INCREASING OF VOCATIONAL COMPETENCES OF COMMERCIAL VEHICLE DRIVERS PROJECT
2019-1-TR01-KA202-074813

IO4- TRAINING PLAN

May 2022

TRAINING PLAN

CONTENT

INTRODUCTION

The present training plan aims at guiding VET trainers in the implementation of the VOC "Increasing of Vocational Competences of Commercial Vehicle Drivers" training course. The VOC project was carried out by 7 partners organizations from Turkey, Italy, Spain, Germany and Switzerand. This document is addressed to trainers and provides them with guidelines for setting up a succssfull training course among commercial vehicle drivers. The outcomes consist of content and innovative methodolgies for teaching and learning in a form of on-line or blended learning provided through the OER platform. The training plan describes the back ground of the training course, the training methodologies to be applied, the interactive modules and the process used to create them.

The document also aims at illustrating the results of the validation activities developed with in the project. The validation was carried out by the target groups – trainers and drivers – in English language and in the partners national languages: Turkish, Italian, Spanish and German. Various feedback was collected throughout the period of the project in order to implement suggestions and changes to the training content and process, if needed.

The final section of the document is dedicated to instructions for trainers on how to create digital training materials, following step by step guidelines suggested by the VOC partnership.

SECTION 1- GENERAL INFORMATION

1.1.   ABOUT VOC OF DRIVERS PROJECT

The process of liberalization of international trade rapidly increasing in the recent years and the intensifying global competition necessitates the transfer of products and the production factors in the fastest and most cost-effective manner When transportation sector's role particularly in the transportation which is expected to increase it taken into account, it is quite important that the employed workforce accords to the process with regards to quality and that it supports the process. More than half of those who are working in the sector comprise of drivers.

In the EU countries, the transportation sector provides more than 10 million jobs in total, and make up 4,5% of the total employment. The EU mission aimed at rendering the growth in the transportation sector proportional to the economic growth is also included in the White Book of 2001. It also includes numerous provisions and suggestions related with the intracity public transportation and road safety.

In Turkey, driver trainings are legally given in a classroom through face-to-face education. The education centers can sometimes use certain digital education materials in order to assist the trainees. It is thought that in the digital era we're living in, where accessing and acquiring information has become so easy, it's essential to make use of these tools during the training of the drivers.

Training environments which they can easily access and benefit from should be very attractive for the drivers, especially considering that they are constantly on the move as required by their profession. In the application conducted under the authority of Ministry of National Education General Directorate for Private Education Institutions, which is one of the project partners, theoretical and practical evaluation examinations are carried out following the training for the driver qualification certification classified and named as SRC 1-2-3-4 certifications It is needed for the effectiveness and efficiency of these examinations to be increased both in terms of the trainees and also the Ministry of National Education and the digital based examination contents to be enriched.

Preparation of a professional standard, competence and training program for the commercial vehicle drivers throughout the EU, provision and evaluation of these trainings through novel training methods gives our project a transnational quality. Through our project, the general condition of the driver profession will be observed and compared in the EU and the partner countries, the developments will be transferred to the training programs, and by giving the new training methods a chance, the opportunity to access knowledge, training modules and materials for certain parts of the training as well as to develop themselves will be provided to the drivers, who, due to being mobile, have limited time to participate in the trainings on a regular basis. Also, the VET providers will have expanded their visions and covered a lot of ground towards providing more effective and efficient services through the new training-teaching methods.

The main parties of the topic of training of the commercial vehicle drivers in Turkey, Italy, Spain and Germany come together with this project collaborate in order to develop strategies at the international level.

In our project, the Turkish Drivers and Automobile Drivers' Federation (TŞOF) takes part as the coordinator organization of Turkey, and the partner organizations are MoNE (MEB)

General Directorate of Private Education Institutions, All Education Associations Federation (TÜMEDEF), CNA Associazione Provinciale di Pesaro e Urbino and Training 2000 psc PONS Seguridad Vial from Spain and IBF Internationales Bildungsund Fahrschulzentrum GmbH from Germany and University of Applied Sciences of Southern Switzerland (SUPSI) from Switzerland as an associate partner. Our project is also supported by the Swiss National Agency MOVETIA.

The target group of our project includes commercial vehicle owners (100), trainers who give driver Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices KA202 - Strategic Partnerships for vocational education and training FormId KA202-431D9CEF Deadline (Brussels Time) 21 Mar 2019 12:00:00 EN 4 / 119 trainings (70), employers (60), education center administrators (5) and public and social parties related with the sector (135).

At the end of the project activities;

• A report that addresses the evaluation of the legislation regulating the profession of the drivers employed in the road transportation sector in the project's partner countries, the definition of their profession, the professional standards and national qualifications, trainings, examinations and certifications, the training methods and materials used during the trainings, etc,

• An analysis study where the expectations of the drivers, driver trainers and the employers in the partner countries from the vocational training,

• An analysis study where the professional standards, national qualifications and the training programs related with the professions in the EU and the partner countries are compared and the differences between them are presented,

• A competence map, training methodology and training program for the professions related with the goods and passenger transportation, prepared in participation with all of the project partners in such a manner that will meet the needs of the parties in the sector,

• Training and examination infrastructure and materials prepared to be used in the pilot driver training based on the joint training program in question,

• Testing and reporting of the training methods and materials in all of the partner countries on the drivers and trainers and manuals that will provide guidance to the drivers and trainers will be prepared.

1.2. DEVELOPMENT OF THE METHODOLOGY

Especially, this project, which was created in order to create a standard practice for the development of professional competencies of drivers engaged in urban passenger transportation, basically seems to have achieved its purpose. In order for the VOCOFDRIVERS Project to be a successful project with applicable outputs at EU level, the following methodologies have been used.

Phase1- Project Management: A project group consisting of representatives of the project partners carried out the management and evaluation of the project throughout the project. The mail group created, regular Skype interviews, TPMs, reports on the evaluation of the project are the works done within this scope.

Phase 2- Current Situation Analysis and Reporting: First of all, national reports regarding the legal regulations regulating the profession of drivers employed in the road transport sector in partner countries, the definition of their profession, professional standards and national

qualifications, training, examination and certification, training methods used in trainings and digital training materials, etc. were prepared. Then, national reports were brought together and a comparative international report was prepared. This report also includes information on the training expectations of drivers engaged in urban passenger transport, trainers involved in driver training, and employers who employ drivers. For this, face-to-face interviews and online surveys were conducted for the target group in each partner country. The information obtained here has made a significant contribution to the creation of the qualification map and digital training materials.

Phase 3- Training Preparations: Occupational standards, national qualifications and training programs in the EU and partner countries were compared and differences were revealed. A competency map, training roadmap and training program for occupations related to passenger and freight transportation (taxi, minibus and public transport bus driver) was prepared with the participation of all project partners in a way to meet the needs of the parties in the sector. Again, with the participation of all partners, digital training and self-assessment materials were prepared in accordance with the EU and partner countries training standards to be used in pilot driver training, based on the aforementioned common training program. The prepared training roadmap, training methodology and digital materials were tested in the pilot trainings (for driver and driver trainers) organized within the framework of the project and the said materials were finalized within the framework of the feedback received.

Phase 4- Providing the Training: The training roadmap, training methodology and digital materials have been tested with the training studies conducted with the drivers and trainers in Turkey, Germany, Italy and Spain, which are the parties of the project. In this context:

Driver Training: A 2-day training program was organized in each country, attended by 30 drivers (10 people from each group, including taxi, minibus and bus) operating in urban passenger transportation. At the end of the training, an evaluation questionnaire was applied to the participants.

