the recognition of informally / nonformally acquired skills is not very common in Austria for any occupation since there is not yet a system in place to recognise such skills. So far it is not possible to participate in the initial qualification test without possessing a driving licence, since this is a prerequisite when applying for the initial qualification test. There is a trend that those who want to become a professional driver and have not yet a valid driving license do the initial qualification test at once with their driving licence test.

Although there is not yet the perception in Austria that professional driving is an occupation requiring specific life abilities and/or affinities, the experts interviewed in Austria highlighted that personal skills will become more important in the coming years. Asked about qualification requirements for professional drivers the experts interviewed mentioned that a driver should have a technical understanding and a sense for traffic in general. They shouldn't have any potential for aggression and should be able to remain calm in stressful situations. A sense of responsibility is particularly important. To be flexible in terms of time is also a relevant factor. Further logistics and the transport geography should be understood as well as the responsibility and the awareness that one can be dangerous with the vehicle is very relevant for drivers. According to the interviewed experts it seems that professional driving is more and more understood as an occupation that requires certain abilities in the transport sector, but this not yet applies to society in general. For improving the general perception of professional drivers in Austria more positive marketing and communication strategies would be needed. Until now most news regarding professional driving is news on accidents or traffic loads because of cargo transports going through Austria. Another factor for improving the perception that not everybody can become a professional driver and that certain requirements have to be met by professionals working in this field would be that drivers themselves show an attitude that they are willing to learn. Most interviewed trainers stated that it is very difficult to teach somebody that does not want to learn. As mentioned before, skills acquired in another occupation or in the workplace in the field of professional driving are not yet recognised in Austria, since there are not yet any measures in place to do so. One way of starting such a process could be to invent self-assessment tools, that drivers could use in order to get an overview on what they are already able to do and what has to be improved. Further such a self-assessment could be used for job beginners to assess whether they are qualified to work as professional driver.

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

Since the directive is not learning outcomes oriented also the training methods in Austria do not reflect the knowledge, skills and competence that should be achieved through training. In general there is no obligatory training to achieve the initial qualification; just a test has to be passed. Thus, training methods just apply for periodic training, since app. 60% of all drivers who have to do the periodic training have not yet participated in periodic training not much can be said about how the trainings are conducted and which methods are used. Furthermore there are no regulations in place indicating how periodic training should be conducted, which means that each provider decides how to do it. Further the directive does not point out whether the periodic training should be taught in pure theory lessons or whether practical parts should be integrated. In the opinion of the experts load safety, for example, can only be done practically and not theoretical. Most experts believe that providers will conduct the training mainly theoretical in order to be as cost-efficient as possible. The interviewed expert of the Ministry of Transport, Innovation and Technology mentioned that they are constantly confronted with applications of training providers that do not even have a truck, which is not very reasonable in the opinion of the Ministry. So most of the interviewed experts criticise that it is not explicitly mentioned in the directive and the Bundesgesetzblatt II Nr. 139/2008 regulating the directive in Austria, how this should be handled. They feel that certain topics should be taught practically and that this should be thoroughly made clear in the Directive and its Austrian counterpart.

However, generally, as much practice as possible is necessary in the opinion of the experts: Drivers should have tutorials directly on the vehicle. There are positive results available concerning the impact of practical exercises on processing what was learnt. Another aspect, regarding an interviewed expert, is that it is very hard to find a truck driver who can concentrate more than seven hours consistently with just theory input. The application of rules and health theory is taught theoretically; and just partly lighten up with practical aspects.

Training methods are very important, since besides the trainer it depends very much on the methods used how issues taught are understood by the drivers: One can recite the issues or cover the topics interactively. If practice-based parts are included, then people are more likely able to process the learning content. In order to guarantee that the trainer / training institute chooses the right training methods this should not just be the responsibility of the training provider authorized to conduct CPC training. A nation-wide regulation that in order to conduct trainings theoretical as well as practical modules/parts should be included should be issued; this would improve the quality of periodic training. It cannot just be the market that decides, because then most providers will go for the cheapest way, which is to conduct trainings mainly theoretical. Studies show that the learning curve is usually much higher, when practice-based elements are taught. Since such training methods usually are more cost-intense, small and medium sized companies should receive subsidies for providing practical training.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The Directive just states that for approved training institutes there must be regular staff training and adequate learning facilities. However, in terms of the professional abilities of the training staff no concrete guidelines are formulated in the directive. In the Austrian Bundesgesetzblatt regulating the implementation of directive 2003/59 certain occupations with a certain background are defined as adequate, this is a rather unsatisfactory solution because there is a lack of fixed guidelines which occupations can do so. Experts criticise that there is not even a hint in the policy how to cope with this topic. The requirements set in the Directive are seen as difficult to apply: It states that one should be at least a driving instructor or bring special experience; however, a trained driving instructor must not necessarily know everything relevant for load safety. Nevertheless, they can make the training. It is considered counterproductive that one has not to bring a special qualification. Within Austria there is not even for all provinces clear, if experience must be proven, it is handled quite different in the provinces ("Länder"). For example, in one province one can be approved and authorized to carry out the training, and in another province the same person would not be approved. Thus, there should be a nationally standardised procedure which requirements have to be met, so one can be approved and authorized to conduct trainings, according to the experts.

Asked about qualification requirements for trainers in Austria, experts stated that a clear curriculum indicating educational steps for trainers is missing. Usual conditions such as the minimum age for conducting training are not pointed out clearly. Moreover, there are no guidelines on teaching issues such as ethical topics (e.g. issues like racism). But in order to be able to teach, experts felt that, one needs to be authentic and should have driven a truck at least once in his/her life. When applying to become an authorised training institute information on the number, the qualification and the field of activity of the trainers including information on the necessary skills for trainers and the description of their didactical and pedagogical knowledge has to be submitted. In Austria the following trainers are allowed to conduct CPC trainings: a) Lecturers educating the apprenticeship "professional driver", b) Driving school instructors for C and D licenses; c) Persons that can prove sufficient knowledge of regulations in annex 1 of the Austrian Bundesgesetzblatt regulating the implementation of the directive in Austria, but they are not tested / regularly monitored, if they are able to conduct trainings for professional drivers.

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

Since Austria has chosen the test-only option for initial qualification there are no real assessment and validation procedures available besides, if the multiple choice questions were answered correctly or incorrectly. What regards periodic training there is no assessment and validation criteria used, since there is no certificate issued (just a certificate of attendance), thus being there the whole 7 hours will be enough to receive the certificate of attendance. It might occur that some training providers ask participants for an evaluation after the course, but this has nothing to do with identifying which effect the training had on the actual abilities of drivers.

This could be changed by inventing a learning outcomes based description of what should be learned in the specific training modules. Then it would be possible to develop assessment and validation criteria to proof, if the expected learning outcomes have been achieved by the driver in the training. Further a self-assessment tool as mentioned before could be developed so drivers could assess what knowledge, skills and competence they already possess and what is still needed in order to decide which kind of training is needed. This could be combined with a skills portfolio, which on the one hand could be used as a proof of the knowledge, skills and competence that a driver already possesses and on the other hand this could facilitate the recognition of training (initial / periodic training) conducted in another Member State. Also formative assessment procedures could be used in periodic training to better show the learning progress and to modify teaching and learning activities to improve student attainment. To implement these measures in Austria it would be necessary to better define requirements for periodic training on national level, so far each province and training provider is implementing periodic training differently. Further more general assessment and validation criteria is still missing in Austria.

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

"The topic of assessment and recognition of non-formal learning has not received very much attention in Austria and few practical initiatives can be identified [...]. So far, the role of prior and non-formal learning has for the most part been touched upon in debates linked to the question of modularisation of education and training. While basically non-existent in initial education and training, modularisation has, to a limited degree, been introduced in continuing vocational training [...]. To conclude, Austria can be described as one of the EU Member States where we find the most clearly expressed scepticism towards introducing methodologies and systems in this area (Bjørnåvold 2001, S. 221-225). Although awareness for the importance of the recognition of non-/informal acquired skills has increased in the last years there is still no elaborated system in place for the recognition of non-/informal acquired knowledge, skills and competence and thus is also not yet realized for professional drivers. On legislative level in recent years some steps were taken in order to validate non-/informal acquired skills and competence. The Vocational Training Act, for example, provides under certain conditions the possibility to participate in final apprenticeship exams, for those who have worked in a specific area for several years, also for those people, who did not or just partially participated in the dual system. According to the amendment Industrial Code 2002 it is possible to receive the right to carry out an industry, also without formal certificates, but a certificate of professional competence. Further for the "Berufsaufreifeprüfung" practical knowledge in professional life is equally valid to knowledge acquired in school. In the economy there are hardly any methods for identifying and recognising informally acquired skills in use, also companies are just marginally dealing with methodologies to recognise such skills.

However, it is asserted by those experts interviewed, that if there would be a method for accrediting non/informal acquired knowledge and skills this would be a big advantage for the sector. This procedure could improve the situation greatly and increase acceptance of professional drivers. However, there is not yet any measure in place that could be adapted to the field of professional driving.

For the transport sector the recognition process would be relatively easy to establish, according to an expert: First of all the employment relationship needs to be taken into account; this information can be found in the Social Insurance System, where all employment relevant information is recorded. So it would be easy to find out what and where the respective person has worked so far and which tasks have been conducted. According to this expert an implementation solution could look as follows: If a person is working in the profession, then it could be assumed that he/she has good experience. If someone has worked for more than 20 years he/she has all the required skills. If a person was employed during a period of 5 years at least for 4 years, he/she does not need to do the full measure. When he/she was 3 years out of work, then he/she needs to brush up.

This is a rather simple approach and the time spent in a specific profession / competence must not necessarily be a proof that the necessary knowledge, skills and competence have been acquired. Thus, for a more structured procedure a combination of formal validation (equivalent to professions acquired in the formal system), summative validation (certificates outside the formal education system) as well as formative validation (description and evaluation of individual skills without standardised certificates) methods should be combined. Although this would also need a commitment from the side of the government, economy and especially companies, this is so far not the case in Austria.

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

According to the interviewed experts the learning system is in general very much alive. If demands of the market or in the traffic situation are changing, appropriate responds are developed. Especially, what regards safety electronics the learning content is constantly adjusted. Since training for CPC just regards periodic training in Austria and this is not yet very often conducted it is hard to perceive whether changing skills needs can be adapted and how fast periodic training providers can respond to them. The modules to be conducted in the course of periodic training are following the suggestions made in directive 2003/59, so if changes are not considered in the directive they also won't be considered in the Bundesgesetzblatt II Nr. 139/2008 ruling the implementation of directive 2003/59, it is questionable if training providers will change their contents without legal basis. So for continuously adaption of trainings to changing work requirements in order to ensure that VET for professional drivers meets the needs of the industry and the workers it would be necessary to anchor this in the Bundesgesetzblatt regulating implementation of directive 2003/59 that regular up-dates, for example on the basis of labour market demand analysis and a accordingly adaption of training content is required and monitored.

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

Quality assurance systems are in place, although quality assurance is the obligation of the training provider and because of this reason might differ. In the ÖAMTC, one of the training providers for periodic training, specific

quality experts are in charge for different areas (e.g. brake and safety technology, Eco Driving, cargo safety, health and ergonomics and application of rules). The ÖAMTC also every three months tests, if the teaching contents are carried out accordingly to the state of the art technologies. Further it is secured that in different classes the same issues with the same state of the art technologies are taught. Further every three months it is discussed how to proceed, so the quality assurance system of ÖAMTC can be seen as good-practice model.

