



National implementation scenario of ICT-DRV quality indicators for: Spain

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Indicator 1: A supporting and regulating legal and organizational framework

Legal regulations as well as the organization of work provide the necessary framework for the implementation and, if applicable, recognition of CBT and SBT. This applies especially to the legal framework provided in the context of EC directive 2003/59 and, if necessary, further legal regulations having influence on the implementation of such training alongside regular work as a professional driver. Besides legal aspects also the work organization provides the learner with the necessary time and framework to participate in CBT/SBT and with the necessary support to transfer newly gained abilities into practical work.

In the Spanish context and the Spanish legislation to which reference will do us is the RD1032 / 2007 of 20 July on the application of Directive 2003/59 within the Spanish territory is regulated.

It should provide that in Spain, competences regarding the formation depend directly on the Ministry of Education. But also in this case, we added to the previous legislation RD772 / 1997 to the General rulebooks drivers and subsequent Law 17/2005, which allowed the vial sensitization.

Therefore, everything related to road rules, sensitization, courses, obtaining licenses, so far has depended on the Ministry of Interior and General Directorate of Traffic.

In our country, the application of the rules RD 2003/59 and 1032/2007 of 20 July based solely on obtaining the CAP, Certificate of Professional Competence, establishing the criteria for obtaining temporary, license type's users to develop their work. Furthermore, within these courses, some reminder of the formation acquired earlier when they obtained their licenses, the Spanish law specifies the number of hours, theoretical and practical, in which, new drivers must pass for obtaining their licenses.

On the other hand, in the RD 1032/2007 of 20 July, only to be specified as class theories, practices and how they should be further training centers in which future drivers get their CAP.

But on the other hand, in the Spanish territory, we have the possibility of another type of training, reporting directly to the Ministry of Education. This training is aimed not obtaining driving licenses and CAP, but obtaining qualifications, certified, approved. Some of them are taught Higher Grade Modules from the Open University (UNED), other official schools taught by Professional Training and other courses offered by private companies, which aims to maintain a worker trained and updated.

Scenario

Therefore in the Spanish territory have two aspects, one that marks the General Directorate of Traffic and the Ministry for obtaining the CAP of those drivers for their driving licenses and development of your work that continuous training is necessary. On the other hand the Regulated Training, Certified, under the Ministry of Education and training plans for Universities, Vocational Training Schools. To which must be added also, that private companies within their training courses for workers in the context of prevention of occupational hazards, conduct training courses and recycling knowledge with the aim of maintaining a quality job.

In the Spanish case and analyzing our law, the RD 1032/2007 regulates the obtaining of the CAP, in its Annex IV, Mechanical and content of the training, said:

*“ In courses for obtaining the qualification starting at its regular mode, each student you must perform at least 20 hours individually in a vehicle of the relevant category. Each driver may drive eight hours maximum 20 hours of individual driving on land **special or high-level simulator to evaluate the training in rational driving based on standards** safety, particularly with regard to vehicle control depending on the different states of the roadway and their variations with respect weather conditions and time of day or night. For drivers who are holders of the certificate qualification of certifying the initial qualification ordinary for freight and wish to obtain the corresponding rating, or vice versa, the duration of the new initial qualification must be 70 hours, of which five will be individual driving. When the mode of obtaining the qualification Initial be accelerated, each student must carry out at the terms set forth above, at least 10 hours individual driving, of which up 4 may be made on special terrain or in a high level simulator to assess training in rational driving based on safety regulations, particularly with regard to vehicle control according to different road conditions as well as they change with atmospheric conditions and the time of day or night. For drivers who were certificates of certifying professional competence qualification accelerated for the initial transport of Goods and wish to obtain the rating or vice versa, accelerated initial qualification will last 35 hours, including 2 hours and 30 minutes will intended for individual driving. When driving individually, the student must I found in all cases accompanied by an instructor from the center. **The training courses will also include a practical part, which may be given whole or partly in high-level simulators**”*

Then our law in any case provides guidelines for the use of simulators for getting the CAP, which is the only requirement that is needed for professional drivers exercising their profession, but the law does not specify anything regarding the use platforms e-learning. Obviously, it is necessary given the short time that workers in the sector have, that the law could be changed, and that the possibility of the use of this type of training is included. At least for obtaining the CAP, as for other training, accredited higher or vocational training if they exist. But in driving schools, training schools, unions, and schools that are officially in schools in which in Spain is taught the CAP, all courses so far, are taught in person. Then it would be necessary that the law also included the possibility of the use of e-learning platforms.