Driver Trainer Training: A 2-day training program has been organized in each country with the participation of 15 trainers who train drivers operating in urban passenger transportation. At the end of the training, an evaluation questionnaire was applied to the participants.

After the pilot trainings, national reports including evaluations on pilot trainings and then a joint report were prepared.

In addition, a guide on the use of the h5p Platform (H5P-Creat and Share Rich HTML5 Content and Applications) used in the preparation of digital materials has been included in the Training Plan document.

Phase 5- Publicity and Promotion: Some studies have been carried out for the promotion and dissemination of the project. In this context;

- The project logo has been created,

- The brochure of the project is prepared in 5 languages,

- Project website is prepared in 5 languages,

- 5 project news bulletins were prepared in 5 languages,

- Project activities and outputs were regularly shared with target groups and the public by partner organizations,

- In Turkey, a project closing meeting (attended by…. Persons) was held and briefing meetings (face to face / online) with the participation of 25 persons were held in other countries.

Phase 6- Monitoring Project Quality: A Project Quality Plan was prepared with the participation of all partners in order to monitor the implementation process of the project and the quality of its outputs. In the quality plan; The management, monitoring and evaluation of the project, financial records and reporting, documentation and filing, communication between partners, quality criteria, evaluation areas and procedures are included and in the annex, feedback and evaluation forms to be used during the project, questionnaire forms, internal reporting formats, etc. documents are included. During the project, these forms were used in studies and evaluated. The project process has been guided according to these evaluations.

1.2.1. IDENTIFYING THE TARGET GROUP

When we look at the results of the current situation analysis and training needs analysis study reports;

- Although there are some differences from country to country, it has been observed that the driver profession and the profiles of the drivers are similar. In particular, the qualifications, training and certification of bus / minibus drivers are regulated by some directives of the EU. The situation regarding the taxi driver varies from country to country. In order to become a taxi driver in the EU member states, which are the project partners, even if there is no education requirement, it is obligatory to pass an exam and have a certificate.
- The profession of driving is a profession that has a long history and is still preferred by men. In some countries, the number of female drivers is increasing.
- The average age of those who practice the profession is decreasing compared to the past (younger people are practicing the profession) and their education level increases.
- Most of the drivers are introduced to IT technologies (computers, smart mobile phones, tablets, etc.) and especially the young ones use it intensively.
- In all countries, the driving profession and education are regulated by certain rules. The contents of the training programs are close to each other.
- In the urban transportation sector, in addition to basic driver training, vocational training and certification, in-service training and advanced training courses are common.
- In all countries, face to face training methods are applied in driver training. In this process, digital education materials (presentations, videos, etc.) are also used. However, online studies and digital materials only support face-to-face training.
- Because the drivers are mobile, they cannot devote much time to face-to-face training. They stated that apart from basic education, they can also receive advanced and renewal training through distance education.
- The fact that new tools are technologically very advanced and they contain a lot of IT equipment supports the issue of distance education. Drivers have the opportunity to use these opportunities and improve themselves in some areas both while on the job and when they are free.

1.2.2. IDENTIFYING THE NEEDS

One of the main objectives of our project was to create effective and efficient training methods and materials that could be used more by the drivers in the target group without time and space limitations. Especially in our rapidly digitalizing world, the more widespread use of digital training methods and materials that will support face-to-face training, and the more use of these by the driver segment were among our goals of our project.

As a result of the training needs analysis study conducted within the framework of the project, the following general information was obtained, which is valid for all partner countries.

- Both groups of survey participants (drivers and trainers) consider the basic vocational training given sufficient in terms of content. Moreover, in some countries (such as Turkey) it is considered that the training given is more than enough.
- The most complained issue is that the training is mainly theoretical and there is little or no practical part. Driver candidates / drivers lean towards new methods and techniques that will attract more attention and increase their participation.
- For a better quality and effective education, they need the application of more flexible and new training methods and techniques (more interactive practices, case studies, etc.), more use of digital materials in education, and the development of trainers' qualifications.
- Especially practical training has been emphasized, and it has been seen as a good method to give this training by using digital materials and IT technologies (simulations).
- Regarding new training subjects (Question 9-10) that drivers need; they talked about new vehicle technologies, foreign languages, transportation of disabled people, documents related to passenger transport at EU level and communication information.
- The most important ones among the current training topics (Question 8) are; Rules of Passenger Transportation, Provision of Service-Documentation-Communication with Client and Customer Satisfaction, Basic Notions of Passenger Transport and General Legislation and Responsibilities of Drivers, Traffic Manners and First Aid.
- Drivers operating in touristic areas need more training on subjects that they can learn language education and human relations-communication skills, cultural awareness, etc.

The pandemic crisis in the world has increased the importance of online education and digital materials. The fact that this research coincided with such a crisis has revealed how important the subject of the Project is. Although the sector prefers face-to-face training with all the sector drivers and training staff, the sector also agrees that the training should be supported with more digital materials and online applications.

1.3. SUSTAINABILITY

The sustainability of the project outputs will be the success of our project. Partners on the Turkish side constitute three important pillars of the industry. MEB ÖÖKGM is the institution responsible for the training of drivers engaged in commercial passenger and freight transport, and will be able to play an active role in injecting the experience gained in this project and the competence map and training contents developed into the system. Again, TÜMEDEF will be able to disseminate the project outputs through the affiliated training centres and organize the use of the developed materials. TŞOF will encourage its affiliated members in this direction, and the support of sector organizations to each other will increase. Project outputs will contribute to harmonization with the relevant directives (2003/59, 2006/126 / EC, 2012/36 / EU, 2014/85 / EU) within the scope of harmonization with the EU.

Since partners in other countries are directly related to the sector, it will be easier for them to share the project outputs with the target groups.

In addition, with the h5p platform user manual to be included in this booklet prepared within the framework of the project, a continuous support will be provided to the trainers in the sector in developing digital interactive materials.

<center>**SECTION 2- TRAINING METHODOLOGY**</center>

2.1 INTRODUCTION

Directive 2003/59 of the EU is related to the driving activity and explains the necessary conditions for drivers with C and D type licenses. At the same time, this Directive has regulated the initial competencies and periodic training requirements that drivers must have in order to carry out road freight and passenger transport. There are three main headings in the Directive: implementation of regulations, health, road and environmental safety, service and logistics. The initial prerequisites are valid for all new drivers, and the 5-year training requirement is valid for those who perform the driving profession.

According to the said Directive;

- 280 hours of training (20 hours of practice) for mandatory initial qualifications,

- 140 hours of training (including 10 hours Practice) for accelerated initial qualifications and

- A minimum of 35 hours of compulsory periodic training every 5 years

are required.

The acquisition of compulsory initial qualifications can be in the form of education followed by an examination (written and oral), or by taking the exam (theoretical and practical) alone.

There is no binding common legislation on taxi drivers in EU countries. There is no requirement to attend a training program for taxi drivers in partner countries. However, they are required to be successful in a theoretical-practical exam and have a certificate. In Turkey, on the other hand, there is no compulsory training program and certification covering the country for taxi drivers. However, some local governments may require drivers serving in their regions to have SRC 2 certificates. Or, the training and documents provided by them and / or the relevant vocational associations may be valid.

Implementations have been shaped in accordance with this Directive in EU member countries, which are project partners. In Turkey, the Ministry of Transport, Maritime Affairs and Communications has prepared and implemented national regulations (SRC documents) within the framework of compliance with the Directive in question. The coordination of SRC vocational qualification training is given to the Ministry of National Education. SRC 2 (domestic passenger transport) vocational qualification training in Turkey is 36 hours and is given in special training centres authorized by the Ministry of National Education.