As long as quality assurance is not treated more detailed in directive 2003/59 it is unlikely that Austria will invent specific measures as defined in the Quality Standards, since the implementation approach in Austria follows very much what is prescribed in the directive. A suggestion for enhancing the assurance of quality would be that the Austrian government defines specific quality standards that should be met by the training providers when conducting periodic training courses, including regular monitoring, to determine if the quality assurance criteria is met. So far, it is just mentioned in the Bundesgesetzblatt that a quality assurance systems have to be in place, but no specifications are made how these should look like, so this should be changed in the Bundesgesetzblatt in order to guarantee that training providers and periodic training courses have a similar quality level.

List of references:

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- Interviews with experts from the ÖAMTC, the Federal Ministry for Transport, Innovation and Technology

Annexes:

- ProfDRV (2012). *Quality Standards in Professional Driver Training in Europe - Recommendations in the Framework of Directive 2003/59/EC and the EQF*. available at: http://www.project-profdrv.eu/fileadmin/Dateien/Downloads_front/ProfDRV_WP4_del15_standards_finale_EN.pdf

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Implementation Scenarios Quality Standards Professional Driver Training Germany



Deliverable:	No 16	Version:	v.1
WP:	4	Last update:	October 2012
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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

The initial professional driver qualification required by directive 2003/59/EC is integral element of the formal IVET programme/qualification "BerufskraftfahrerIn" (professional driver) in Germany. But only a minor percentage of drivers already carrying out the profession or entering into the profession participate(d) in this formal IVET apprenticeship scheme "BerufskraftfahrerIn" that lasts for 3 years and applies the dual system approach integrating company- and school-based training. The majority of professional drivers entering into the profession acquire the necessary initial training certificate through the participation in an accelerated initial training to obtain the driver CPC instead. These courses have so far no direct interrelation with the German formal initial vocational education and training system, but examination and overall supervision of the realisation is implemented by the same competent bodies in Germany. It can therefore be claimed that interfaces have already been established between the German initial vocational education and training system and the implementation of directive 2003/59/EC, but this already existing interface is only applicable for a minor number of new drivers entering into the profession and does not meet the requirements as defined in the ProfDRV quality standards.

Driver CPC being only rudimentary interconnected with the German vocational education and training system

A major step in order to implement the ProfDRV quality standards would be the referencing of the different IVET (CPC and formal IVET scheme) opportunities to the just launched German Qualifications Framework (GQF). A precondition for referencing is the description of the different certificates in terms of learning outcomes in accordance with the GQF or alternatively the EQF. Such a description is so far neither available for the "BerufskraftfahrerIn"-qualification nor for the driver CPC as implemented in Germany. However, the ProfDRV core profile for professional drivers (freight transport) that is based on the actual tasks of professional drivers in Europe offers such a description in terms of learning outcomes based on the EQF as a reference. It can be claimed that this profile has strong interrelations to the German formal IVET scheme "BerufskraftfahrerIn" but goes far beyond the initial qualification

Necessity to describe driver CPC and formal IVET scheme "Berufskraftfahrer/in" in terms of G/EQF learning outcomes ideally in terms of the GQF descriptors "knowledge", "skills", "social competence" and "autonomy"

ProfDRV core profile allows first referencing attempts to the GQF and suggests referencing to level 4 in the case of the "BerufskraftfahrerIn" and level 1 or 2 for the driver CPC

based on directive 2003/59/EC / the driver CPC¹. Based on this profile, the German formal IVET scheme "BerufskraftfahrerIn" would allow a referencing to GQF-level 4 under consideration of the German level descriptions. The initial qualification/ CPC is also not yet described in terms of learning outcomes. The ProfDRV interview results with regard to the abilities of CPC holders suggest a referencing to level 1 or more likely 2². A first step in order to enable referencing to the GQR should, therefore, be the description of the "BerufskraftfahrerIn" qualification and of the driver CPC as implemented in Germany in terms of the GQR descriptors "knowledge", "skills", "social competence" and "autonomy". The ProfDRV profile could facilitate the realisation of these descriptions.

On this basis (GQF references and learning outcomes description) also an upgrading from the driver CPC to the "BerufskraftfahrerIn" qualification is imaginable in order to reach a skilled worker qualification level. This can be realised for instance through the application of ECVET credits to be accumulated on top of the driver CPC through additional training and/or recognition of prior/ non-/informal learning. This would require the further differentiation of the "BerufskraftfahrerIn" qualification in units, one or more of them being the driver CPC. Furthermore the "Externenprüfung" (external examination) as possibility for experienced workers in Germany to obtain a skilled worker certificate can play a major role in this process and in order to facilitate the possibility to upgrade the driver CPC certificate to the German skills worker certificate "BerufskraftfahrerIn".

But also the already mandatory continuous/ periodic training should be taken into consideration in the context of such attempts to upgrade the qualification of drivers from the CPC to a skilled worker certificate. So far periodic training is limited to five more or less fixed modules that need to be repeated every 5 years under consideration of changes in legislation and technique. A more flexible approach to periodic training – opening up the overall scope of topics to be covered such as practiced in the UK, the Netherlands or Denmark – could for instance support preparation for the external examination alongside regular work over several years. A further flexibilisation of the current periodic training approach to limit the eligible training to 5 specific courses can also contribute to further aspects of the quality standards such as the recognition of in-company training as periodic training, periodic training as possible contribution to further training such as to preparing for the certificate "Geprüfte/r MeisterIn Kraftverkehr" (industrial master road traffic) or the embedding of training that is governed by other areas of legislation into periodic training such as the ADR certificate.

However, the original approach of ensuring road safety and rationalisation of fuel consumption through the participation within periodic training may not be diluted. An approach that combines compulsory and facultative elements should, therefore, be further investigated and underpinned by additional research on necessary repetition of training contents such as with regard to eco-driving in order to consider different interests and needs in the context of periodic professional driver training.

Upgrading drivers qualification from driver CPC to "BerufskraftfahrerIn" supported through the ECVET-approach, the "Externenprüfung" and periodic training

Flexibilisation of periodic training in order to facilitate upgrading of professional drivers CPC qualification to a skilled worker certificate, facilitate access to related further VET certificates such as "Geprüfte/r MeisterIn Kraftverkehr", recognise in-company training and embed training governed by other legislation into periodic training as already practiced in other countries.

Further investigation of a periodic training approach combining mandatory and facultative training should be further explored under consideration of best practice from other countries and relevant VET research.

¹ Please note: a formal comparison is in both cases not possible because of missing learning outcomes descriptions for both certificates!

² Please note: further research and analysis work is needed in order to underpin this first estimation.

Standard 2: Entry requirements for initial driver training

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is considered as an occupation that cannot be performed by anybody.

Information campaigns and measures are implemented all over Germany in order to recruit young people but also job changers for professional driving especially during the last years with an increasing driver shortage. These campaigns primarily address young people during their career choice and include typical campaigning approaches incl. flyers, announcements in journals but also representations on career fairs for young people and their parents. It is tried to present professional driving as a skilled work that requires training and cannot be implemented by anybody in the framework of these campaigns. This is done by for instance highlighting the contents of the apprenticeship but also the life abilities, affinities and responsible behaviour somebody should have in order to enter into an apprenticeship as professional driver. They are primarily implemented by carriers, transport associations, but also publishers play a major role here and try to support the recruitment of young people for professional driving with special activities such as the introduction of young drivers and their reasons for this career choice in driver journals.

Recruitment campaigns addressing especially young people during career choice are implemented by different stakeholders but suffer from the occupations bad image

However, all these campaigns suffer from the very bad image of professional driving and the low reputation of this occupation in Germany. Recruitment of young people could therefore strongly benefit from broader image campaigns/ measures in order to raise the awareness of a wider public for professional driving as a skill intensive and demanding, responsible and important career for economy and everyday life. Also the information of teachers in high schools and of career counsellors about the reality of professional driving and their equipment with information material that illustrates a realistic picture from profession driving incl. the abilities a candidate should already bring in before starting any kind of training as well as a longer term perspectives of professional drivers in terms of health aspects, the different areas of work and work realities but also opportunities for next career steps in order to overcome the dead-end and last choice association of professional driving.

Necessity to implement broader image campaigns/ measures by raising public awareness for professional driving as a skill intensive and demanding, responsible and important career for economy and everyday life

Prerequisites in terms of (life) abilities in order to enter into this occupation and/or related training play only a minor role so far because they seem to be rather low at the first glance and also due to the increasing driver shortage that strongly limits the pool of applicants. However, carriers hiring apprentices more and more complain not only about a lack of candidates in general but of qualified candidates in particular. Recruitment/ Assessment tools that support carriers and VET providers to evaluate candidates systematically with regard to their (life) abilities, but also for career counsellors and placement officers in order to provide adequate guidance and counselling to job seekers would be of use here. The candidate evaluation/ assessment approach as practiced by Canadian VET providers for professional driving can be considered as a good practice example in this regard.

Enriching recruitment and selection processes with HRD/ recruitment tools in order to evaluate candidates' necessary abilities already before entering into training and/or the occupation

A good practice of the German apprenticeship scheme "BerufskraftfahrerIn" (professional driver) as well as of the related school-based retraining for job-changers is the integration of the driving license training into this training as an integral part of

Integration of driving license training into apprenticeship and retraining as well lowering age limit for truck driving during apprenticeship as best practice

these I/CVET programmes as well as the eligibility to drive a truck during apprenticeship already at the age of 18 under certain conditions. This strongly lowers the entrance barrier for young people as well as job-changers into the profession. However, this is not the case for the driver CPC due to the weak links between the skilled worker training and the driver CPC as outlined with regard to standard 1 above.

Standard 3: Training design and choice of methods within initial qualification and periodic training

The choice of training design and methods within professional driver training refer to all kinds of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

The application of the learning outcomes approach and therefore first and foremost the description of the qualification profile "BerufskraftfahrerIn" (professional driver) and the driver CPC in terms of the EQF and/or the GQF descriptors is a basic requirement for the realisation of this standard. As mentioned already earlier the ProfDRV profile can serve as a starting point for these definitions/ description.

Necessity to describe the qualification profile "BerufskraftfahrerIn" and the driver CPC in terms of learning outcomes

The German apprenticeship scheme "BerufskraftfahrerIn" (professional driver) already combines work and study in the framework of the dual system but also the related formal retraining foresees a traineeship and therefore a direct link between school-based and company-based education. Both approaches can be considered as best practice with regard to the realisation of this standard. Especially the "Verbundausbildung" (vocational training where two or more companies are training supervisor in the framework of an apprenticeship) can be stated as a promising practice with regard to the characteristics of the transport sector with a big number of SMEs in order to enable apprentices within a 3-year apprenticeship to experience the different areas of work of a professional driver although the own apprenticeship companies does not cover all areas of work. The work-/ company-based training is furthermore accompanied by a didactically skilled professional who oversees and facilitates the apprentices training in the company from a training perspective.

Combination of work- and school-based learning within German apprenticeship and retraining as best practice approach

The driver CPC training on the other hand provides a lot of space for improvement and further development with regard to the realisation of this standard. Especially a higher flexibility and adaptability of training contents to participants/ learners needs especially within periodic training as well as the integration of practical training elements into training by default would be highly supportive for the realisation of this standard. This would require different measures such as emphasising of pedagogical quality within the accreditation process of courses, a sound and continuous pedagogical training of trainers, a more flexible approach towards the selection of training contents and the continuous development of innovative, adaptive and practice oriented training material and tools by training providers and publishers. The consistent application of the learning outcomes approach could act as facilitator in this regard.