Indicator 2: Comprehensive information and counselling

There are information and counselling measures put in place in order to:

- *inform end-users and decision-makers objectively about CBT and SBT,*
- *enable learners, employers and competent-bodies to decide if a CBT/SBT offer meets their requirements,*
- *enable learners and employers to decide if a the training format CBT/SBT is suitable for an individual learner and/or for a certain learning need,*
- *select and adapt courses to individual training needs of a learner and/or a company and*
- *provide learners and contact persons in their company with the necessary guidance and facilitation before, during and after the course attendance/ implementation.*

Within this scope, the Spanish legislation, on the application of RD 1032/2007 of 20 July, in relation to the obtaining of the CAP, speaking specifically of theoretical and practical sessions, never e-learning.

As in Spain, obtaining the CAP, is an issue that only affects the professional worker, and this is achieved through driving schools, unions, federations of transport, is the Ministerial Transport who provides the information through campaigns, demanding what are the changes compared to the new criteria, and necessary for obtaining the CAP. Establishing time. The law determines which in any case are the characteristics and minimum criteria must possess the institution providing such courses for obtaining the CAP. But what the social partners, along with permitted deliver such courses is adaptation through demand. Trade associations, trade unions and academies, seeking to expand their schedules and offerings to ensure a good influx of students.

However, there are no organizations that track. Or that allow students or employers decide whether an offer CBT / SBT meets the requirements, because everything is based on supply and demand.

Scenario

It would be necessary in our country that since the time available sector workers is very limited both employers adjust their schedules and enable workers better opportunities for their CAP.

Since unions, federations of transport and schools, as tele in obtaining the CAP does not exist in our country, seeking to adapt schedules on weekends, and alternative schedules since it is the only way in which workers can perform the theoretical and practical hours required by law.

By federations, schools, and associations of which many workers are affiliated, have knowledge through the websites of their organizations where such courses are offered, allowing in any case the worker chooses a dates or other, and locate in that place, academia or union training is delivered.

Then the criterion of academies and federations, for the organization of the course depends on demand. But if it is a reality that times are not appropriate, nor workers may allow modification. However, the CAP is required, and without it you cannot work as a professional driver.

On the other hand tracking CAP courses, to be taught by the Tripartite Foundation is performed through this, conducting site visits and conducting surveys among students to see the degree of satisfaction of the course.

Indicator 3: Specifically trained trainers and tutors

Trainers/ tutors facilitating technology-based training are – besides regular training for trainers and in professional topics – trained in a number of additional abilities that are based on the characteristics of the technology they are working with in its learning context. This includes among others specialized training:

- *for simulator trainers in the characteristics of learning with the simulator/ simulation, individual and group coaching and debriefing, the design and selection of scenarios and the operation and application of the simulator, its various features and additional tools and*
- *for e-learning tutors in the characteristics of distance learning, e-tutoring, learner motivation and instruction, e-communication and coaching as well as interviewing and feedback techniques.*

The formation of the tutors in all cases, both those teaching the CAP certifications by the driving schools, such as academies, or any approved center must be regulated.

The Spanish law in these cases is very clear, setting criteria in both schools and training centers as tutors and trainers.

From such that the first disposal of the RD 1032/007 and application of Directive 2003/59 says:

First additional provision. Training of trainers.

In view of the experience gained in applying This royal decree, the Minister of Public Works may require that teachers imparting training courses initial or have a particular qualification or specific training, where it seems advisable in order to achieve a sufficient level of quality. To this end, the Minister of Public Works may regulate specific criteria or training for all part of teachers and trainers who will teach courses regulated in this Royal Decree, owing in this course bring the contents and characteristics of training courses to be followed and the centers providing such training.

So that those teachers using new techniques, simulators and tools should know and be specialized use them. Moreover, since any learning platform in Spain, it is a requirement without which this teacher could not teach class.

Scenario

Then in all cases, in those where classes are taught certification for drivers, as well as advanced degrees and half are required to possess the necessary training, working with the tools in which they are specialists. Furthermore, the Act also requires them to perform specific courses called "Trainer of Trainers", since such training allows the expansion of knowledge are being added as new technologies, tools and training methods.