In the project participant Switzerland, there is no compulsory training introduced by legislation. However, there are training programs for taxi and minibus / bus drivers offered by private training institutions or by employers that employ drivers. In addition, the aforementioned organizations also organize the following continuous training programs for drivers. Candidates with a driving license are expected to meet the following minimum requirements, depending on the category.

• B, C1 or D1: 52 driving lessons of at least 45 minutes each;

• C: 24 driving lessons of at least 45 minutes each;

• Limited to public space D: 12 driving lessons of at least 45 minutes each.

In the project, the training programs and qualifications of the partner countries were examined and a project-specific competence map and training program covering the minimum common was prepared.

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2.2. METHODS AND TOOLS

The "Field" and "Modules" prepared within the framework of the project are given in the table below.

Table 1.1. Road Map

Area	Module
1- Eco Driving, Vehicle Technology	VT 1 Background and Characteristics of the Vehicle and Equipment
	VT2 Maintenance and Check of the Technical Conditions of the Vehicle
	EC 1. Eco-driving and Route Calculation
2- Taxi, Mini-bus and Bus Regulations (operating the service)	RE1. Service Regulations
3- OHS and Road Safety	HS1. Health and Safety
	HS2. Safe Driving Techniques
	HS3. Behaviour in Case of Accident or Breakdown
4- Passenger Transportation - Basic Notions	PT1. Passenger Transportation
5- Economic Environment and Transport Organization	EET1. Type of Service
	EET2. Tariffs
6- Provision of Service	PS1. Transportation of People – Taxi Driver
	PS2. Communication with Client
7 – Local Legislation	LL 2.1. Legal Responsibilities in Traffic
	LL 2.2. Insurance in Road Transport

With the contribution of the project partners, a common competence map containing the professional competencies of the drivers engaged in passenger transportation has been prepared.

The competence map serves as a reference to determine the learning outcomes of the training in each training module and course. The main elements of the competence map are the areas of the activities, the key competences, knowledge, skills and learning outcomes.

The competence map is stuctured as follows:

  ➢ **Area**: When the training programs of partner countries are examined, it is seen that subjects can be covered under 7 fields.

  ➢ **Modules and Units**: the main topics to deal with in order to complete the training course;

- ➢ **Learning outcomes**: Statements of what a learner knows, understands and is able to do on completion of a learning process. Learning outcomes are defined in terms of knowledge, skills and competences.

- ➢ **Knowledge**: the body of facts, principles, theories and practices that are related to a field of work or study. It is described as theoretical and/or factual knowledge;

- ➢ **Skills**: the ability to apply knowledge and use know-how to complete tasks and solve problems. They are described as cognitive or practical;

- ➢ **Competences**: The proven ability to use knowledge, skills and personal, social and methodological abilities in work or study situations and in professional and personal development. It is described in terms of responsibility and autonomy.

As a result of the training needs analysis study conducted in partner countries, certain areas came to the fore. The most important ones among the current training topics (Question 8) are; Rules of Passenger Transportation, Provision of Service-Documentation-Communication with Client and Customer Satisfaction, Basic Notions of Passenger Transport and General Legislation and Responsibilities of Drivers, Traffic Manners and First Aid.

However, since the number of fields / modules is not very high, it was decided to develop digital material in all areas / modules.

The competence map prepared as the second output of the project is included in Table 2.2.

Table 2.2. Competence Map

Areas	Modules	Topics / Units of learning	Learning Outcomes	Knowledge	Skills	Competences
1- Eco Driving, Vehicle Technology	VT 1 Background and Characteristics of the Vehicle and Equipment	VT 1.1 Vehicle parameters and equipment	VT 1.1.1 The driver is able to illustrate fundamentals of vehicle techniques and is able to analyse the normal vehicle parameters and conditions of the different components of the vehicle he/she is driving.	Define the "normal" vehicle parameters and wear limitations.	Report on different vehicle parameters and explain wear limitations if any.	Perform a thorough check of the vehicle before transportation.
				List the measuring instruments and their use in the vehicle.	Interpret the signals given by the measuring instruments available in the vehicle.	Deal with the signals of the different measuring instruments on board.

		VT 1.2 Basic vehicle techniques	VT 1.2.1 The driver is able to assess possible technical problems of a vehicle.	Describe the basics on pneumatics and hydraulics, electrics and electronics in the vehicle, operation of used vehicles, vehicle parts and accessories, structure and operation of motor vehicle engines and chassis, bodywork, steering systems, braking systems and other safety equipment.	Check the basic vehicle techniques before driving.	Recognize the most common technical problems in a vehicle.
	VT2 Maintenance and Check of the Technical Conditions of the Vehicle	VT 2.1 Maintenance and familiarization with the vehicle equipment	VT 2.1.1 The driver is able to perform maintenance tasks considering the health and safety measures on the job and/or is able to provide information to the service centre about the maintenance needed on the vehicle.	Recall routine maintenance tasks (as described in the users handbook).	Decide if he/she can carry out the maintenance task or provide information to the service centre about the maintenance needed on the vehicle.	Implement routine maintenance activities (such as described in users handbooks) or require the service centres' intervention.
				Define safety and environmental protection requirements.	Apply safety and environmental protection rules.	Perform maintenance tasks according to safety and environmental protection rules.

				Identify spare parts to be used for maintenance and know the work steps.	Choose the spare parts needed for maintenance of the vehicle.	Use the correct spare parts for maintenance.
	EC 1. Eco-driving and Route Calculation	EC1.1 Vehicle Technology (for safety, ECO-Drive, etc.)	EC 1.1.1 The driver is able to operate all necessary ICT technology on board such as GPS, toll devices, tachographs, sensors, considering relevant legal regulations.	Identify legal regulations and risks referred to the use and application of GPS, toll devices, tachographs and other ICT devices on the vehicle.	Apply the correct rules and regulations when using ICT devices on the vehicle.	Comply with the national and international rules of safety for the use of ICT devices in vehicles.
				Define the ICT devices available on board and their usefulness on the job.	Use common ICT devices (gps, toll device, on-board computer, etc.) properly.	Carry out work tasks with the support of ICT devices.
				Identify possible errors of the ICT devices and how to handle them.	Handle any errors related to on board ICT devices.	Manage any error related to ICT devices of the vehicle.
2- Taxi, Mini-bus and Bus Regulations (operating the service)	RE1. Service Regulations	RE1.National and local regulations concerning criteria for operating services and vtc services special: Obligation to operate, obligation to operate according to valid tariff.	RE1.1- The driver is able to apply national and local regulations and rules regarding taxi, minibus and bus transportation while providing service to the	Explains the legislation and rules to be followed regarding taxi, minibus and bus transportation.	Carries the passenger in accordance with the legislation and rules regarding taxi, minibus and bus transportation.	Provides the transportation of the passenger in accordance with the national and local regulations and rules regarding taxi, minibus and bus transportatio

		Obligation to transport the customer	passenger.			n.
3- OHS and Road Safety	HS1. Health and Safety	HS1.1. Occupational Health and Safety Instructions	HS1.1.1. The driver is able to apply occupational health and safety instructions in working life.	- Explains the legislation, procedures and instructions on occupational health and safety.	Acts in accordance with the rules regarding occupational health and safety in working life.	Applies the instructions related to occupational health and safety in working life.
	HS2. Safe Driving Techniques	HS2.1. In-Vehicle Security Systems, Steering and Turning, Correct Sitting Position on the Sofa, Cargo Transport and Hazards in the Vehicle (Cabin Discipline), Active and Passive Safety Equipment, Tires, Tire Air, Tire Changing and Driving Safety, 2 Rule Factors in Driving	HS2.1.1. Driver; apply the rules and processes for safely transporting the passenger from the point of arrival to the destination.	Describes the rules and processes for safely transporting the passenger from the point of arrival to the destination.	Carries out the controls (safety belt, headrest, airbag, tires, emergency equipment, etc.) of the equipment and tools on the vehicle to be used to safely deliver the passenger from the point of arrival to the destination.	Fulfils the duties related to safely transporting the passenger from the point of arrival to the destination.