Need for more flexibility with regard to content and training structure especially within periodic training which can be realised through the learning outcome orientation

A major component in order to ensure adaptability of training to individual learners needs is the possible use of interactive training settings realised with computer-/web-based but also mobile learning solutions. Contrary to the currently primarily practiced

Enabling of interactive web-/ computer-/ mobile learning that are able to adapt to the individual learners prerequisites and needs under pedagogical considerations

strongly teacher/ trainer oriented school-based approaches such learning environments allow a strong individual learner focus and the integration of work-based (informal) learning. Such opportunities should strongly be further explored regarding their practicality from a pedagogical perspective as for instance envisaged within the European project "ICT-DRV" coordinated by DEKRA (DE). Broadening flexibility under strong consideration of a high pedagogical quality should therefore also be practiced in the framework of the methods to be applied within professional driver training.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge (skills and competences within the subject they teach) and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The German VET system already foresees requirements on trainers, coaches in companies and teachers in vocational schools with regard to formal vocational training (within the dual system). These requirements can serve as an orientation in order to implement the basic requirements on trainers as defined in ProfDRV standard 4 also with regard to the driver CPC training. Such an approach would require that trainers within driver CPC training (initial and periodic) need to have a related formal vocational qualification such as "BerufskraftfahrerIn", a certain level of practical work experience in this profession (due to the characteristics of the profession additional practical work experience should be able to replace formal vocational IVET qualification in the field) as well as an additional pedagogical qualification such as the so called "AEVO"-qualification (certificate for trainers for apprentices within companies), the industrial master road traffic, the formal qualifications I/CVET educator or vocational educator or other training for trainer qualifications specifically for professional driver trainers as already practiced by some VET providers as long as they meet a predefined set of minimum requirements in order to implement training as outlined in the ProfDRV standards. The "AEVO" ("Ausbildereignungsverordnung", ordinance on aptitude of in-company instructors within dual system apprenticeship) requires from such vocational trainers on the one hand the personal aptitude (with regard to relevant criminal record) and the professional aptitude. The professional aptitude refers to the trainers' vocational qualification in the field of his/her trainer work as well as to his/her profession and work educational qualification (educational, pedagogical and didactical abilities).

However, under consideration of the aspired learning outcomes/ topics to be addressed within professional driver training and as defined by directive 2003/59/EC also trainers coming from other professions such as driving instructors, mechatronics, physiotherapists or nutritionists should be eligible to provide training, but exclusively complementary and in their specific field of expertise in order to ensure a high quality of this vocational training for professional drivers. Especially with regard to driving instructors this should be clearly specified with regard to the aspired learning outcomes.

Orientation on requirements on trainers within the formal German VET system also with regard to requirements on driver CPC trainers in initial and periodic training

Limited permission of unrelated professions as trainers such as driving instructors within fields of their specific expertise

Continuous training for trainers is also aspired for company-based trainers within the dual system apprenticeship. Although not obligatory as required within the ProfDRV standards, the experiences gained in this regard as well as already existing structures such as the foraus-portal can also serve as an orientation within continuous training for professional driver trainers. Further content and structural input could be provided by larger training providers that offer such continuous training already today at an ongoing basis and as a quality criterion for their work.

Continuous training for professional driver trainers based on already practiced CVET approach for trainers

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

Just as for the implementation of standard 3 on "Training design and choice of methods within initial qualification and periodic training" the application of the learning outcomes approach is also a necessity for the realisation of this standard on "Assessment & validation in initial qualification and periodic training" because the learning outcomes define what should be assessed and in what way.

Definition of learning outcomes for qualification "BerufskraftfahrerIn" and driver CPC as basis for assessment and validation

Current assessment practice already provides very promising elements such as the combination of practice and theory and the involvement of different kind of stakeholders and practitioners into examination boards within assessment for the formal VET scheme "BerufskraftfahrerIn" (professional driver). Also the current assessment practice within the initial driver CPC qualification is very promising. Assessment within initial qualification consists of a theoretical test about 240 minutes and a practical test about 210 minutes. The theoretical test includes multiple/one-choice-questions, open questions and the argumentation of a practical situation. The practical test consists of a 120 minutes driving test, a 30 minutes practical test on topics such as load security or emergency situations and 60 minutes handling of critical driving situations. A guideline for contents to be tested has been developed that already has some elements of learning outcome orientation. This approach is very promising because the mixture of methods enables the assessment of knowledge, skills and competences. However, a clear connection to predefined learning outcomes is essential for the implementation of this standard. For this purpose also training for assessors in this kind of learning application within assessment is inevitable in order to ensure the sound implementation of this approach.

Enrichment of the current assessment practice through the application of the learning outcomes approach within a similar organisational approach

Besides this kind of test also the combination of training and test exists (accelerated initial training) and reduces the assessment to a 90 minutes theoretical test. Based on the EQFs requirements and in order to ensure an equal level of abilities it would nevertheless (and despite to the procedures outlined within directive 2003/59/EC) be favourable if only one kind of test would exist in order to assess the aspired learning outcomes independently from the way how they have been obtained. This is necessary because it needs to be doubted strongly that different kind of attended training can lead to the same learning outcomes as it is presumed within the current approach. Such an approach that exclusively focuses on an equal assessment would additionally allow for different kind of training approaches including approaches that

Introduction of one kind of test only independently from training attendance in order to ensure a coherent level of abilities

include distance and mobile learning.

Assessment is not foreseen with regard to periodic training in Germany. However self-assessment and formative evaluation approaches might be useful in order to allow drivers to get a realistic picture of their individual level of abilities. The usability of self-assessment should be further explored with regard to the application of mobile and distance learning approaches within periodic training. For this purpose predefined learning outcomes for periodic training are essential and trainers need to be specifically trained in order to guide learners through self-assessment and to facilitate individual learning processes supported by distance learning tools.

Introduction of self-assessment and formative evaluation in order to facilitate periodic training and the integration of innovative and alternative training approaches into periodic training

Standard 6: Recognition of non-/informal learning

In- and non-formal learning are accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers. They lead to the same certificates/ proofs as those acquired within formal learning environments.

The possibility for recognition of in-/non-formal or prior learning within the formal vocational education and training system is so far possible through the already introduced "Externenprüfung" (external examination). This external examination allows individuals with several years of work experience in a certain profession to participate in the regular IVET examinations for apprentices in order to obtain a skilled worker certificate in the profession he/she carried out before. Recognition of foreign formal VET certificates is furthermore possible through the just recently launched "Anerkennungsgesetz" (Federal Recognition Act). Also the implementation of directive 2003/59/EC foresees the recognition of non-/ informal learning through the test-only option that allows for participation in an examination without course attendance. However, as outlined earlier the reference of the associated test to pre-defined learning outcomes as well as the limitation of testing to only one kind of test independently from the way how learning took place would be necessary for a sound implementation of this standard with regard to the initial driver CPC qualification. It needs to be further evaluated if both options for recognition of non-/informal learning within professional driver qualification are treating the recognition of formal and non-/informal learning equally.

Implementation of this standard can build on already existing recognition opportunities: the "Externenprüfung" (external examination) and the test only option; both options need to be further explored with regard to their equal treatment of formal and in-/non-formal learning

Definition of learning outcomes for driver CPC and formal qualification "BerufskraftfahrerIn" as well as limitation of driver CPC testing to one kind of test (professional driver) inevitable

Recent efforts to explore the implementation of ECVET (European Credit System for VET) in Germany with the DECVET initiatives as well as the piloting activities for the "Teilqualifikation" (partial qualification) in which also professional driving has been further explored can be considered as possible interfaces in order to implement the described "filling of gaps" within the non-/informally acquired abilities with the attendances of courses. However, those efforts can only be considered as starting points for the implementation of this standard, but require additional and further exploration and development in order to fulfil the described quality standard with all its elements.

Experiences from DECVET and "Teilqualifikation" (partial qualification) projects can be starting points for further considerations

In any case those considerations should not be limited to IVET/ initial qualification but should also be extended to CVET/ periodic training. Opportunities to be explored in this context could for instance be the possibility to prepare for the skilled worker certificate "BerufskraftfahrerIn" (professional driver) based on the driver CPC

Recognition of non-/informal learning also within CVET/ periodic training
... in order to accumulate credits for higher qualification levels through the participation in periodic training

qualification or an industrial master road traffic certificate through periodic training. Both opportunities would require a flexibilisation of the current periodic training approach as described already earlier.

Furthermore recognition of non- and informal learning within periodic training could play a role in order to open up periodic training for distance and mobile learning approaches. This could be realised through the already previously proposed introduction of self-assessment procedures facilitated by a tutor/ trainer and high-quality distance/ mobile learning solutions. Quality assurance would play a major role in this context and is currently further explored by the European project ICT-DRV.

... in order to compensate course attendance in the framework of periodic training

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers are responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

The regular review and adaptation of formal VET qualifications under the involvement of social partners is an integral part of the German VET system and therefore also applied to the formal VET qualification "BerufskraftfahrerIn" (professional driver). The qualification has been renewed the last time in 2001. Furthermore the dual system with its work-based learning approach ensures the adaptation of the content to changing skill needs through the apprentices' integration into regular working processes.

Review process of formal VET qualifications through social dialogue as good practice example

The driver CPC contents have been defined in the annex of the BKRfQV based on directive 2003/59/EC. A review/-newing of this annex is not specified within the relevant legislation. The contents defined in the BKRfQV are regularly update within the given thematic framework by publishers and training providers developing training material. However, it would be favourable for the implementation of this standard if this review of pre-defined contents (and ideally learning outcomes) would additionally follow a similar but more regular process as the formal VET qualification "BerufskraftfahrerIn" (professional driver) in order to ensure its actuality.

Adaptation of driver CPC to skills demands would strongly benefit through the integration of a social dialogue on training contents / aspired learning outcomes

Similarly to contents and skills demands also methods are subject to continuous further development and innovation in order to improve training practice and facilitate learning processes. Especially the facilitation of learning with multimedia plays a more and more important role within training in general. So far the use of top-of-the-range simulators is possible within periodic training and the use of computer-based learning is supported as long as it is not implemented in the framework of distance learning but within class-room learning. However, recent research and development work strongly suggests and explores the integration of especially distance and mobile learning solutions into professional driver training in order to address the characteristics of the driver profession. Research in this regard is for instance implemented within a mobile learning project by IAG as well as in the European project ICT-DRV. This topic is, furthermore, regularly discussed at the TTD conference (Technology based Training for Drivers) organised by the German Road Safety Council (DVR), Employer's Liability Insurance Associations (BG), Public Sector Accident Insurers (UK) and the German Insurers Accident Research (UDV). Furthermore notable research at European level strongly suggests the further integration of e-learning approaches in order to update

Enrichment of training with innovative multimedia-based learning approaches based clearly defined quality criteria in order to improve training practice and make learning corresponsive to professional drivers work reality

professional drivers' abilities under consideration of their work reality. However, any kind of distance learning application within professional driver training should be strongly underpinned with quality considerations. The European project ICT-DRV will contribute here by developing quality standards for the integration of multimedia-based learning into professional driver training.

Standard 8: Quality assurance in periodic and initial training

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high quality within professional driver training.

