

Quality indicators and technology-supported training for prof. drivers

Claudia Ball, 12 December 2014, Brussels (BE)



Thematic overview

The **Learning Outcomes approach** within European Vocational Education and Training, its rationales, overall concept and consequences

Quality requirements on training resulting from the learning outcomes approach

Learning outcomes orientation in practice on the example of a distance learning course on load security for professional drivers



The Learning Outcomes Approach

Why learning outcomes as basis for comparison?

Same length and/or same content of study do not necessarily lead to the same learning result.

Input parameters are no useful tool to compare qualifications across Europe because input parameters differ too widely and lead to very different results.

It is **NOT possible to standardise/ harmonise as many input parameters** as necessary for reaching a common level of learners abilities.

Currently **directive 2003/59/EC cannot lead to a real common level** of professional driver qualification in Europe due to its input orientation and the very heterogeneous implementation in the member states.

That's why the driver CPC leads to a **very heterogeneous landscape of qualifications and levels of drivers abilities** reached with them!



Learning outcomes as basis for comparison

The **European Qualifications Framework** with its learning outcomes approach and its 8-level structure has been launched in 2008 in order to make qualifications comparable across Europe.



It uses **learning outcomes descriptor based on practical work processes/ tasks** in order to make qualifications transparent and comparable across Europe, those are :



BUT: This requires a fundamental **shift in thinking/perspective** and an **increase of training and teaching quality!**

„Learning outcomes means statements of what a learner knows, understands and is able to do on completion of [any kind of] learning process, which are defined in terms of knowledge, skills and competence.“

BENEFIT: Working based on learning outcomes can lead to an **increase in quality of the training** if applied properly!

The learning outcomes approach in practice

Shifting profiles/standards from input to output/-come orientation:

Directive 2003/59/EC	EQF/ learning outcomes based profile (ProfDRV profile)		
	knowledge	skills	competence
<p>2.1 Objective: to know the social environment of road transport and the rules governing it:</p> <p>maximum working periods specific to the transport industry; principles, application and consequences of Regulations (EEC) No 3820/85 and (EEC) No 3821/85; penalties for failure to use, improper use of and tampering with the tachograph; ...</p>	<p>4.2 Planning of and compliance with driving time and rest periods based on relevant legal regulations and on the specifications of the transport order</p> <p>The professional driver knows:</p> <ul style="list-style-type: none"> • legal regulations for driving times and rest periods • ... 	<p>The professional driver can:</p> <ul style="list-style-type: none"> • practically apply legal regulations for driving times and rest periods • manage time • ... 	<p>... He/ She considers the legal requirements on driving times and rest periods, ... He/ She applies the relevant legal regulations ... consequently. He/ She decides under special consideration of her/ his responsibility within road traffic and shows a professional behaviour as well as integrity.</p> <p>...</p>



www.project-profdrv.eu

Quality requirements resulting from the LO-approach

Consequences for teaching and training praxis

The way (duration/ hours, training approach, etc.) **how learning takes place plays no role** within the learning outcomes approach.

Learning outcomes can be acquired **formally, informally or non-formally**, through any kind of training such as class-room based training, learning at the workplace, e-learning, etc.

⇒ only the outcomes matter.

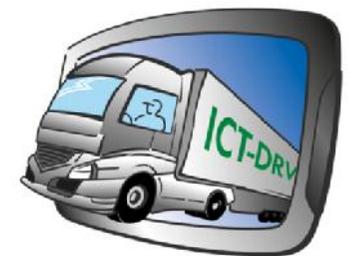
BUT: In the framework of (non-) formal training this has major **influences on**

- ⇒ the necessary **quality** of training(see projects such as www.project-ictdrv.eu or www.euVETsupport.eu),
- ⇒ the choice of **training approach** and methods as well as
- ⇒ **assessment** praxis in order to reach/assess the required learning outcomes especially skills and competence.

(Those are among others reflected in the **ProfDRV quality standards** and the **ICT-DRV quality indicators**.)