		(Accurate Analysis, Slowed Ride), Electronic Systems that Prevent Loss of Control in Vehicles, Following distance, Stopping Distances, Using the Mirror, Curves (Weight Transfer), Drive Welded Slip Movements, Different Character Road Surfaces (Dry, wet, very slippery)				
	HS3. Behaviour in Case of Accident or Breakdown	HS3.1. Protocols of behaviour in case of accidents or breakdown First aid, Basic First Aid Concepts, Patient Injured and Crime Scene Evaluation, Basic First Aid Applications, Technique of carrying the injured	HS3.1.1 The driver is able perform the procedure to be followed in case of accident or breakdown.	- Describes emergency (vehicle breakdown and accident) response procedures. - Explains the use of protection and emergency response equipment. - Explains the first aid procedure to be followed in case of an	Checks the good condition and position of protection and emergency (vehicle breakdown and accident) response tools in the vehicles (fire extinguisher, first aid bag, marking reflector etc.) - Carries out emergency (vehicle breakdown	Performs emergency (vehicle breakdown and accident) response procedures. Provides first aid by using first aid tools / equipment in accordance with its rules, in case of accident.

				accident.	and accident) response procedures. - Provides first aid by using first aid tools / equipment in accordance with its rules, in case of accident.	
4- Passenger Transportation - Basic Notions	PT1. Passenger Transportation	PT1.1. Provision of passenger transport and baggage handling, hand luggage, maximum luggage volume, luggage placement	PT1.1.1- The driver applies general rules on passenger transport and baggage handling during service delivery.	Explains the general rules about passenger transport and baggage handling.	Plans the transportation of the passenger and baggage in accordance with the rules.	Ensures the passenger's transportation in accordance with the general transportation and baggage handling rules.
		PT1.2. Instrumentation and other prescriptions, including the signage: Vehicle Tracking Systems and Benefits, Communication Technologies Used In Driving (GPRS, WAP, GPS,	PT1.2.1- The driver explains the equipment and tools in the vehicle (signage, vehicle tracking systems, communication systems used while driving, mobile phone, navigation	Recalls information about the equipment and tools (signage, vehicle tracking systems, communication systems used while driving, mobile phone, navigation device etc.)	Uses the equipment and tools in the vehicle (signage, vehicle tracking systems, communication systems used while driving, mobile phone, navigation device etc.) as specified in	Manages the transportation process by using appropriate equipment and tools (signage, vehicle tracking systems, communication systems used while driving, mobile phone,

		GSM, MMS, VPN And UMTS), Taking advantage of communication technologies in accordance with the rules, Reading a Map	device etc.) and their usage.	and their usage in the vehicle.	the manual.	navigation device etc.) during the journey.
			PT1.2.2- The driver plans the shortest and most suitable route showing the address of the passenger using the map.	Explains the concepts of map reading.	Selects the shortest and most suitable route showing the address of the passenger on the map.	Ensures that the passenger reaches the desired destination on the shortest and appropriate route determined on the map.
5- Economic Environment and Transport Organization	EET1. Type of Service	EET1.1- Types of companies, authorizations, TAXI - autonomous company, Rental car with driver	EET1.1.1- The driver is able to explain the types of services related to passenger transportation (taxiing independently or affiliated to a company, car rental, authorization, etc.) and the way the service operates.	Describes the types of services related to passenger transport (taxiing independently or affiliated toa company, car rental, authorization, etc.) and the way the service operates.	Categorizes the types of services related to passenger transportation (independent or affiliated taxi, car rental, authorization, etc.).	Performs the duties related to passenger transportation in accordance with the type of service it provides (independent or affiliated to a company, car rental, authorization, etc.).

	EET2. Tariffs	EET1.2- Computation of various tariffs to perform the service, forms of collection of services,	EET1.2.1- The driver determines the concepts and rules of pricing procedures (bargains etc.) related to the fare tariffs used in passenger transportation.	Defines the concepts and rules related to fare tariffs used in passenger transportation and other types of fare procedures.	Applies the fare tariff determined by the competent authorities according to the destination and / or the fare determined by other pricing procedures to the passenger.	Informs the passenger by determining the fare tariff established by the competent authorities according to the destination and / or other fare methods.
6- Provision of Service	PS1. Transportation of People – Taxi Driver	PS1.1 establish a working strategy to find yourself in the right place at the right time, taking into account traffic and hours, thus optimizing the use of the car and working hours;- maintain good commercial relationships with customers	PS1.1.1- The driver can optimize vehicle and time usage with a working strategy that will ensure that the passenger will be at the right place at the right time, taking the traffic density into account.	Explain how optimize vehicle and time usage with a working strategy that will ensure that the passenger will be at the right place at the right time, taking the traffic density into account.	Implements the rules and processes that can optimize vehicle and time usage while transferring passengers where they want.	Transfers the passengers to the places they want so that they can optimize vehicle and time usage.
	PS2. Communication with Client	PS2.1 Communication with clients	PS2.1.1 The driver is able to communicate and deal with interlocutors also considering verbal and	Describes the principles of verbal and nonverbal communication with clients	Discuss the importance of drivers communication with clients	Monitors communication with clients

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				nonverbal communication		
		PS2.2 Company image	PS2.2.1 The driver is able to communicate and support the company image and corporate identity	Defines the basics of company image, corporate identity and perception of third parties	Matches the company image with own behaviour	Creates a good company image
– Local Legislation	LL1 . Business and Driver Authorizations	LL 1.1.Qualifying entities for the exercise of the activity at local, regional, national and international level. Authorisations for companies to carry out their activities. Conditions of drivers, driving licences, professional training, other needs.	LL 1.1.1. The driver identifies the various administrations with responsibilities at local, regional, national and international level LL 1.1.2. The driver identifies the various types of authorizations for the company's activity LL 1.1.3. The driver identifies the procedures for obtaining the various driving licences and access to professional training for the exercise	Recognises and applies the various laws on vehicles for individual use (taxi) and on vehicles for collective use (bus). Recognises the various administrations on which the undertaking depends according to the types of service Lists various types of driving licences, professional training according to the types of vehicles used in the company.	Develops and handles the various authorisations. Differentiates and recognises the qualifications of the driver and the company Applies the types of licenses according to the characteristics of the vehicles (taxi, bus) and the validity as well as his professional training	Applies the strategies of passenger transport in accordance with the authorizations of the company and its personnel, being the representative of the company before the authority on the route.

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			of his activity			
	LL2. Legal Responsibilities and Insurance	LL 2.1. Legal Responsibilities in Traffic LL 2.2. Insurance in Road Transport	LL 2.1.1- The driver is able to identify the responsibilities of the service provided by the company and the driver. LL 2.2.1- The driver is able to the different types of insurance in the transport of passengers.	Lists the special features of passenger transport services and his responsibilities in the conduct of traffic. Differentiates between vehicle insurance, accidents and company responsibilities.	Applies the company's responsibilities and his own as a driver with regard to traffic. Follows up on the insurance coverage of the vehicle and the company in relation to his obligations.	Behaves responsibly for locating, checking the coverage of the various insurances. Deals with the responsibilities of driving the vehicle.