The previous standard scenarios already provide a broad overview about already practiced and possible measures in order to assure quality within professional driver training in Germany. On top of the already described measures quality assurance is already practiced through the accreditation of training providers, trainers, assessment procedures and training courses by competent bodies within CPC training. These accreditation processes should – in order to implement this standard – nevertheless be enriched by pedagogical/ vocational education considerations and criteria as they have been outlined in the overall ProfDRV quality standards and in the previous explanations. German adult/ vocational education research provides additionally a number of suggestions on such education based quality criteria (Arnold, 1996 and Faulstich, 1998).

Introduction of pedagogical quality criteria into the accreditation process of training providers, courses, assessment procedures and trainers

Enforcement of training implementation is implemented by competent body and based on primarily administrative criteria such as time spent in the classroom or accreditation of the training venue. These enforcement measures should be improved in terms of frequency but first and foremost in terms of the implementation of pedagogical/ vocational educational quality criteria. In order to ensure a sound implementation of such a quality approach especially the pedagogical knowledge, skills and competences of enforcement but also accreditation officers is crucial and should be given special attention.

Enforcement of quality criteria implementation and accreditation by officers with the necessary pedagogical qualification

Besides these formal quality assurance processes also formative evaluation approaches are already practiced within professional driver training by individual trainers in order to use participants' feedback for the continuous improvement of training. Such an evaluation approach is already integral part of relevant educational qualifications as mentioned earlier in the context of standard 4 and should also be an integral part of the educational qualification requirements on trainers for professional drivers in order to enable them to work continuously on the improvement of their training through formative evaluation.

Introduction of formative evaluation into training practice

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For further information on the project please consult:

www.project-profdrv.eu

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Implementation Scenarios Quality Standards Professional Driver Training Hungary

Deliverable:	No 16	Version:	V2
WP:	4	Last update:	10.01.2013
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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

The concrete transfer of directive 2003/59/EC was executed by the National Transport Authority (Nemzeti Közlekedési Hatóság, NKH), which is under the auspice of the Ministry of Transport, Telecommunication and Energy. It is as well this state authority which carries out examinations and is in charge of accrediting private education providers in case that they aim to offer training (initial qualification and periodic training) in this field. NKH was also in charge of controlling the system of initial qualification and periodic training which already existed in Hungary before the new system was introduced. From this perspective, the role of NKH can be seen in a logical tradition.

Driver CPC being not at all integrated into the existing NQF and VET system.

An embedding into the national VET system, however, did for exactly this reason not take place. Hungary has setup over the years a NQF. Educations are organised, listed and described in the so called OKJ-system (Országos Képzési Jegyzék), which is controlled by the Ministry of Education. An alonstanding professional driver education also belongs to the OKJ-system. It is, however, not in demand at all, as everybody votes for the shorter and cheaper solution of NKH. Additionally it is told that the OKJ-education is not reflecting the needs of the nowadays job profile of a professional driver.

A professional driver education is described in the existing VET system, however not in demand.

The coexistence of these two systems is a result of a rivalry of influences and competences, principally between the Ministries of Transport and Education. It is as well the reason, that the system in use of NKH is not integrated into the VET.

The integration of the implemented directive was not done due to a historical coexistence of different responsibilities in different ministries.

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

Many professional drivers have a prior employment history as car and/or truck mechanics.

The main requirement on a professional driver is a valid aptitude test, which is regulated by ministerial decree. The test conducted by the National Transport Authority (NKH), has preconditions, which are minimum two years certified driver practice, medical suitability and a minimum age limit of 21 years for truck drivers and 24 years for bus drivers. The aptitude test is an instrumental examination of the abilities required for safe driving (reaction time, visual memory, etc.), which is followed by psychological tests and a personal conversation with a psychologist. During the test the drivers must meet different requirements according to their working category.

Everyone who wants to become professional driver in Hungary, has to pass an aptitude test which aims to determine the physical and psychological suitability for the job.

The aptitude test has four degrees:

Category I : distinctive vehicle

Category II : bus drivers, vehicle of transport for dangerous goods

Category III : trucks over 7.5 tonnes allowed full weight

Category IV: over than I-III

The validity for category I. is five years. For categories II-IV validity continues until a subsequent declaration of unfitness.

The main purpose of the aptitude test is to determine psychological suitability for professional driving. The focus is on road safety behaviour, suitability to traffic circumstances, on the learning, and allowable load factors. In centre of aptitude test are: driver perception, decision making, and the ability to act decisively.

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

The training of professional drivers is specified by the curriculum setup by and supervised of NKH. Consequently, only course material authorised by the NKH may be used in trainings by accredited training companies. NKH itself setup training material as more or less binding specification and offer for all training providers. This training material is based on what the German publishing house „Verlag Heinrich Vogel / Springer Transport Media GmbH“ has published as books for the German market of periodic trainings. Others printed texts may be used as additional material only in case that they are authorised by NKH. This, however, would lead to disproportional high costs; thus it is for a training provider usually not an option.

Printed training material need to be authorised by NKH. A series of books was localised by NKH for the Hungarian needs, based on existing German material.

The authorisation of training material by NKH is, however, limited to print. In practice, training courses are often designed individually by the trainers themselves, as electronic trainer presentations are not available from a central point like NKH. Such materials are often based on previous domestic and international freighter curricula and to a certain extent modified according to the needs of the new situation (implementation of directive 2003/59/EC). These electronic training course materials which are used by the trainers do not require an approval from NKH.

Trainer presentations need no authorisation and are usually setup individually.

Considerable variations in the level of training can be observed, irrespective of the

observance of the compulsory curricula. This has to do with factors like:

- the individual trainer skills – expert and methodological-didactical – (see Standard 4),
- size and composition of classes – young vs. old drivers, experienced once, will to learn etc. –,
- a class should have a minimum of 10 participants, in average 18-20 people are trained for economic viability. And it finally has also to do a lot with the
- training material which is used – or even not used. Very often, participants do not deal and neither buy the books setup by NKH for individual learning, for the preparation and post-processing of training sessions.

This means, that the learning success is even more depending on the trainer and its material. In practice, relatively often the traditional face-to-face approach based on long presentations with huge amounts of text is in use, which automatically leads to a monotone standard session and a comparably poor learning outcome. A learning outcome oriented approach is not in the awareness and mind of the trainers. If existing at all, it is not meant as originally intended and only understood as the right approach to ensure that all participants successfully pass the exams.

Learning success is very much depending on the trainer. Trainer skills are often reduced to the traditional face-to-face approach, which leads in a modern understanding to a poor learning outcome.

Audio-visual media is usually not existing and therefore not in use. Even if a trainer is ready to use other material than his own one, which he generated over the years and therefore often highly appreciates, a mix of various methods for instance, is not even an option due to this lack. E-learning/WBT was recently officially allowed as method for period training. At present, one provider offers this format on the Hungarian market. There is, however, no data yet available on the acceptance of this approach in general and on quality of the content and its technical solution. The use of training simulators does not carry specific requirements. Some, usually rather low-cost models are in use in Hungary, but rather an exception.

Multi-dimensional methods and multimedia approaches do not exist at all or not on a significant level.

Awareness of the strengths and of the importance of an outcome oriented methodological approach has to be generated. This would in the mid-term perspective raise the chance not only to another self-conception of trainers and their role in trainings, but, directly linked to that, raise the chance to initiate a change of the usage of teaching methods by moving away from a monotone trainer-concentrated face-to-face presentation mode into the direction of a multi-dimensional mode. However, it also has to be mentioned, that despite the fact that there is a general lack of awareness and knowhow of a modern, outcome-oriented approach, still a relevant number of trainers perform well with their individual approaches, thus do a good job.

General awareness has to be generated for the outcome-oriented approach to generate the basis for any improvement.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The qualification conditions for trainers who are active in the field of professional

Trainers need once to be accredited by NKH, the authority in charge, in order to

driver trainings are also regulated by a ministerial decree, which prescribes the following conditions: the trainers must possess in a general understanding the necessary professional skills in terms of expert knowledge, skills and competences within the subject they teach, and necessary pedagogical knowledge, skills and competence in order to implement high quality for professional drivers.

be able to teach. For this accreditation, several standards have to be fulfilled.

Therefore only those are allowed to hold trainings, which have completed higher education and obtained a degree at a suitable faculty (eg. transport or mechanical engineering).

Furthermore the trainers must possess a driving license in the category they willing to teach, with a minimum of two years experience. The trainers must also have at least two years of employment background in the appropriate field. The functioning of trainers is authorised and coordinated by NKH.

In order to be able to train, a trainer has to be employed at or in a contractual relationship (as freelancer) with an accredited training provider. There is no requirement for trainers for further education. Hence, there is no availability of any specific training for trainers in this field. On the other hand, a general lack of motivation to improve trainer skills by joining general trainings on methods and didactics can be concluded, as in the given set the trainers' job is reduced to the one who has to ensure that all participants pass the exam successfully (which is also obligatory at the end of the periodic training). This leads to a formal process with pure memorisation at the end. Thus, the outcome oriented approach, if known at all, is misinterpreted and reduced to the short-term objective to let people sufficiently learn what is needed to answer successful to the exam questions.

There is no regular train-the-trainer action foreseen, neither concerning the expert nor the teaching skills. Training is often executed in a traditional, one-dimensional face-to-face approach with the only aim to ensure that a maximum number of participants pass the exams successfully. Thus, such trainings are usually not outcome-oriented in the originally meant understanding.

Another aspect, which strengthens this set is, that the career of many trainers goes back to socialist times, where exactly this approach was an integral part of all teaching and learning scenarios and where practice- and outcome-oriented approaches were not in the focus or not yet known. There should be no doubt that many trainers are good experts in their field – but do have rather less developed teaching skills. How to transfer their knowledge in appropriate ways in order to ensure maximum learning outcomes regarding different class compositions can often not be achieved. Skills many trainers learned are rather “old-school”, not at all outcome-oriented but ex-cathedra teaching, transferring a lot of facts and not dealing with practical background and or sustainability of input. But it also has to be told, that a reasonable number of trainers, who do not only but rather belong to a new generation, are executing a more modern and open approach in their daily work.

In order to improve the situation, reference to Standard 3 can be made: awareness of the strengths and importance of an outcome oriented methodological approach has to be generated very generally. This would in the mid-term perspective raise the chance for another self-conception of trainers and their role in trainings. Obligatory train-the-trainer courses might as well be an appropriate tool to raise the standards of trainer skills in general – regarding their expert skills (to update them) and their way of using methods and didactical tools.

Besides that it could be beneficial for trainers to undertake exchange of experiences, especially on international level, with colleagues from other countries.

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

The initial and periodic courses for professional driver's may only be conducted with NKH authorisation. Out of the authorities' perspective, a successful student pass rate is an important measure of the quality of trainers and training. The exams are multiple-choice test in writing. The examinees answer 40 test questions within three different topics (altogether 3x40 questions). The maximum allowable error rate is 10 answers per subject, i.e. 75% of the questions need to be correct in each of the subjects.

Assessment and validation is reduced to exams, which are also obligatory at the end of periodic trainings.

At combined (C+D) category exams, the examinee is given an additional test paper. The examination time is one minute / each question. The tests are approved by the board of examiners. The exam is moving to computer based system, which is in short-term planned to be introduced. This electronic system should as well be used for executing and administrating exams for the initial qualification and periodic training of professional drivers and aims to centralise and strengthen the overall examination process.

Supervision of training quality is not used as a standard of training provider in the field of transport.