In Spain, the obtaining of the CAP is an essential requirement, since it is not obtained to improve the professionalism and skill of the driver, but it is a simple driving license, without which the professional driver cannot obtain their profession. Therefore, driving school teachers trained to teach the CAP, adapt your training to teach the course, comply with the requirements of this specific law and give that theoretical and practical part.

Obviously be necessary in those centers where courses are taught CAP, and possess high level simulators, as specified by law, teachers were properly trained to use it.

However far SMC aware, obtaining the CAP, only applies to the academies, unions and driving schools. And very few of them have high-level simulators, basing its high theoretical classes and onsite.

It would be desirable that the law while allowing tele, is tracked and made continuous recycling of working tools were required, training the trainers in the development and expansion of training in learning platforms. Because it would allow a formation of teacher quality and much more adapted.

We know that the trainers are tracks by the Tripartite Foundation through periodic inspections, into account and exchange of information for students. So they must adapt to the changes that the legislation requires them. But we must always understand that these trainers are teachers of driving schools that teach such courses through academies, unions and associations of carriers.

Indicator 4: Application of the learning outcomes approach

The learning outcomes approach with its implications on the quality of training is applied on SBT and CBT. SBT and CBT courses are described in terms of learning outcomes (knowledge, skills and competences) associated with a course, learning environments are adequate to achieve those learning outcomes and, if applicable, assessment takes all kinds of learning outcomes into account and applies appropriate assessment measures.

Furthermore the application of the learning outcomes approach allows the recognition of prior/ non- and informal learning and the recognition of learning outcomes acquired within those CBT/SBT courses in the framework of other (formal) learning outcomes based vocational education and training courses/ certificates.

The direct application of the realization of the courses is not obtaining the Certification CAP, but the acquisition of skills necessary for the proper conduct of its activities in the workplace, as this is not possible the passing these tests, both written and practical, in no case could obtain such Certification and never could carry on the business.

In the Spanish case, we have a handicap that affects the application of the SBT and CBT. These courses could have a direct application, and approach learning outcomes, if we understand that two ways we could obtain professional qualifications CPC as professional driver within vocational training.

As mentioned above, the CAP is a course that is attached at the time of obtaining a driver's license for heavy vehicles. Then, the law requires the realization of a few hours. For the realization of long training course of 280 hours, to which must be added the theoretical exam, given the difficulty and times of course, makes future workers in the sector have a very limited time. Our state law, in all cases states that the courses should be taught in approved centers for it, but we believe that the student's availability during those 280 hours, would make it very difficult to track the course.

Therefore it would be desirable; that our future workers in the sector have knowledge some certain tools, because if it was possible to adapt the law, or modify our sector workers, would have the opportunity to study part of the theory from learning platforms.

The fact that our students have access to certain platforms, would allow us to monitor which are their weaknesses, their skills, and where we might direct their training, aimed in any case to obtain a quality education and a well-trained professional.

To this day, in schools Training Vocational, in Spain, if we can know what the gaps, skills, and we could adapt the means to situations and environments, since each region has its quirks, but obtaining the CAP is different, since it is similar to obtaining a driver's license where driving schools, academies and centers approved in each autonomous community, do not take into account previous training of future professional drivers.

However, you should consider getting a trace associated with the courses, the application of matter, adapt to the level of students since according to age and training, they may have better or worse learning difficulty.

A previous survey to students, to see that after training, knowledge and skills have, would allow better tailor how to approach the course, and in any case would allow better guide the student towards the possibility of acquiring these skills.

Scenario

As we have mentioned several times in the schools of vocational training, subjects adapt to the legislation, and tools as society evolves and technology, as we talk about schools in which the themes, subjects and training are long and students acquire an intermediate title or degree and a profession. Because are students and will be our future professionals. But drivers who want to get the CAP, because they actually are professionally involved in the transport, so they are workers, some of them without prior training.

Therefore we consider that it would be essential prior knowledge of students, in both cases, both in vocational schools, as well as centers for obtaining the CAP, for the adaptation of the material under training levels, with the to obtain a better learning outcome.

Unfortunately, only the pre-university entrance exams let you know that. For getting the CAP, is not required, although desirable.