2.3. DESCRIPTION OF THE TRAINING

Eğitim ihtiyaç analizi çalışmasında elde edilen sonuçlardan en önemlisi eğitim programlarının daha inter aktif olması yönünde olmuştur. Tamamen anlatıma dayalı, görsellerin daha az kullanıldığı, kursiyerlerin eğitime dahil edilmediği eğitim metotları özellikle yetişkin eğitiminde verimli olmamaktadır.

Bu nedenle, Proje çerçevesinde geliştirilen dijital materyaller;

- Kendi kendine öğrenmeyi teşvik eden,
- Motivasyonu arttıran,
- Oyunlaştırma metodunu uygulayan,

- Teknolojiyi öğrenmenin içine katan ve böylece öğrenmeyi kolaylaştıran,
- Zaman ve mekana bağlı olmayan,
- Çevrim içi grup odaklı çalışmaları destekleyen,
- Yüz yüze öğrenmeyi destekleyen

özellikler içermektedir.

SECTION 3- INTERACTIVE MATERIAL-FRAMEWORKS

3.1. INTRODUCTION

Successful trainings need successful teaching resources. The training modules are the main body of the training and the course content.

The modules are developed according to "open innovation" methodologies for supporting drivers to freely access the learning material and develop their skills and knowledge.

The **Training Content Famework** is the basis of the developed training moduls and provides information related to topic, learning time, learning outcomes, learning content, tools that can be used, self-reflection and evaluation questions and external resources.

3.2. TRAINING CONTENT FRAMEWORKS

3.2.1. Module VT 1.1 Vehicle Parameters and Equipment

Module title:	Module VT 1 Background and characteristics of the vehicle and equipment
Notional Learning time	2 hours
Unit title:	Unit VT 1.1 Vehicle parameters and equipment
Description of the unit	This unit will provide a definition of the vehicle maintanance process, starting from the importance of the vehicle's manual and its information. A list of safety checks will follow, especially focusing on lights, tyres and fluids. The video contained in this presentation willprovide instruction on how to perform an assessment on fluids, battery, air filters and how to correctly interpret dashboard warning lights. Finally, some tips about vehicle damage will be shown.
Learning outcomes	In this Unit the driver is able to illustrate fundamentals of vehicle techniques and is able to analyse the normal vehicle parameters and conditions of the different components of the vehicle he/she is driving.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	

Learning content	Text on H5P
	Videos:
	- A Guide to your Car's Fluids [https://youtu.be/RaxZUGP1Zr0] - How to Test a Car Battery [https://youtu.be/COJr7OB23Hw] - Dasboard Warning Lights [https://youtu.be/k7y3093xBLc] - How to Check and Replace Cabin Air Filters
	[https://youtu.be/kCdF_DHXNAA]
	Pictures: (from Pixabay) list, manual, repair, headlight, tyre, fluids, damage; (from Google) engine light, dashboard warning lights
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes:
	- Quiz: Maintenance (2 single choice set questions)
	- Quiz: Fluids (2 true/false questions)
	- Quiz: Fluids II: (2 true/false questions)
	- Quiz: Battery Check (2 true/false questions)
	- Quiz: Warning Lights (1 single choice set question)
	- Quiz: Warning Lights II (1 single choice set question) - Summary (1 question)
	Final assessment (at the end of the Module VT1)
	- E-self evaluation test: Module VT1

3.2.2. Module VT 1.2 Basic Vehicle Tecniques

Module title:	Module VT 1 Background and characteristics of the vehicle and equipment
Notional Learning time	2 hours
Unit title:	Unit VT 1.2 Basic Vehicle Tecniques

Description of the unit	This unit will explore the vehicle's structure and components, focusing on the headlights and taillights, tyres, steering system and suspensions and brakes system, particularly the Anti-lock braking system (ABS). The proposed videos will provide useful information on how to check and assess the status of these elements. Later on, the vheicle types and their parts will be described, namely taxi, bus and minibus.The unit will finally explore the funcioning of a four-stroke engineand tips to check a used vehicle's condition.
Learning outcomes	In this Unit the driver is able to assess possible technical problems of a vehicle.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e self evaluation test
Material	
Learning content	Text in H5P Videos: - How to Replace a Headlight Bulb [https://youtu.be/HO3IXM3XkUU] - What is the Proper Tire Pressure? [https://youtu.be/asfclAs8dU8] - Understanding Anti-lock Braking System (ABS) [https://youtu.be/98DXe3uKwfc] - How Car Engine Works [https://youtu.be/DKF5dKo_r_Y] Pictures: (from Pixabay) vehicle, headlights, wheel, steering wheel, blurred dashboard, bus stop, taxi, bus, minibus, checklist.
Activity/Task	/
External resources	- PDF link:[https://www.iveco.com/ivecobus/en us/collections/catalogues/Documents/Minibus/Iveco_BrochureDailyBus_EN.PDF]
Evaluation	Intermediate quizzes: - Quiz: Tyres and pressure (1 multiple choice question) - Quiz: ABS System (1 multiple choice question) - Quiz: Vehicle's Principles and Engine (2 true/false questions) - Quiz: Steering and Suspensions (1 multiple choice question) - Summary (1 multiple choice question)

| | Final assessment (at the end of the Module VT1) |
| | - E-self evaluation test: Module VT1 |

3.2.3. VT2 Maintenance and Check of the Technical Conditions of the Vehicle Equipment

Module title:	VT2 Maintenance and Check of the Technical Conditions of the Vehicle
Notional Learning time	2 hours
Unit title:	VT 2.1 Maintenance and familiarization with the vehicle equipment
Description of the unit	This unit will further explore maintenance procedures concerning the vehicle's mechanical parts, focusing in particular on flat tyre fixing and replacement and how to perform a jump start on a dead battery. Health and safety conditions will also be addressed concerning personal protective equipment and behavioural procedures in case of a vehicle break down. Finally, an overview about Covid-19 special procedures and electric vehicles will be provided
Learning outcomes	The driver is able to perform maintenance tasks considering the health and safety measures on the job and/or is able to provide information to the service centre about the maintenance needed on the vehicle.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	

Learning content	Text in H5P
	Videos:
	- How to fix a flat tire [https://youtu.be/6T-rmhXUR8o] - How To Change A Flat Tire Like A Boss [https://youtu.be/Bq5To ZH160]
	- How to Properly Jump Start a Car [https://youtu.be/iI1o2hNy2hE] - Electric Cars & Global Warming Emissions
	[https://youtu.be/K9m9WDxmSN8]
	Pictures: (from Pixabay) maintenance, flat tyre, jump start, important note, prohibition, red triangle
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes:
	- Quiz:
	- Quiz: Flat Tyre (2 true/false questions)
	- Quiz: Jump Start (2 true/false questions)
	- Quiz: Safety Rules (2 true/false questions)
	- Quiz: Vehicle Maintenance (2 true/false questions)
	- Summary: (1 multiple choice question)
	Final assessment (at the end of the Module VT2)
	- E-self evaluation test: Module VT2

3.2.4. EC 1- Eco-driving and Route Calculation

Module title:	EC 1. Eco-driving and Route Calculation
Notional Learning time	2 hours
Unit title:	EC1.1 Vehicle Technology (for safety, ECO-Drive, etc.)