Some training providers in the field of transport work in accordance with standard ISO 9001. Accordingly, they ask their participants at the end of a course to complete a questionnaire regarding their „client satisfaction“, in order to improve course quality whenever needed. The questionnaire addresses aspects such as, satisfaction with the trainer (skills of communication, vocational knowledge, performance activity, etc.), satisfaction with training (practical utility, adequacy of course materials, place of training) and organization of course, opinions, and proposals. It has, however, to be told, that such supervision is not a standard in this training field.

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

In- and non-formal learning plays a crucial role in the training of Hungarian professional drivers. It is often to be understood as learning-by-doing at the working place in the concrete working life, executed by colleagues or supervisors. As important these on-the-job trainings are to let drivers do their job correctly and to overcome the lack of formal, mainly practical (and somehow at the same time, indirectly as well theoretical) training, this content/learning outcome can neither be measured empirically nor exists any acceptance which means as well recognition of this learning approaches.

In- and non-formal learning in the sense of learning-by-doing on the job is an important factor for the improvement of skills of professional drivers. It is, however, not recognised in any way yet.

At present, there is provision for an e-learning in the field of professional drivers, however, limited to the acquisition of driving licenses. In these cases, the e-learning education may only be provided on NKH authorisation. Applications for, and NKH approvals of, e-learning education are conducted annually and has only been authorised for only a few driver schools yet.

It would be important to introduce mechanisms for the recognition of non-formal

/informal learning, eg. by appropriate theoretical and practical competence tests – not only to make driver skills visible and comparable on national and international level, but as well to improve individually and generally the drivers job profile in the mid-term. The introduction of e-learning would offer the chance to make training for Hungarian truck drivers more flexible and modern and should as well lead to more competitive, ergo lower prices for trainings, which the drivers usually have to pay by themselves.

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

All education activity in the field of initial qualification and periodic training is based on the core curriculum setup by the authority in charge, of NKH. The curriculum model has not changed, since it started to get in use in September 2008 (for buses) respectively in September 2009 (for trucks). The Hungarian decree for professional driver training 24/005 (IV.21) of the Ministry of Economic and Transport provides no system-embedded mode to revise and change, modify or adapt content and training approaches in certain intervallum. A change of the content of the given series of books would as well cause significant costs (if not done pragmatic as appendix in whatever printed form) to all participants.

Content and training approaches have not yet been changed. No mechanisms for an automatic revision exist.

On the other hand, the market itself clearly not tends to change training content or approaches by itself. This has as well to do with the already mentioned economical aspects, and furthermore with the system-inherent logic of "training people to let them pass exams successfully". An added value of new content could only get a topic, if the industry strongly demands it. Until now, however, upcoming needs for modified skills, mainly if it is about the introduction of new technologies, are solved at bigger forwarding companies by internal trainings on the job.

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

Quality assurance is mainly done by the authority in charge, NKH, in that respect, that training providers need to be accredited in order to offer initial qualification and periodic training for professional drivers. This applies as well to trainers (see Standard 4 for details). Quality is furthermore assured by NKH to a certain extent on the level of learning. This is achieved by the fact that it was NKH who translated and localised a series of books from a German sources (see description for Standard 3 for details). It is, however, reduced to the printed version. Trainers are free to use own material for (digital) presentation.

Quality assurance is done one general level by the accreditation of training providers and trainers and on participants level by final exams for initial qualification and periodic training.

The pedagogic quality is not supervised in the given system. Evaluation of trainings, eg. by using questionnaires which participants have to fill in before (expectations) and after (satisfaction) the training is only rarely done by training providers. The main goal everyone in the system wants to achieve is to keep the number of persons who

successfully pass the final exams at the end of initial qualification and periodic training as high as possible. In this context, the high success rate is usually used as evidence of a good working setup, but might lead to wrong interpretations concerning the pedagogical approaches which are in use respectively the sustainability of the achieved learning outcome.

For further information on the project please consult:

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Implementation Scenarios Quality Standards Professional Driver Training Italy

Deliverable:	No 16	Version:	1
WP:	4	Last update:	20.10.2012
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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

Low interconnection and embedding of the directive with/into national vocational and training system, as it follows:

- mandatory initial training programme (directive) + periodic training Low interconnection and embedding
- private brief courses on demand (driving schools are sometimes asked by employers to provide training on specific themes – mainly security, law etc. Time spent: 4-5 hours). The request of training is generally quite low. It springs from the fare of fine or after some fines; it is rarely based just on employers' care or on truck drivers' needs – especially if drivers are not young even if experienced (i.e. highway code – rules, sanctions, overload, speed limits -, how to use the new digital tachograph, transport national regulation etc.). This kind of training is welcome if practical oriented and if trainers are well qualified (teachers but also members of the traffic police). Sometimes more companies, with the same training needs, agree on providing together the same course on the same themes, gathering their employees (i.e. 2 companies generally involve about 20-30 participants). This kind of training is held in classrooms, training material is provided (code, regulations, training manual), no use of pc/multimedia tools. At the end of the Course an attendance certificate is issued. Some times the Course is not "officially" organized: it results as an internal "meeting" among employees. Initial + periodic training
- Further mandatory programme (D.M. 161/2005 that implemented D. Lgs. 395/2000) for truck drivers who want to start their own business/company or already have it: new rules has been introduced. Since 2005 such drivers-entrepreneurs have to demonstrate their financial and professional capacity. About professional capacity: most of them have to attend a Course and pass the related test in order to get the professional pass certificate. Participants per Course: ~ max 20; Duration:150 hours (usually evening courses); Content (established by Ministry of Transport): economic financial management, balance, taxation law etc. ; Test: 60 written multi-choice questions; Place: premises of "Motorizzazione civile" (local government office that issues driving licenses and Courses on demand
- Training for truck drivers who want to start their to start own business

registers vehicles); Cost: between 1000 € and 1300€ (some drivers used grants for unemployed people); Average age of participants: both young and older people (as also people that started up their own business years ago, since 2005 have to attend this Course and pass the exam, except some cases). Average of successful candidates: 40% - 50% (many of non successful candidates renounce after some attempts)

Proposal:

In Italy we should start truck drivers training and start promoting the profession from professional high schools. Necessity to start training at high schools

General and specific training programs should be well standardized and defined in depth by the Ministry in order to avoid the use of different manuals by each driving school. Standardizes training programs

As more professional competence required by the directive reflects the need of more road safety, in the frame of a complete common regulation, road safety and safety at work should be then strongly included both in the CPC training with the aim to harmonize together all these aspects. More focus on road safety and safety at work

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

No special ability or affinity is required before entering into initial training. No special ability or affinity

Proposal 1:

Drivers shouldn't show any special entry requirements: all the requirement they need will be provided by the training. To be provided by the training

Proposal 2:

Drivers should be able at least to read and write (especially old drivers are now not able to do it in a satisfying way), be familiar with ICT tools , have a medium level of general culture, be able to well speaking and understanding the language of the country where the driver is working. Reading, writing, ICT, general culture, language

Proposal 3:

Entry requirements should be required to drivers. We should at least be able to understand if the aspiring truck drivers would be predisposed and enough motivated to such a profession or not. It should be done through the use of psycho-aptitude test and/or individual interview. The body in charge of that should be qualified driving schools. A deep informative campaign also should be implemented inside high schools to involve young people interested in and make them aware since the beginning about obstacles and positive aspects of the profession. Psycho-aptitude test or individual interview

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

- 1) From May 2012 the CPC test is not oral any more but a multiple-choice driving test. It means that didactic methods have been mainly adapted to such aim: more practical exercises/test simulations are implemented and the use of pc has been increased. Nevertheless, trainers actively involve trainees during the lessons and are often at their disposal during and after the end of the course.

Multiple choice test influence didactic methods

Proposal:

The regulation should increase practical training hours (driving) instead of theoretical ones. Independently of the kind of final test, the use of simulators should be encouraged as long as simulators allow interactions between more real drivers: by this way my mistakes will have an influence on the other drivers performance.

Necessity of more practical training hours (driving)

- 2) Multiple-choice driving test are very difficult both in terms of content and formulation, drivers often complain about the fact they have to learn things they should be not supposed to know when they drive. The lack of interest and perceiving course and qualification just as constraint are the main obstacles to be overcome:

Complains on training topics

Proposal:

trainers should explain and transmit to trainees/drivers the importance of training/qualification for road safety/professional development etc. and strongly focus on such topics.

Key role of the trainer

- 3) Training methods change depending on new incoming regulations. Some trainers are already well prepared on incoming new rules, they have to explain them in their course but in fact these rules are sometimes not yet used in the course final test, so trainers have to make a distinction between the new rule people should already learn and the old one people will find in the final test. It creates confusion.

New and old rules

Proposal:

All trainers should be informed in advance on incoming regulations and the system should guarantee an effective informative action in that sense. Moreover, new rules have to be immediately applied in the course final test, in order to avoid confusion.

New rules should predominate

- 4) To provide high standards, professional qualification should cover since the beginning both general training and specialization level (i.e. transport of live animals or foodstuffs). It means that a few hours in addition should be targeted to specialized transport needs.

Specialized training for specialized transport needs

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

January 2011 a National Decree (Decreto 26 gennaio 2011, n. 17) has further regulated training courses and procedures for trainer and instructor qualification. It guarantees a higher quality level of courses provided and professionalism required from those working in the frame of transport and road safety. It has to be highlighted that part of the Course focuses on pedagogical and communicative techniques:

National Decree 2011

Trainers: 145 hours (theory) – 15 hours of them are on pedagogy and communication.

Instructors: 80 hours (theory) – 10 hours of them are on pedagogy and communication

Aspiring trainers/instructors have to do a final test that includes written proofs, an oral proof and a practical one (i.e. trainers simulate a training lesson).

They both have to attend then a periodic training every 2 years.

Proposal 1:

Trainers should always be trained by other well qualified trainers (not by an executive inside the Ministry, traffic police etc.) and should be trained *continuously*.

To be trained continuously

Proposal 2:

Trainers should be people already involved in/very familiar with the transport area. Ideally ex - truck drivers should be able to provide training as they know how is the work and the target group they should train. At the present time it is unfortunately not possible as truck drivers have expertise only, not enough culture to provide training. Moreover, being a trainer is not part of their carrier. It should change in the future. Lawyers, engineers, doctors etc. are also already involved to better explain very specific topic (like regulations, health issues etc.) but they often aren't able to adapt their methodology to the target group (truck drivers) they have to speak to. Nevertheless, in order to guarantee quality of its trainers the "Central Committee of Transport Companies' Register"¹ already provides training for trainers.

Familiarity with the transport area/Ex-truck drivers as trainers

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

- 1) A key role in the quality of the training is played by the "Motorizzazione" (the body in charge of the initial qualification test and that issues the CPC): often executives of the mentioned body (in accordance with driving schools) enable cheatings and CPC are issued without any real test/check.

Risk of cheatings

¹ This Committee is in charge of the Transport Companies' National Register. It has various tasks, one of them is providing training activities to the registered companies.

Proposal:

The Ministry should reform the system in order to avoid such situations. At the same time, it should be forbidden to Italian would be truck drivers to get CPC in some East Europe Countries (i.e. Romania) where often CPC is issued only after a couple of days Course.

Ministry intervention required

- 2) most difficulties have to be faced with regard to "old" drivers that automatically received the CPC and that are going to do periodic training: they are often contacted by driving schools without success and they still don't appreciate – more than others – to be forced to "learn" by a European regulation after having worked for years without learning anything.