In our country we know that adapt to ongoing changes in the law and adapt texts, tools under the students, but there is no prior review that allows us to find out how we can adapt this learning to get better results and better skills.

Indicator 5: Provision of an added value to the learning process

The application of computer- and simulator-based training has a clear added value for the learning process and/or the achievement of the aspired learning outcomes. Technology-based courses are therefore exclusively offered for the achievement of learning outcomes that can clearly benefit from the application of such learning approaches and/or that can be equally be achieved through classical as well as through technology-based training approaches.

Since SMC UGT Spain believe that the technological adaptation, and monitoring progress, since the initial phases, namely that the application would allow the TCC and SBT r as a whole is being expected, and also we could improve.

We understand that the application of technology, adding subjects technological base, one would facilitate optimal results. Moreover, these tools would be fundamental. Primarily because it would facilitate access to all users from anywhere, while also would allow workers to have better trained sector.

Surveyed experts, designers of web pages, and learning platforms, told us that when a tool is well designed, attractive, students feel more motivated. And this motivation is critical in the early stages of learning, since it ensures a success in obtaining the skills we look for in a professional.

Therefore, the TCC and SBT are tools in itself, always useful as they are well oriented student to whom they are addressed, as they guarantee that the transportation professional, can obtain an accreditation with the guarantees it has cycled and has passed all tests.

Scenario

In our country, high-level simulators are a requirement in driving schools, or schools that impart the CAP, if you opt for that route. Then, the law specifies us if anything, we should be on the agenda in new technologies, in those schools, or schools accredited to teach the classes. Not just any simulator. But given their cost, not all driving schools, or schools can afford to possess such simulators and opt for traditional teaching.

In all cases, go for the adoption of learning platforms, or the use of high-level simulators, ensures a better quality of teaching.

Indicator 6: **Sound and thorough instructional and technological interface design**

The design of CBT and SBT is based on instructional design considerations taking into account the aspired learning outcomes and the needs and characteristics of the learner. This leads to the development of learning environments providing best conditions to stimulate and facilitate learning. Pedagogy drives the choice of instructional technology, not the other way around.

Respondents experts, specialists in the manufacture of learning platforms, told us that it was essential for the development of certain modules that multimedia tools are used, and of course that these were attractive learning platforms. To the extent that distance education or e-learning has the handicap that must maintain constant attention of the student, and understanding that on the other hand, there are courses that are performed by workers in the sector, some without training top and our experts told us it was important to create learning platforms, easy, accessible, attractive.

Scenario

In our country, these tools are already being used in the realization of Advanced Modules of distance education. Some of them also taught by the Centre for Social Training, IFES. In the Centre countless courses offered by e-learning are developed. However, in the last proposal offered us IFES, for obtaining the CAP, it has been possible only in person, since the practical part, it is necessary to do in the classroom.

The continuous changes in our society makes new learning needs are being investigated, and adapt tools. Therefore, in our country, these tools are being adapted in those places that are demanded.

Obviously depends on the costs. The driving-schools for obtaining the CAP are adapting their technologies.

In our country, we find regions whose population is more aged and costs some changes, while other, more modern and youth are up to date in terms of technology.

Since SMC UGT SPAIN, we consider the application of technology should be directed to the student's needs, vocational guidance, since final will serve to maintain an optimal level of education and professionalism in their future career. And also consider that since they are fundamental in learning,

should of course be adapted, and authorities, businesses, schools should receive support to allow them to adapt their facilities, improve them.

In our country are being adapted to new technologies for obtaining the CAP, even though the law does not specify the type. Then a continuous renewal of tools and innovation to ensure the success of the training is necessary.

Maybe the problem you have in the teaching of CAP remains traditional and face and not by e-learnings, and the cost of simulators is high.

But in any case, experts in e-learnings indicated us the need to adapt learning platforms to groups and sectors who are targeted, and in the case of the transport sector need to understand that it is a group formation, with a level studies and a limited time. And the CBT / SBT must adapt to their characteristics, for being more attractive.

Indicator 7: Continuous evaluation and further development of CBT/SBT courses

CBT/SBT courses are continuous subject for review, change, improvement and further development in order to adapt to changing needs and requirements and to the state-of-the-art of educational technology. Learning is the leading factor within all evaluation and development efforts.