Description of the unit	Within this unit, learners will get acquainted with vehicle technology, focusing in particular on sensors, devices and systems. First of all the functions and benefits of vehicle technology will be listed, then a presentation about the main in-vehicle devices will follow. The present unit contains a presentation of the following parts and devices: dashboard, smartphone applications, GPS system, toll devices, tachograph, haptic pedals and airbag system. Later, the presentation will focus on vehicle sensors linked to speed adaptation,information and assistance systems. In conclusion, the unit will feature an introduction to autopilot system and ecodriving.
Learning outcomes	The driver is able to operate all necessary ICT technology on board such as GPS, toll devices, tachographs, sensors, considering relavant legal regulations
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in H5P Videos: - How Electirc Tolling Works [https://youtu.be/IX0rFjPuNV4] - Air Bags and Seat Belts [https://youtu.be/R4ekbB5EzZM] - Mercedes Self Driving Bus [https://youtu.be/fQmOpxEvpvI] - The Citaro hybrid, Mercedes-Benz Buses [https://youtu.be/aayJQRA0LGw] Pictures: (from Pixabay) navigation, highway, dashboard Mercedes, dashboard, smartphone, navigation system, automotive pedals,
Activity/Task	/
External Resources	/
Evaluation	Intermediate quizzes: - Quiz: In-Vehicle Devices (2 True/false questions) - Quiz: Airbag System (2 True/false questions)

	- Quiz: ISA and Information Systems (2 Multiple choice questions) - Quiz: Assistance Systems (2 True/false questions)
	- Summary: (1 multiple choice question)
	Final assessment (at the end of the Module EC1)
	- E-self evaluation test: Module EC1

3.2.5. RE1. Service Regulations

Module title:	RE 1- Service Regulations
Notional Learning time	2 hours
Unit title:	National and local regulations concerning criteria for operating services and vtc services special: Obligation to operate, obligation to operate according to valid tariff. Obligation to transport the customer
Description of the unit	In this unit, learners will learn about definitions used in passenger transportation, general rules regarding passenger transportation, authorization, obligations and responsibilities of the carrier and the passenger, time and fare schedule, terminal, transport cortract, qualification of drivers, types of professional competence certificate, rights and responsibilities of employees in transport work.
Learning outcomes	The driver is able to apply national and local regulations and rules regarding taxi, minibus and bus transportation while providing service to the passenger.
Steps	Step 1: complete H5p of the Unit
	Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p
	Pictures:
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes:
	- Quiz: Fare tariff (2 true/false questions)
	- Quiz: Taximeter (2 true/false questions)

	Final assessment (at the end of the Module RE1)
	- E-self evaluation test: Module RE1

3.2.6. HS1. Occupational Health and Safety Instructions

Module title:	HS 1- Health and Safety
Notional Learning time	1 hours
Unit title:	Occupational Health and Safety Instructions
Description of the unit	In this unit, learners will learn about the health and safety hazards (stress, violence, noise, vibration, working alone, driving when tired and sleepless, driving while drunk) they face and the precautions they will take regarding occupational health and safety in working life.
Learning outcomes	The learner will be able to apply occupational health and safety instructions in working life.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p Pictures: OHS, stress, violence, noise, vibration, manuel handling, working alone, driving when tired and sleepless, driving while drunk.
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes: - Quiz: Stress-Violence (1 True/false question-1 Multiple choice question) - Quiz: Noise- Vibration (1 True/false question-1 Multiple choice question)

	- Quiz: Manuel Handling (1 True/false question)
	- Quiz: Tired and Sleepless – Driving while drunk (1 Fill in the blanks question – 1 Multiple choice question)
	Final assessment (at the end of the Module HS1)
	- E-self evaluation test: Module HS1

3.2.7. HS2. Safe Driving Techniques

Module title:	HS 2- Safety Driving Techniques
Notional Learning time	2 hours
Unit title:	Safe Driving Techniques
Description of the unit	In this unit, learners will learn safety driving techniques (basic factors of safe driving, Conditions where the speed of the vehicle should be reduced, Overtaking rules, Driving position, Seat belt and headrest, Tires, Following, breaking and transition distance, Vehicle use in different weather conditions, Attention, Concentration, Tolerance, Other points to consider etc.).
Learning outcomes	The learner will be able to apply the rules and processes for safely transporting the passenger from the point of arrival to the destination.
Steps	Step 1: complete H5p of the Unit Step 2 : some of the parts of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p Videos: -Safe Driving Techniques (https://www.youtube.com/watch?v=i1qJWmMzK1g) Pictures: traffic signs, driving positions, seat belt and headrest, tires, breaking distance, weather conditions, some pieces of vehicle, **Attention, Concentration, Tolerance, wiper blades, horn, mirrors, vehicle kit.**
Activity/Task	/

External resources	/
Evaluation	Intermediate quizzes: - Quiz: **Conditions Where The Speed Of The Vehicle Should Be Reduced** (1 True/false question-1 Multiple choice question) - Quiz: Overteking Rules-Seat Belt (1 True/false question-1 Multiple choice question) - Quiz: Steering Wheel (1 True/false question- 1 Fill in the blank question) - Quiz: Weather Condititons – Driving while drunk (1 True/false question – 1 Multiple choice question) - Quiz: Other Points of Consider (1 True/false question- 1 Fill in the blank question) Final assessment (at the end of the Module HS2) - E-self evaluation test: Module HS2

3.2.8. HS3. Behaviour in Case of Accident and Breakdown - First Aid

Module title:	HS 3- *Behaviour in Case of Accident or Breakdown*
Notional Learning time	2 hours
Unit title:	**Behaviour in Case of Accident and Breakdown - First Aid**
Description of the unit	In this unit, learners will learn about the procedure to be followed in case of an accident or breakdown of the vehicle (traffic accident, what to do if the vehicle breaks on the road) and basic first aid (measure, diagnosis, treatment. triage and telecommunication, basic practices of first aid) issues .
Learning outcomes	The learner will be able to perform the procedure to be followed in case of accident or breakdown.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning	Text in h5p

content	Videos:
	- First aid tips in case of a road accident (https://www.youtube.com/watch?v=iBlZQoRPuKU)
	- How to do CPR (https://www.youtube.com/watch?v=hizBdM1Ob68)
	Pictures: traffic accident, first aid, casualty's vital signs, first aid kit, providing breathing, stopping bleeding, shock fainting and coma, heart failure, vehicle breaks situetion.
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes:
	- Quiz: First Aid (2 Multiple choice questions)
	- Quiz: First Aid Kit (2 Multiple choice questions)
	- Quiz: Providing Breathing (1 Fill in the blanks question)
	- Quiz: Bleeding (1 Fill in the blanks question – 1 True/false question)
	- Quiz: Shock – Coma (1 Fill in the blanks question – 1 Multiple choice question)
	- Quiz: Heart Failure (1 Fill in the blanks question – 1 Multiple choice question)
	Final assessment (at the end of the Module HS3)
	- E-self evaluation test: Module HS3

3.2.9. PT1. Passenger Transportation

Module title:	PT1. Passenger Transportation
Notional Learning time	1 hour
Unit title:	-Provision of passenger transport and baggage handling, hand luggage, maximum luggage volume, luggage placement
	- Instrumentation and other prescriptions , including the signage: Vehicle Tracking Systems and Benefits, Communication Technologies Used In Driving (GPRS, WAP, GPS, GSM, MMS, VPN And UMTS), Taking advantage of communication technologies in accordance with the rules, Reading a Map
Description of the unit	In this unit, learners will learn about general rules of passenger transportation, obligation of transporter and drivers, tariffs, baggage handling and technical requirements (PTT, GPS, GSM, tracking system

	etc) for vehicles used for passenger transport
Learning outcomes	-The driver applies general rules on passenger transport and baggage handling during service delivery. -The driver explains the equipment and tools in the vehicle (signage, vehicle tracking systems, communication systems used while driving, mobile phone, navigation device etc.) and their usage.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p Pictures: laws and regulations, obligation to carrying, tariffs, baggage handling, GPS, GSM, tarcking system, PTT, maps. Videos: - Vehicle Tracking System: https://www.youtube.com/watch?v=SieR5XbfRTU
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes: - Quiz: Transporter Obligations (Multiple choice questions) - Quiz: Transporter Obligations (1 true/false questions) - Quiz: Baggage Handling (Fill in the blanks question) - Quiz: GSM (Multiple choice questions) -Quiz: Map (1 true/false and 1 fill in the blank questions) -Map Types (Multiple choice question) Final assessment (at the end of the Module PT1) - E-self evaluation test: Module PT1