Difficulty in assessing old drivers

Proposal:

An information campaign on road safety should be strongly encouraged by the Government in order to foster a change in old mind-set.

Promotional campaign

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

Non- and in-formal learning is not integrated. Moreover, some topics are sometimes learnt twice as the same topic is provided in different training courses (i.e. course provided by the own company and CPC periodic training).

No integration

Proposal 1:

An electronic system at European level should be created. National Electronic Registers already exist for transport companies (management of transport) in each Country and they should be interconnected each other at EU level from January 2013. Each company should also specify in the Register the n. of vehicles and the n. of drivers they have at disposal. Moreover, each driver should be provided with a personal electronic card: from one side the card should act as tachigraph card, recording driving activities done for that company (each tachigraph is already connected to a specific company). From the other side, it should record all the training done (CPC and apprenticeship included) in terms of training credits. All these cards should be collected and published on an electronic system/platform at National/EU level connected to the mentioned National Electronic Registers (going to be interconnected at EU level). It will show the training done by each driver², his/her level of competence/experience and also if the driver is at the present time working or not.

Interconnected European electronic system

² It should integration between formal and in-/non formal learning

Proposal 2:

Apart from periodic training (every 5 years), other training should regularly be provided to up to date drivers: to avoid to be considered as pure compulsory administrative task, the training should be certified for instance in term of learning credits.

Further training

Moreover, any part of training done outside initial/periodic qualification (i.e. provided by employers etc.), - especially if coinciding with some parts of the CPC training - should be recognized and considered as "already done", and drivers should not be required to replicate it for instance during periodic training.

"already done" training

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

Content and training approaches implemented change partially depending from Regions, training schools, books used, trainers involved, availability of tools, without being in fact properly responsive to changing skill needs.

VET not responsive

Proposal:

Ministry intervention combined with high qualified trainers and high level training schools should support VET receptiveness towards changing skill needs putting in place measures allowing to continuously adjust learning material and assessment tools/ procedures..

Ministry and training high levels

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

Apart from authorization driving training schools need to have to start/further implement their activity and apart from some accreditations of trainers (see Standard 4 of the present document), no specific tool exists to define and evaluate quality of professional driver training.

No specific assurance measures

Proposal:

- 1) Specific authorized bodies should be created by Ministries to certificate the training and should be able to regularly provide and demonstrate their high level of qualification and services (i.e. by updating trainers knowledge).
- 2) The quality of drivers training could be also assured for instance providing trainees with questionnaires at the beginning and at the end of the Course to evaluate quality of the training content, trainer's performance, satisfied expectations etc. These questionnaires should be then used to improve the training itself.

Authorized bodies

Questionnaires

List of references:

Legislation implementing directive in Italy; Interviews with experts in the field of professional truck driving, VET training, EQF experts (see other ProfDRV deliverables provided)

For further information on the project please consult:

www.project-profdrv.eu

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Implementation Scenarios Quality Standards Professional Driver Training

The Netherlands



Deliverable:	No 16	Version:	V1
WP:	4	Last update:	02.11.2012
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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

The Centre of Expertise for Transport and logistics (KBB T&L) is responsible for developing the National Occupational Standards (NOS) in the transport industry in the Netherlands.

It is a legal task of KBB T&L (VTL) to develop these documents together with the social partners and the VET schools. The qualification documents (KD's) are ratified by the Board of Directors of VTL and the Ministry of Education.

The 28 VET schools have to use the KD as basis for the development of the curriculum for the VET training truck driver and are free to set up their education.

As the Annex 1 of the Directive is based on the former KBB T&L training program from the 80's, the present Qualification paper (KD) (<http://prod.pub.kwalificatiesmbo.nl/Tonen.aspx?did=1522>) for truck driver meets the requirements of the Directive.

The level of the VET is determined as EQF level 2. These standards only apply to the VET system, this is the apprenticeship based VET system.

The implementation of the Directive is in the Reglement Rijbewijzen, the driving license regulation, see http://www.st-ab.nl/wettennr04/0352-095_Reglement_rijbewijzen.htm.

The driving licenses C and D include the CPC for C or respectively D. For persons needing the driving license C in case of driving a camper, a special exam is provided with out the CPC part (see also standard 5).

The driving license is included in the VET training. The total duration of the VET training is 2 years.

Non VET training is provided by driving schools and is based on the Reglement Rijbewijzen and is only focused on preparing the participants for the theoretical part of driving license exam. The average duration is about 3 weeks.

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

The VET scheme for truck driver is open to people with an entree level of EQF 1.

Yearly around 900 youngsters will start in the VET apprenticeship scheme. The main obstacle at this moment is

the shortage of workplaces.

Students in senior secondary vocational education such as truck driver are trained in professional practice via internships and work placements. The work placement or bpv is a compulsory component of every course of senior secondary vocational education.

Work placements are a very essential part of vocational education and training (VET) in the Netherlands. The Netherlands has more than 223,000 accredited work placement companies working together with schools to train young people in senior secondary vocational education towards a professional diploma. This includes both national and international companies, such as the Dutch Lower House, but also Shell and McDonalds.

On average 50% of the practical training within VET is carried out in the company.

This asks for uniform and clear criteria to ensure the quality of the practical experience. Within SBB, the Foundation for Cooperation on VET and Labour Market, educational institutes and social partners make therefore joint agreements on work placements.

The Centre of Expertise will assist work placement companies with the following:

- If the company meets the criteria for accreditation: accreditation of the company within two weeks after registering as a work placement company.
- Training the in-house workplace trainer;
- Supporting the company in communication with the schools;
- Help with recruiting students, for example by publishing a position on Stagemarkt.nl; VTL
- Knowledge exchange between work placement companies in the sector;
- Assistance in the use of industry agreements and industry provisions for work placement companies.

Why to become a work placement company?

1. Employment strategy

After graduating, 75% of the trainees are offered a job within their old work placement company. This makes work placement the most important HR-instrument for companies.

2. Tax deduction

Companies can deduct a maximum of € 2,500 per trainee per year from taxes. The VET student has to follow an officially registered VET course and has to be able to show a work placement contract between the company, the student and the vocational school.

3. Corporate Social Responsibility

A company is a good environment for young people to develop into responsible citizens. The work placement company becomes an official partner of the VET school. This makes the company part of the Netherlands' educational infrastructure.

4. Become an organisation of learning

Maintaining the quality of the work, managing knowledge and skills within one's own company and developing the training power of the organization are the most important motives.

5. Improving the image of the company

60% of the companies indicated that their image improved after becoming a work placement company. Youngsters are more willing to buy products from a company in which they could also undertake part of their training.

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

Initial training

The most effective and popular type of driver training environment in The Netherlands is still classroom-based, although the Dutch VET system is based on competence based education. Some VET schools are using programs such as Its learning to organise their lessons.

Driving schools only use classroom training to prepare their pupils for the theoretical part of the exam.

Periodic training

Only one provider has developed an E-learning application for periodic training. Drivers favourite practical training courses, such as Eco drive training course or anti skid training courses. Also combined training courses of theory and practical items such as the securing of loads are popular under drivers.

Due to the Dutch way of checking the periodic training courses, checking the attendance of the participants at the beginning or the end of the training course and the already existing training infrastructure no new design of training modules are developed. A training course always has to start and end in the venue of a training provider.

VET schools are in general not involved in periodic training.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The minimum requirements on trainers only exists for trainers of periodic training and for drivers instructors. Trainers of periodic training courses need to have a minimum knowledge of the items of the training courses. As the Dutch training market is an open one, the quality of the training delivered is regulated by the market.

For driving instructors special training requirements exist, based on the Wet Rijonderricht Motorrijtuigen see <http://www.ibki.nl/smartsite.shtml?ch=BKI&id=7945>

No national requirements for teachers of VET schools are in force, the same situation applies for instructors of driving schools dealing with initial training.

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

Training courses for periodic training are not assessed, as this is not a requirement of the Directive. But the attendance of the participants is checked by the CCV, the Dutch examination body.

The list of training courses recognised for periodic training is set by the Ministry of Transport in consult with the transport industry. At the moment around 100 different training courses are recognised, see

<http://www.cbr.nl/10511.pp>

7 hours of the 35 hours should be spent in a training driving in a truck, such as Eco drive training or a Behaviour Based Safety. Use of a high end truck simulator is also permitted.

The examination of the initial CPC for truck driver, in The Netherlands referred to as Code 95 is as followed:

Practical examination			
type	Duration in minutes/ Number of questions	Code 95	Driving license C
practical driving exam C	85	X	X
practical manoeuvring test/simulator test	30	X	-
Practical test loading/ securing of loads	30	X	-
practical driving exam CE	85	X	-
Theoretical examination			
RV1 traffic regulation/ techniques	75/ 50	X	X
V2C transport regulations 1	75/ 50	X	-
R2C transport regulations	40/60	-	X
V3C transport regulations 2	120/ 45 questions in 3 case studies	X	-

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

Training courses for periodic training which are not on the before mentioned list are not recognised for periodic training. Non/informal learning is not possible for periodic training.

Initial training provided by the non VET driving schools is governed via the driving license. Non/informal learning is therefore not possible.

VET training is competence based, VET schools can recognise non/informal training, but this does not apply to the driving license. It is possible to recognise part of the VET training based on the following work processes:

- 1.1 Execute travel preparation
- 1.2 Manoeuvre the lorry
- 1.3 Professional traffic participation
- 1.4 Execute daily checks

- 1.5 Execute small repairs
- 1.6 Couple and uncouple vehicle combinations
- 1.7 Plan and calculate driving and resting times
- 1.8 Assess condition and quantity of the cargo
- 1.9 Loading and unloading the cargo
- 1.10 Dividing and securing the cargo
- 1.11 Take care of documentation
- 1.12 Take action in case of incidents / accidents

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

Initial training

As the Dutch system is based on the test only option, it proved to be rather difficult to adjust the content of the training courses. Changing the content of training is only favourable as the exam also is adjusted to the new situation. And of course, it is also the other way around. Changing the content of the driving license C means consulting the Ministry of Transport, the social partners and the training providers. The examination documents should be adjusted (<http://www.cbr.nl/cmetcode95.pp>) and the training providers are informed. Major changes are difficult to implement due to the combination of driving license and Code 95.

The content of the VET training is stated in the Qualification Document for truck driver developed by VTL. This document is developed consulting the social partners and the VET schools. Due to legislation of the Ministry of Education changes in the content of this document comes in force in one year after publication by the Ministry.

Periodic training

Due to the number of training courses the Ministry of Transport has announced a ban on the development of new training courses. The present training courses are mostly developed on demand of the transport industry and in consulting the social partners in transport.

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

The Dutch system is based on the test only option. There are no requirements for initial training via the driving schools. The same applies for the periodic training, here only the attendance is checked by the government. The open market should decide which driving school will survive to supply training courses for the transport industry with the best price/quality ratio.

The VET schools are independent institutes and can have a quality assurance policy. The Centers for Expertise are responsible for the work places are developing a common quality assurance system for the BPV, the so called workplaces.

Quality of work placement

The national VET law prescribes that companies that want to offer work placements to students need to be accredited. In the Netherlands, the Ministry of Education has given Centres of Expertise, sectorally organised institutions, this power. Through an accreditation process, these Centres decide if the quality of the work placement is sufficient. They also have to ensure that there are enough work placements available for the 18.000

VET students that do a course at the level of senior secondary VET in transport and Logistics. In the Netherlands there are seventeen Centres of Expertise. They connect the labour market to vocational education for more than 40 branches of industries.