In our case, with respect to the information we have the Center for Social Studies IFES, the experts surveyed said Training Center, told us that it is essential the continuous evaluation of training platforms, or e-learnings, because these platforms must be continuously improved.

It is necessary that this tool is as easy, accessible and attractive, as we noted experts and for that, according to his own words, it is necessary to know what are the needs and concerns of students.

Which we understand that, as from the Social Training Center, there is a continuing evaluation, we understand that from approved training centers, and University Professional Training, continuous evaluation is constant.

Scenario

Since IFES, and experts, as we indicated at the end of the courses offered as e-learning, quality surveys conducted at the end of each module. In these surveys, questions are asked in order to check whether the tutor or teacher, is sufficient to impart knowledge of the subject, if access to the platform was adequate, or if the tools were useful. With all this, is to improve and evaluate student interactivity with the learning platform and the degree of involvement of students in the course.

With this, the survey, which is also mandatory character, but anonymous, can incorporate many improvements as are necessary to give students quality training.

From the Unions, we would like the Spanish companies feel compelled to training and specialization of their drivers. Since in our country there is only the obligation of the CAP renewal every five years with a course of 35 hours. The Spanish legislation does not require transport companies take courses of professionalism, improved job or continuing training in the business, so the professional driver, just the appropriate license for the type of vehicle, and the renewal of its CAP , making the course as you will need and fulfilling the dictates of traffic law.

Therefore, we understand that the CBT / SBT tools would be needed, in driving schools, schools that teach the CAP, since as of today are the only centers in which there is the possibility of continuing training for drivers.

On the other hand, would be desirable obligation of these tools in the transport companies with a certain number of employees, since the continuous training of their workers should run the company. To this day in our country, obtaining the CAP or the renewal thereof is paid by the worker. And we believe that the training is necessary. And those companies provide such training. That trainers companies share their experiences with other territories to improve the quality of it. That these companies have in their trainers templates that train future workers. And that improvement projects and recycling are created, between the trainers under demand, to adapt to the labor market. As companies would have provided pointers knowledge workers and new tools and skills with which to work.

In this situation of constant improvement of business, would allow the trainers, would improve their tools and these were in continuous evaluation and improvement, since the exchange would allow all were adapted. Employers know the shortcomings of the students, through coaches, will allow knowing where they could improve their tools.

Unfortunately, that does not exist in our country in any transport company.

Indicator 8: **Research, sharing and networking on the realization of SBT and CBT**

The implementation of SBT and CBT requires a continuous dialogue and close cooperation between education providers, developers of CBT and simulators as well as researchers, therefore, continuous sharing, networking and joined research activities are taking place in order to further work on the improvement of SBT and CBT.

In the Spanish case, from the universities or centers of Vocational Training, the implantation of simulators is not very developed. In e-learning platforms, we know that there is exchange of training, information, forums, at least from the example of IFES. However experts surveyed indicated us that we would be essential the use of such simulators too, and can share this experience with the rest of Formation's Center.

On the other hand, we don't know if there is exchange of information or experiences between Vocational Training centers in Spain, and other Formation's Centers in Europe, in order to improve and provide best quality among the drivers, but experts told us to share information and experiences, would allow in any case, meet situations similar in different places.

Scenario

Referring to the RD 1032/2007, we show that we really that such exchange of information and experience needed.

However, from IFES, if we know that continuous exchange, networking and group chats, forums and information exchange. Obviously these experiences of IFES Platforms are not only courses of the transport sector.

Experts in logistics told us that it was an essential tool to keep in mind, because the continuous

exchange and work the network, allows formation of quality companies to provide their needs, and that workers in the transport sector have more opportunities for access to quality jobs.

In our context, it would be necessary that our transport companies as they are forced to give its workers training in prevention of occupational hazards should provide the training specified in transport.

As already stated in the previous cases, in the Spanish case, the transport companies are not required to train their workers in transport.

Therefore, the only way in which they could implement the SBT y TCC, serious if companies help providing time for training of workers, aid tools, establishing a direct relationship between schools and driving schools, since ultimately they, academies, driving schools are training their future drivers, establishing a network of approved centers nationwide to provide data, experiences that enable continuous research and improvement.

But for that we should improve the legislation on transport in Spain.