3.2.10. EET1. Type of Service

Module title:	EET 1- Types of Service
Notional	1 hours

Learning time	
Unit title:	Types of companies, authorizations, TAXI - autonomous company, Rental car with driver
Description of the unit	In this unit, learners will learn about types of service (taxi, minibus, bus, shuttle, rental car with driver), types of companies, authorization and termination of authorization of person/companies related urban passenger transportation.
Learning outcomes	The driver is able to explain the types of services related to passenger transportation (taxiing independently or affiliated to a company, car rental, authorization, etc.) and the way the service operates.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p Pictures: Types of passenger transport services, taxis, car rental, minibuses, buses, shuttle.
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes: - Quiz: Taxi (1 Multiple choice question) - Quiz: Transportation Services (1 Multiple choice question) Final assessment (at the end of the Module EET1) - E-self evaluation test: Module EET1

3.2.11. EET2. Tariffs

Module title:	EET 2- Tariffs
Notional Learning time	1 hour
Unit title:	EET1.2- Computation of various tariffs to perform the service, forms of collection of services,
Description of the unit	In this unit, learners will learn about scheduled-nonscheduled passenger transportation and fare tariff (determination, discounts, pricing prosedures

	etc) related to the urban passenger transportation.
Learning outcomes	The driver determines the concepts and rules of pricing procedures (bargains etc.) related to the fare tariffs used in passenger transportation.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p Pictures: Passenger transport,fare tariffs, passenger ticket, taximeter, payments and transport contract.
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes: - Quiz: Fare tariff (2 true/false questions) - Quiz: Taximeter (2 true/false questions) Final assessment (at the end of the Module EET2) - E-self evaluation test: Module EET2

3.2.12. PS1. Transportation of People – Taxi/Bus Driver

Module title:	PS1. Transportation of People – Taxi Driver
Notional Learning time	1 hour
Unit title:	Establish a working strategy to find yourself in the right place at the right time, taking into account traffic and hours, thus optimizing the use of the car and working hours;- maintain good commercial relationships with customers.
Description of the unit	In this unit, learners will learn about welcome the passenger, route planning, giving information to passenger, passenger transport, dropp off the passenger, baggage prosedure, ensuring of passenger safety, treatment of people in special situations (disable, elderly, patient person, children etc.), check the vehicle and other general rules related passenger transportation.
Learning outcomes	The driver can optimize vehicle and time usage with a working strategy that will ensure that the passenger will be at the right place at the right time, taking the traffic density into account.

Steps	Step 1: complete H5p of the Unit
	Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text in h5p
	Videos:
	- Taxi Driving (https://www.youtube.com/watch?v=1vCDDWi0LJA)
	Pictures: Welcome the passenger, route planning, passenger transport, drop off the passenger, post transport checks, general rules, baggage prosedure,disabled/elderly/sick passengers, passenger with pets.
Activity/Task	/
External resources	/
Evaluation	Intermediate quizzes:
	- Quiz: Rent a Car (1 true/false question)
	- Quiz: Taxi (1 true/false question)
	- Quiz: Taxi (2 fill in the missing word questions)
	- Quiz: Bus (4 true/false questions)
	Final assessment (at the end of the Module PS1)
	- E-self evaluation test: Module PS1

3.2.13. PS2.1. Communication with Clients

Module title:	Module PS2: Communication with Client
Notional Learning time	1 hour 30 minutes
Unit title:	Unit PS2.1: Communication with clients
Description of the unit	The unit will show to drivers the importance of communication in their daily activities. First of all, a definition of communication will be preovided, followed by its 6 components within the communication cycle. Then, a brief description about the difference between verbal and non-verbal communication and the role of body language. Then a further classification will be shown between oral and written communication. To conclude, the unit will show how to engage in effective

	communication and how to avoid misunderstandings, focusing on its benefits in the relationship with clients.
Learning outcomes	In this Unit the learner will be able to communicate and deal with interlocutors, considering verbal and non-verbal communication.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Learning content	Text on H5P Videos: - Communication Cycle [https://youtu.be/4Z1BIeje_ko] - 19 Things Body Languages Say About You [https://youtu.be/nLGn1cveqIc] - The Recipe for Great Communication [https://youtu.be/qFWsTsvJ8Xw] - TEDx Miscommunication (and how to avoid it) - Katherine Hampsten [https://youtu.be/gCfzeONu3Mo] Pictures: (from Pixabay) hands movement, information boards, question mark, verbal communication.
Activity/Task	/
External resources	Videos and pictures (see Learning content)
Evaluation	Intermediate quizzes: - Quiz: Communication and Its Components (2 multiple choice questions) - Quiz: Verbal and Non-verbal Communication (2 True/False questions) - Quiz: Body Language (2 True/False questions) - Quiz: Types of Communication (2 multiple choice questions) - Quiz: Communication skills (1 multiple choice question) - Quiz: Relationship with Customers (1 multiple choice question) - Quiz: Miscommunication (1 multiple choice question) Summary (1 multiple choice question) Final assessment (at the end of the Module PS2) - E-self evaluation test: Module PS2

3.2.14. PS2.2. Company Image

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Module title:	Module PS2: Communication with Client
Notional Learning time	1 hour 30 minutes
Unit title:	Unit PS2.2: Company image
Description of the unit	The unit will provide a description of company image and corporate image, highlighting the differences between the two and theirr charachteristics.Then, the notion of image and identity will be further developed in relation to corporate identity, focusing on its main elements and on the three communicative ways and on the notion of branding. Finally, these aspects will be applied in relation to the driver, providing a case study and a pactical exercise.
Learning outcomes	In this Unit the learner will be able to communicate and support the company image and corporate identity.
Steps	Step 1: complete H5p of the Unit Step 2 : at the end of the Module , assess your learning outcomes through the e-self evaluation test
Material	
Learning content	Text on H5P Videos: - How to Define Your Company Identity [https://youtu.be/Uo069lyZn_Y] - What is branding? [https://youtu.be/sO4te2QNsHY] - RATP Dev London: Bus Driver of the Year 2019 [https://youtu.be/psKIFuYwAe8] Pictures: (from Pixabay) Business, report, business woman, driver, macarons, advertisement, handshake, taxi cab, whiteboard
Activity/Task	- 1 Case study - 1 Task
External resources	Case study ispired by the video RATP Dev London: https://youtu.be/psKIFuYwAe8
Evaluation	Intermediate quizzes: - Quiz: Corporate Identity (2 ture/false questions) - Quiz: Branding (2 multiple choice questions) - Quiz: Image (2 multiple choice questions) - Summary (1 multimple choice question) Final assessment (at the end of the Module PS2)