Protocol on work placements

In 2009, the Ministry of Education, social partners, vocational schools and the Centres of Expertise have made agreements on work placements within the so-called BPV Protocol. Within this protocol the role and responsibilities of each stakeholder within the work placement process is broadly defined. The objective is to create common trust between companies, vocational schools, students and Centres of Expertise. The protocol has formed the basis for further agreements within the individual sectors of industry.

Accreditation process

Vocational schools remain in close contact with the Centres of Expertise. If a VET student wants to carry out a work placement within a non-accredited company, the school asks the relevant Centre of Expertise to determine the quality of that particular company. The Centres of Expertise use a common set of quality criteria of which the most important are:

- Does the company offer sufficient training opportunities, linking up with one or more senior secondary VET courses?
- Does the company have an experienced and competent in-house workplace trainer available?
- Is the company prepared to work together with the VET school? The workplace trainer will have regular contact with the school.
- Does the VET student have work space available?

All accredited work placement companies are registered on the public website Stagemarkt.nl. Students and schools can use this web register to look for availability of work placements within accredited companies.

For further information on the project please consult:

www.project-profdrv.eu

For further information on the paper please contact:

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Implementation Scenarios Quality Standards Professional Driver Training Spain

Deliverable:	No 16	Version:	V1
WP:	4	Last update:	23.10.2012
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With contributions from:	Various stakeholders: training providers, trainers, drivers etc.		

Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

The Royal Decree 1032/2007 is the legal instrument that transposes the EU Directive about initial and periodic training of the drivers into Spanish national legislation. This legislative instrument regulates all topics included in the directive, as follows:

The Directive was transposed through the RD 1032/2007 about initial and periodic training of the drivers

- Initial training intended to obtain the Professional Aptitude Certification (in Spanish Certificado de Aptitud profesional).
- Periodic training intended to update and improve the knowledge of the drivers, especially in the subjects of road safety, and reduction of fuel consumption.
- Training centres, requirements to offer training.
- Standardisation for training activities; about the structure of training contents and how to receive the theoretical trainings, as well as the practical content.
- Exams, characteristics and regulations.
- Mandatory training modules for Initial training.

As the regional governments have some competences in transports, the implementation of the directive imply the participation of these bodies in the development of this regulation.

The implementation of the Directive is being useful for the professional qualifications (Cualificación Profesional de conductor de transporte de mercancía, y Cualificación Profesional de conductor de transporte de viajeros, 450 hours each), as well for the elaboration of a draft of a Youth Professional Driver Certificates (for person 17-21 years old). Shortly, the Directive's implementation has supposed the creation of a structured training system for the drivers, even though it is not completely integrated in the general Spanish professional training system.

From 2007 several new professional profiles and specific curricula have been developed, as:

Professional profiles:

In 2012 the Ministry of Education launched a new

- Road Freight Transport (Haulage) Driver
- Professional driving of vehicles (less than 3,5 Tm) and vans

Specific curricula

- Road Freight Transport (Haulage) Driving – Technician

Regarding the last one, the obtaining of the technician certificate guarantee the basic knowledge to obtain the Professional Aptitude Certification, according to the Royal Decree 1032/2007.

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

The training itinerary considered essential for acquiring the necessary knowledge, skills and abilities for being a professional and competitive transport truck driver in Spain is the following:

- A) First Block
 - Obtaining C1 and C driving licences
 - Truck driver professional course
- B) Second Block
 - Obtaining C1+E and C+E driving licences
 - Truck and trailer driver professional course
- C) Third Block
 - Obtaining the ADR Certification for the carriage of dangerous goods by road.

This training itinerary can be followed in two different ways. Once the training of the first block has been done it is possible to choose between:

1. Following the training corresponding to the second block and then continuing with the third block;
2. Directly following the training corresponding to the third block.

A) First Block

Obtaining C1 and C Licenses

The final aim of this training is that the trainee achieves the theoretical-practical training needed for obtaining C1 and C driving licenses by passing the test established by the Spanish General Direction of Traffic Flow.

In order to obtain these driving licenses trainees must fulfil the following requirements:

- a) Hold a B driving license;
- b) Be 18 years old for obtaining C1 license;
- c) Be 21 years old for obtaining C license; or, be 18 years old and hold the Certificate of professional

competence.

Truck Driver Professional Course

This course aims at providing a complementary training to the obtaining of C1 and C licenses and allows the driver to acquire the necessary competences for developing its work in optimum conditions.

More specifically, this training enables the driver to: drive the vehicle, load/unload and handling the goods, make the basic preventative maintenance of the vehicle, repair basic failures, control the vehicle in difficult situations, etc..

In order to attend this course, drivers should hold a C license.

B) Second Block

Obtaining C1+E and C+E Licenses

This course aims at training C1 and C drivers in driving vehicles with a trailer heavier than 750 kg of MAM in order to obtain C1+E and C+E licenses.

Trainees must fulfill the following requirements:

- A) Hold a C1 and C license respectively;
- B) Be 18 years old for obtaining C1+E license;
- C) Be 21 years old for obtaining C+E license; or, be 18 years old and hold the Certificate of professional competence.

Truck and Trailer Driver Professional Course

This training aims at providing the theoretical and practical knowledge that allows truck and trailer drivers to exercise their profession with a high competitive level as well as to drive the vehicle, load/unload and handling the goods, making the basic preventative maintenance, repairing the basic failures and controlling the vehicle in any situation.

In order to follow this training, trainees must hold C1+E or C+E licenses.

C) Third Block

Obtaining the ADR Certification for the carriage of dangerous goods by road

The ADR Certification allows drivers to transport dangerous goods by road, respecting the legislation in force.

This training aims at applying the legislation on dangerous goods transport in force, raising awareness among drivers on the risks this type of transport represents in case of accident.

Trainees must fulfil the following requirements:

- A) Hold a certificate from primary school or similar education level;
- B) Hold a B driving license with at least 1 year of seniority.

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

The implementation of the Directive is being useful for the professional qualifications (Cualificación Profesional de conductor de transporte de mercancía, y Cualificación Profesional de conductor de transporte de viajeros, 450 hours each), as well for the elaboration of a draft of a Youth Professional Driver Certificates (17-21 years old). Shortly, the Directive's implementation has supposed the creation of a structured training system for the drivers, even though it is not completely integrated in the general Spanish professional training system.

The CAP certifies that the driver has attended the courses and approved the exams (option 1: mandatory course and exam)

The CAP can be obtained through both ordinary and accelerated modalities (either 280 or 140 hours plus the exam):

CAP course	Accelerated modality	Ordinary modality
Rational driving	65 h.	130 h.
Security	55 h.	110 h.
Rules	20 h.	40 h.
<i>Total hours</i>	140 h.	280 h.
Hours of practical individual driving	10h.	20 h.
Of which through simulator	4h.	8 h.

- If the driver already owns the initial ordinary training, then the duration of the new initial training will be of 70 hours, 5 of which of individual driving.

If the driver already owns the initial accelerated training, then the duration of the new initial training will be of 35 hours, 2.5 of which of individual driving.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The regulation does a specific mention to the exact profiles of the trainers (it is possible for one person to correspond to more than one profile), but the training centres certified to provide training for initial and periodic training for drivers has to have the following education staff:

- One training director with previous experience as teacher or director for at least 3 years in a training centre related to transport sector, driving school, national agency of employment or vocational training.
- One trainer specialised in road training.
- One trainer specialised in rational driving, based in safety and environmental laws.
- One trainer specialised in logistics and road transport.

- One trainer specialised in dangerous cargoes.
- One trainer specialised in fire extinction teams and means.
- One trainer specialised in first aid.

In addition, the trainer has to have a previous experience as teacher for at least 3 years in one (or more) of the following training centre:

- Centre for drivers' driving
- Centre for training on Good dangerous transportation;
- Associated centre of National Employment Institute
- Centre of Vocational Training
- Driving school
- Training department of the following institutions: company, association or trade union.

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

CAP courses can be organized only by centres authorized by the official organ of the competent Autonomous Community. The taught courses have to be in line with the homologation requisites imposed by the same Autonomous Community. Moreover, the Spanish legislation obliges the centres to dispose of a given group of trainers specialized in the following CAP's aspects:

- ▣ Road training
- ▣ Rational driving
- ▣ Logistic and road transport
- ▣ Dangerous goods
- ▣ Fire prevention
- ▣ First aid

It must be noticed that no specific training system for teachers has been created.

Within six month since the end of the course, CAP candidates have to approve an exam organized by the Autonomous Community. The exam is made of 100 test questions with 4 possible answers. 50 points is the minimum requirement to approve the exam. Once the candidate has approved the exam, he/she will receive a certificate and a card of professional qualification.

All costs related to the courses and the exams are entirely funded by the trainee. The average cost is around 300-400 €. Nevertheless, it is foreseen that, once the driver formation will be integrated within the general Spanish training system, funding from the Fundación Tripartita will be available.

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

According to the general regulation about the recognition of professional competences acquired through the professional experience and other non-formal training activities (training pathways/activities that don't answer to a specific official professional accreditation). The formal process of accreditation is managed by the Regional Governments, under the supervision of the Spanish education and employment Ministries and the assessment of the National Institute of Qualifications (INCUAL).

This process is closely related to the "Modular catalogue of Vocational Training", that allows combining formal and non-formal or/and informal training learning process to obtain a professional certificate. So, you can acquire the different competence units that define a professional profile.

Regional governments periodically publish several call intended to recognize these competences obtained through the experience and/or no formal training activities. These public calls will define the competences that could be accredited and the procedure to implement the certification.

The process is based in three main aspects: guidance, evaluation and accreditation.

Guidance: The first step (and not mandatory) of the process. The candidate will be guided about how to formalise the process to prove his/her competences.

Evaluation: The second step (the first mandatory one), the counsellor will evaluate the competences of the candidate. If the evaluation is positive, the process continues to the accreditation, if the evaluation is negative, the candidate will receive a relation of associated training that he/she had to develop to prove these competences.

Accreditation: The authority will issue the specific certification for each competence proved in the process.

Even if the process exists, till now it's not possible to certify any qualification acquired by non-formal or informal learning, because any regional government have not approved any regulation to certificate competences related to the professional qualification for drivers.

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

As we commented in the first section, from the transposition of de Directive, the training for drivers has changed to more professionalised training pathways and the definition of professional qualifications of drivers.

Thus, new training activities and methodologies are used to train professional drivers in different ways, as:

- Use face to face and practical training;
- Use e-learning tools;
- Ect.

This ensures the continuous updating of the drivers' skills.

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

The quality system related to the training providers is ensured by the quality criteria approved by the administration. An approved center may lose the ability to take courses if the responsible public authority suspends or cancels its authorization. The authorization given to a site may be revoked or suspended by the national competent organism when longer meets any of the conditions under which the authorization was based. Failure of communications required the Administration regarding the courses or Inspectorate report noting that breaches any feature model approved course or lack of pupils over 25% can be assumed from the suspension of the authorization to the revocation of the permission to provide training.

