



## 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](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](http://Stagemarkt.nl). Students and schools can use this web register to look for availability of work placements within accredited companies.

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For further information on the project please consult:

[www.project-profdrv.eu](http://www.project-profdrv.eu)

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