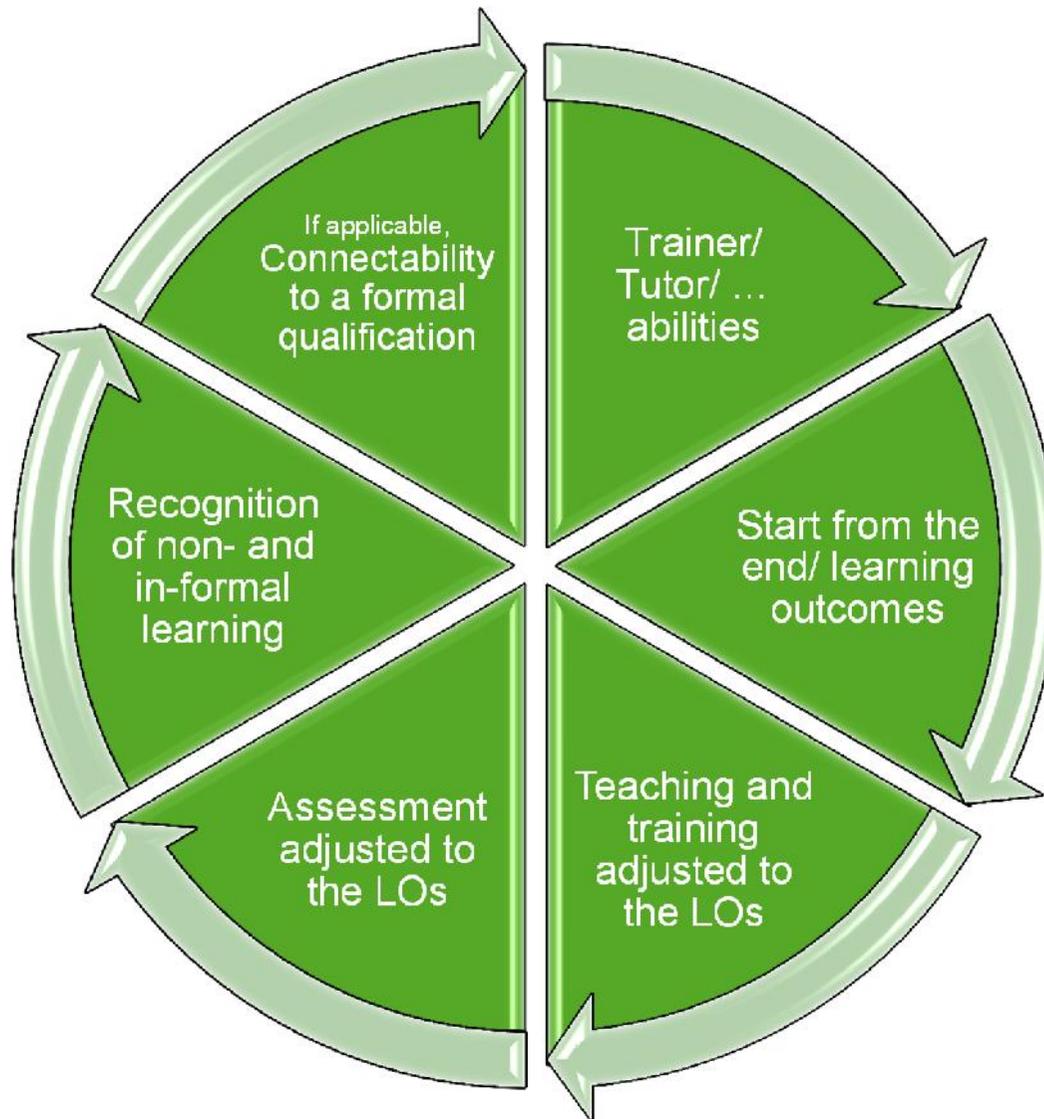
EU VET SUPPORT

www.euVETsupport.eu



www.project-ictdrv.eu

Requirements of the LO approach on VET

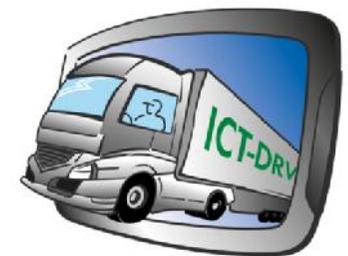
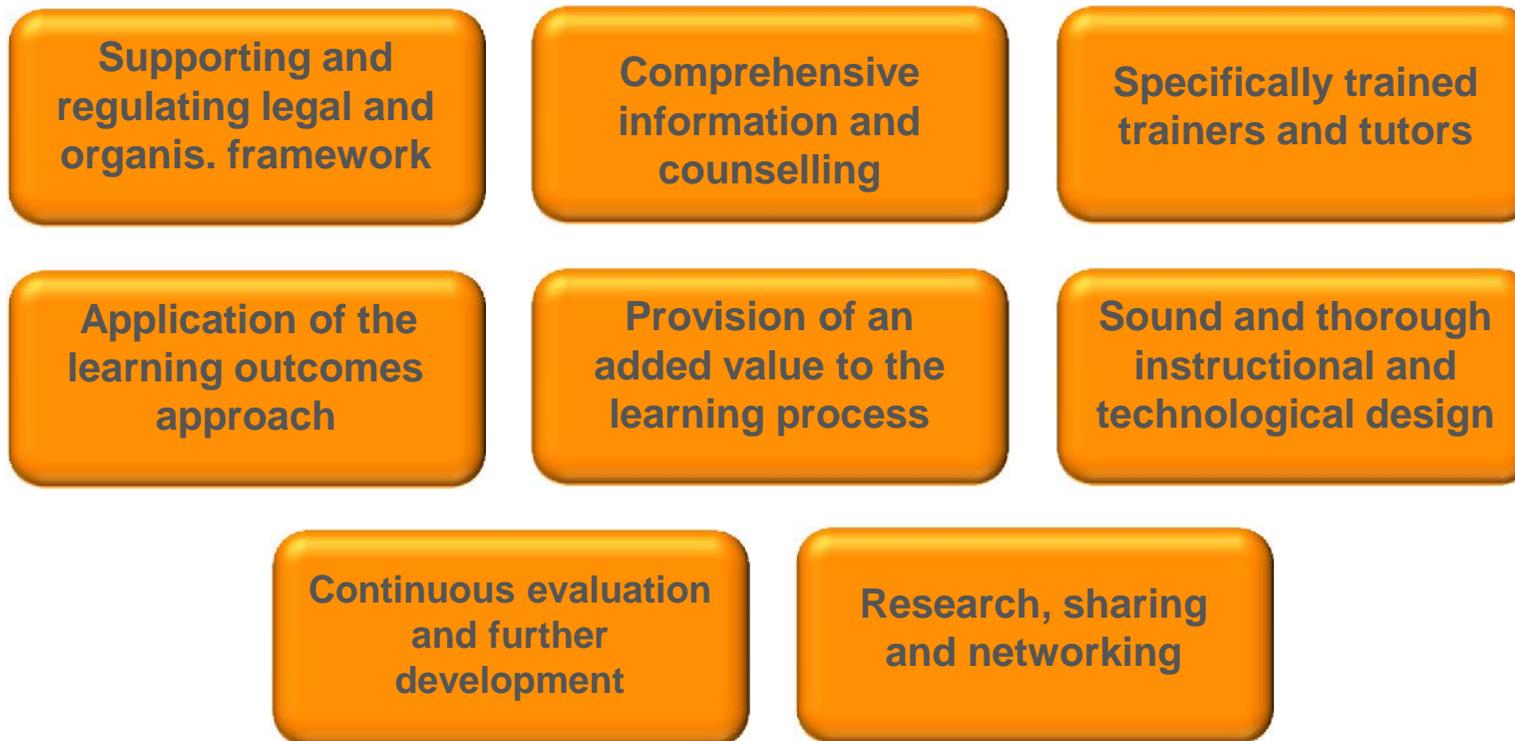


ProfDRV quality standards on professional driver qualification



www.project-profdrv.eu

ICT-DRV quality indicators on technology-supported training



www.project-icdrv.eu



Learning Outcomes orientation in practice