List of references:

- Royal Decree 2032/2077, 20th of July, about the initial and continuous training of on the initial qualification and periodic training of drivers of certain road vehicles for the carriage of goods or passengers
- Royal Decree 1224/2009, 17th of July, about the recognition of the professional competences acquired through the labour experience
- Royal Decree 1539/2011, 31st of October, that establishes seven professional certificates corresponding to the family Transport and vehicle maintenance, and included in the National Catalogue of Professional Certificates
- Royal Decree 555/2012 23th of march, establishing the certificate of Technical on road transport vehicle driving and its associated training

For further information on the project please consult:

www.project-profdrv.eu

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Implementation Scenarios Quality Standards Professional Driver Training United Kingdom

Deliverable:	No 16	Version:	V1
WP:	4	Last update:	02.11.2012
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Standard 1: Embedding directive 2003/59/EC into national VET systems

The implementation of directive 2003/59/EC is interconnected with and embedded into the national vocational education and training systems of the participating countries.

In the UK, National Occupational Standards (NOS) are developed by Sector Skills Councils on behalf of industry, and it represents the vocational training programme for almost all vocations in the UK.

With regard to the transport and logistics sector the development of NOS requires the engagement of employers and operators of all sizes and representatives from across all four nations; England, Wales, Scotland and Northern Ireland (although Scotland has its own Standards that are similar to NOS). The NOS provides the basis of qualifications and training programmes and are central to decisions around the public funding made available to support skills development.

There are 14 units that make up the latest requirements for vocational training for driving a goods vehicle, and cover the skills and abilities that a driver would be expected to perform or deliver as part of the job of being a goods vehicle driver. These units have been developed following feedback from industry stakeholders and experts, and are directly linked with the basic requirements set out in Directive 2003.59. The units explain;

1. What a driver will be able to do on completion of the training
2. What a driver will know and understand following completion of the training

The Driver CPC specification has already been mapped to NOS and is therefore embedded in the qualification framework. It is anticipated that any future amendments made to the specification of the Directive will be incorporated into the NOS training requirement (although this will be subject to industry consultation).

Standard 2: Entry requirements

Professional driving is perceived as an occupation that requires certain life abilities and affinities before entering into initial training for professional drivers and therefore before entering into the profession as such. It is therefore considered as an occupation that cannot be performed by anybody.

There are many challenges with regard to the recruitment of younger people into the role of a professional truck driver. For many years the occupation has had a reasonably poor public image, confounded by the perceived long working hours, the solitude of a long distance job, the pay structure and the competition from other

industries.

A career in transport and logistics is rarely discussed during school careers advice, and until there is widespread recognition of the importance that the industry plays in overall UK GDP it will always struggle to appear 'on the radar'.

Although a number of truck manufacturers are very active in identifying good young drivers through competitions and schemes it is usually confined to the European market as opposed to the UK, and so the possibilities are limited.

Campaigns aimed solely at young UK drivers are also rare, and while the UK government once have a scheme designed to promote the job of a truck driver it had limited success, and certainly not enough to warrant further investment.

The UK transport and logistics industry typically recruits young drivers through company promotion, with individuals starting off as a warehouse worker, moving into the position of a fork-lift truck operative or similar and eventually into truck driving (although this is usually limited to 7.5 tonne rigid type vehicles). However, companies are very quick to invest in young talent and can often see the bigger picture, so training costs are often borne entirely by the employer. This approach means that companies can tailor an individual's training programme according to what they need or the type of work that the company undertakes, which in turn provides the trainee with a particular set of skills. This usually helps the company to achieve a better driver retention rate, although it limits the transferable skills of the individual should they seek to further their career with another company.

While apprenticeships are proving more popular in the UK, the transport and logistics sector faces a problem in that the subsidised funds for training are currently only available to those between 16-18 years old. As a driver can only start driving a truck professionally from the age of 18, it means that apprenticeship funding is only really available for one year, although the industry is currently trying to influence the body responsible for apprenticeships (National Apprenticeships Service – NAS) to allow for a change to the funded age range, ideally to make it between 18-20 years old. This change could dramatically increase the opportunity for young UK drivers to start a career in transport and logistics and certainly help to address the aging workforce, which of course is a problem right across Europe.

In any case a career in truck driving will always rely on the mindset of the young person, because ultimately a certain life attitude is critical to performing a job well and to remaining safe on the road. While training can arm an individual with excellent skills, knowledge and understanding, unless the mind is right and the individual can demonstrate a certain maturity then the possibilities will always be limited.

Standard 3: Training design and choice of methods within initial qualification and periodic training

Choice of training design and methods within professional driver training reflect all kind of learning outcomes related to the training, the specific needs of the target group and the needs of heterogeneous groups. They incorporate a high level of practical relevance and reflect the state of the art of training possibilities for professional drivers.

The most effective and popular type of driver training environment in the UK is still classroom-based. PowerPoint format with notes and guidance is also the most popular way of presenting training material, mainly due to the commonality of the programme and the widespread recognition and experience that most trainers have with it. Training is changing though; the use of audio / visual references, interaction, non-formal tests etc. are being adopted by many training providers, as they recognise that a static training programme will not be as affective as something that involves the drivers. This approach is particularly important for periodic training, as 7 hours can be

a long time for a driver to take on and process new information.

However, many companies are now starting to recognise the benefits of e-learning and it's an area that's expanding rapidly. The flexibility that it can offer, particularly to drivers who spend long periods away from their base, is clear. What's not so clear is how measurable the training can be and how well the training meets with its objective, but this is something that would have to be explored during development of any e-learning programme. The platform for this type of learning is also flexible and with considerable opportunities, as it can be delivered using tablet computers, smart phones, laptops or even through secure networks on a public computer.

Practical learning will always be essential though. While the use of simulators, whether it be low, mid or high end), is low in the UK, the use of trucks for training on private roads and skidpans continues to be popular. It is clear that drivers are more comfortable in this environment, but of course there are limitations on what they might learn. It is, however, a perfect way of teaching about fuel efficiency and defensive driving, which is difficult to replicate in any other environment.

Standard 4: Requirements on trainers

Training for professional drivers is implemented by well qualified and accredited trainers that possess the necessary professional abilities in terms of expert knowledge, skills and competences within the subject they teach and the necessary pedagogical knowledge, skills and competences in order to implement high quality training for professional drivers.

The standard of training provided to those undertaking their driving licence C category exam is consistent across the UK because it is governed and managed by the DVLA (Driver and Vehicle Licensing Agency). A driver who is outside of the 'acquired rights' to drive heavy goods vehicles must take a training course that includes a theoretical test (hazard perception), multiple choice exam and a practical driving test.

The examiner is a highly experienced individual who is required to have taken the LGV instructor course and an internal course designed by DVLA, developed with input from the industry. There is a consistent approach to the quality of the examiners, although as with every expert it relies on their ability to impart their knowledge and to deliver clear, concise training to the students, which is something that's very difficult to teach.

The initial test stipulated in the Directive 2003/59 mirrors the requirements that an individual must meet in order to pass the C driving licence exam, which was a deliberate move in order to make the process easier and to remove much of the red tape. This is also part of the reason that the UK chose the test only option for initial training.

The evaluation and assessment of trainers, the training course and the training centre with regard to periodic training is now well established, with the responsible body (JAUPT) undertaking regular assessments on all aspects of the training.

However, the market is saturated and the quality of the trainers is sometimes questionable. The UK has somewhere in the region of 1500 approved training centres with over 2500 courses available. This has inevitably led to questions over the standard of training being delivered, and there are a number of cases where training is being delivered in non-approved locations (including pubs and village halls) by trainers who charge as little as £30 per driver for a 7 hour course.

The vast majority of approved trainers are experienced professionals delivering good quality periodic training, but there is no required qualification to deliver training other than the assessment that is delivered by JAUPT.

Standard 5: Assessment & validation in initial qualification and periodic training

Assessment & validation of initial qualification and periodic training are oriented on learning outcomes, and allow the assessment of learning outcomes achieved within initial training / qualification or elsewhere.

Both initial and periodic training include an element of a learning-based assessment, and the way in which the training is delivered tends to define how detailed the assessment can be.

Unless results can be fully understood there will also be a limit on the effectiveness of the training, although in the UK this is only relevant to periodic training due to the test only option being chosen for initial training.

There are effectively two types of assessment with regard to periodic training;

- The assessment of the course trainer, the course content, centre and materials used (by JAUPT) once a year to ensure quality and consistency.
- Feedback gathered from delegates at the end of the course.

The assessment delivered by JAUPT focuses on the quality of the course material and is independently assessed by experienced training instructors. An audit is also carried out on-site to ensure suitability of the venue and the standard of training instructors being used.

The feedback process at the end of the training is normally documented and examined, and is driven by the training provider. This provides vital information about the perception of the training received and allows for alterations or fine-tuning thereafter. It also demonstrates to JAUPT that the company is committed to identifying any areas for improvement where needed.

Standard 6: Recognition of non-/informal learning

In- and non-formal learning is equally accepted and recognised as form of learning within initial and continuous/ periodic training for professional drivers that lead to the same certificates/ proofs as those acquired within formal learning environments.

The UK has a flexible training system with regard to the Directive 2003/59, and as such the ability to deliver training in a variety of situations has made for an inclusive and easy to manage system.

As part of the requirement under the approvals process, every training centre must provide the driver with a certificate of attendance on completion of a training programme, whether it is in a formal or informal training environment. The provider is also required to submit the details on the DSA (Driver Standards Agency) database on completion of the training course, which is accessible to enforcement authorities and transport companies alike.

The advent of e-learning may create some issues with maintaining and recording training information, but this will become apparent as e-learning becomes more widespread.

A number of companies have set up their own approved training centre specifically to deliver periodic training to other, smaller companies in the immediate area. This has created something of a driver CPC community, whereby issues and ideas are discussed between companies and solutions are developed much quicker.

Standard 7: Adapting content and training approaches to changing skills needs

Vocational education and training for professional drivers is responsive to changing skill needs and can be adapted without losing relevance, transparency and comparability of the driver CPC in Europe.

Vocational education and training for professional drivers in the UK has changed significantly in recent times, with more interactive and engaging ways of delivering training courses and programmes. However, not all drivers are receptive to change, and many still favour a traditional learning method based on group participation in a classroom environment, although this typically depends on a number of factors, including age, experience and mindset.

Subjects including fuel efficiency and defensive driving are popular among UK companies, and more experienced drivers occasionally struggle to change their driving behaviour to adapt to their newly acquired knowledge through training.

It is, of course, essential to match training with the age profile of the driver, in order to understand the existing skill level and to bespoke the training in order to impart as much knowledge as possible. The average age of a driver in the UK is 55, and with the majority having worked in the industry for over 10 years, so the mindset is perhaps not as receptive to new ways of training as younger drivers.

In any case the Directive has brought about an opportunity to create new and innovative ideas for driver training, and companies have started to examine the possibilities with driving simulators and other training aids, which not only makes use of new technologies but also provides a more interesting platform for the driver.

Standard 8: Quality assurance (in periodic and initial training)

Quality assurance systems and measures are put in place for the implementation of professional driver training in the framework of directive 2003/59/EC. Quality assurance is primarily based on pedagogical considerations in order to ensure a high pedagogical quality within professional driver training.

There is a strict system of quality assurance in the UK, with a dedicated organisation (JAUPT) responsible for monitoring and maintaining standards, delivering regular audits and assessments and imposing sanctions on training providers.

JAUPT work to a standard that has been developed with industry input, which requires a number of criteria to be met and that every training provider is assessed once a year. The provider is required to submit their training material for approval, while an annual audit takes place onsite to ensure that the centre is fit for purpose and that the trainers are suitably experienced individuals.

For further information on the project please consult:

www.project-profdrv.eu

For further information on the paper please contact:

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