	- E-self evaluation test: Module PS2

3.2.15. LL 2.1. Legal Responsibilities in Traffic

Module title:	**Module: LL1. Business and driver authorizations**
National learning time	2 hours
Unit title:	*LL 1.1. Qualifying entities for the exercise of the activity* at local, regional, national and international level.
Description of the unit	In this unit, students will become familiar with the various documents needed to carry out their activity. What are the various authorities that have competences in passenger transport, the authorization's granted and the scope of application. How public transport service contracts can be terminated. What are the rights and obligations of users. Professional and administrative authorizations for bus, minibus, taxi and grand tour drivers. The corporate image of vehicles and the services that can be provided.
Learning outcomes	The **application of the various regimes, types of authorizations for the company's, procedures for obtaining the various driving licenses and access to professional exercise of his activity.**
Steps	Step 1: complete h5p of the Unit. Step 2: at the end of the Module, evaluation test.
Material	
Learning content	- Text in h5p - Pictures: • CE 1370/2007 Passenger transport rules • Slides Nº 3,21,23,25,26,27. Author Carlos Bodí • Slides Nº 13,18. Author Julio Capon. • Slides Nº 22,28 Courtesy of autos Meseguer. • Slides Nº 5,9,11,14 Wikipedia • Slides Nº 5,20 Pixabay • Slides Nº 4 google maps, Nº 29 google.com • Slide nº 10 PONS SV ISBN 978-84-16037-13-1
Activity/Task	- Slide nº 30 assessment
External resources	http://politicaterritorial.gva.es/va/web/transportes/transporte-de-viajeros

Evaluation	Intermediate quizzes:
	- Quiz: Green Test (1 multiple choices question)
	Final assessment (at the end of the Module LL1)
	- E-self evaluation test: Module LL1

3.2.16. LL 2.2. Insurance in Road Transport

Module title:	Module: LL 2. Legal responsibilities and insurance
National learning time	2 hours
Unit title:	*LL 2.2 Insurance in road transport*
Description of the unit	In this unit the student will become familiar with the type of service and the responsibilities of service delivery. Types of users, stopping areas, etc. The obligations of the drivers with the regulations. Insurance players and coverages. The content of the accident report.
Learning outcomes	The driver is able to identify the responsibilities of the service provided by the company and the driver. The driver is able to the different types of insurance in the transport of passengers.
Steps	Step 1: complete h5p of the Unit. Step 2: In the module you will find continuous questionnaire.
Material	
Learning content	- Text in h5p - Royal Decree 1575/1989 Regulation of compulsory passenger insurance - Pictures. • Slide Nº 3 Pixabay • Slide Nº 4 ,9 PONS Book ISBN 978-84-16037-13-1 • Slide Nº 11 Pixabay, PONS Book ISBN 978-84-16037-13-1 • Slide Nº 13 Pixabay. • Slide Nº 14 Mutua Madrileña del Taxi • Slides Nº 17. Author Carlos Bodí • Slides Nº 19 European friendly accident report, Wikipedia. • Slides Nº 23 Pixabay • Slide Nº 24 Corporate image of Mutua Madrileña del

	Taxi • Slide Nº 27 Courtesy of autos Meseguer.
Activity/Task	- Slide nº 5,8,12,25 answer true- false and the nº 18 y 21 multiple answers
External resources	http://www.dgt.es/es/prensa/notas-de-prensa/2017/20171201-distintivos-medioam-bientales-vehiculos
Evaluation	Intermediate quizzes: - Quiz: General Principles (1 true/false question) - Brand İmage (1 true/false question) - The Vehicles (1 true/false question) - Compulsory Insurance (1 multiple choice question) - Compulsory Passenger Insurance (1 multiple choice question) - Cab Insurance (1 true/false question) Final assessment (at the end of the Module LL2) - E-self evaluation test: Module LL2

SECTION: 4 TESTING METHODOLOGY

4.1. STRUCTURE OF THE TESTING

The main results subject to the testing are the competence map, the training program including the modules content and the OER platform which were developed within the scope of the project. All the outputs of the project have taken into consideration the DGSAs needs and the needs of the DGSA trainers.

4.1.1. THE DEVELOPED OUTPUTS TO EVALUATE

This 'Testing Methodology' aims to describe the methodology to be used to carry out the testings of the VOC OF DRIVERS Project drivers training program. In this sense, this document describes the target groups, the processes, the activities, the timing and the tools to be followed during the testings ot the training program by drivers and drivers'trainers.

In the testing phase, the outputs developed in the frame of the project will be evaluated by the participants (drivers and drivers' trainers). The feedback questionnaire consists of the areas related to these outputs.

The aim of this activity is only **introduction of the content** of the developed training program and developed e-learning materials and **to have the opinions and recomendations** of the participants.

The documents to be tested at this stage are listed below:

- Competency Map: This map, which is the second output of the project, was created on the basis of the professional competencies and training programs of the drivers in the partner countries. The map containing the minimum information can be developed by taking into account national and local regulations. At this stage, the competencies in the map (field-module-unit-learning outcome-knowledge-skill-competence) will be evaluated by the target group.
- The training roadmap (training program) (containing 7 areas and 14 modules) prepared on the basis of the competency map developed in Output 2 is also among the materials to be tested. It is possible to find the training program in the Education Methodology section.
- Digital inter-active training and self-assessment materials (OER Platform) created on the basis of competence and training roadmap will also be evaluated by the target group in terms of content and technique.

The **OER platform** for the VOC OF DRIVERS drivers training program is based on h5p technology. It provides flexibility, is equipped with all necessary features and offers open education courses for a wider audience. This platform houses the training modules as interactive material, videos, ppt files, PDF files, tests and quizzes. The OER (Open Education Resources) platform will be subject to the pilot testings for drivers and drivers' trainers.

Two separate evaluation questionnaires have been prepared for both groups (drivers and drivers' trainers) in order to get feedback, and the questionnaires are attached. The results of the evaluations will be examined by the project experts and the documents and materials prepared within the framework of the project will be finalized.

4.2. THE PRACTISE OF THE PILOT TRAINING

4.2.1. TARGET GROUPS

Pilot trainings will be carried out for 2 different groups. In the first group, there will be drivers who do / want to conduct transportation of passengers within the city. A total of 30 people by three 10 people from each group who do / want to conduct transportation by taxis, minibuses and buses are in the first group.

The second group will include 15 trainers who provide driver training.

The people who will participate in the training will be determined by the partner organizations. If possible, it is aimed to include people from different genders, education, age groups and regions.

4.2.2. THE PILOT TESTINGS AND DURATION

The competence map, traninig program and e materials that are developed shall be tested in each of the partner countries. Once institution from each partner country (Ministry of National Education, TŞOF, TÜMEDEF, CNA, POSS and IBF) shall be responsible for this work.

On the between 22. – 26. months of the project, a 2-day (24 hours) training program (face to face or online) including self assessment shall be organized for a total of 30 people comprising of 10 people from each occupation groups (intracity taxi, minibus and public transport bus drivers) in each country. During this pilot training, the participants shall be provided with information regarding the project and the prepared competence table, training materials and the self evaluation and they shall be given the opportunity to work on the materials.

In the same manner, on the between 24. -26. months of the project, another 2-day (24 hours) training program (face to face or online) including self assessment aimed at 15 trainers who provide commercial vehicle driver trainings shall be organized in each country. This time, the professional competence map and the training and self evaluation materials that are prepared shall be shared with the trainers and they shall be given the opportunity to work on the materials.

This way, the competence map, e training materials and self evaluation materials that are prepared shall be tested.

The testing will focus on the overall quality of the learning outcomes and on the relevance of the identified training material and coherence with the need of the users. Furthermore the testing will focus on the correspondence of the training content to the target groups needs and abilities.

Trainers will instruct the participants on how to use the OER system and where to find the competence map and the training modules before starting the testings.

Each partner will test and evaluate the developed material in their national languages or in English.

Two separate evaluation forms have been developed for the drivers and trainers participating in the test trainings and the forms are presented in the attachment. Participants will fill in these forms online or as hard copies. The information in the forms will be examined and an evaluation report will be prepared.

The feedback evaluation will provide ground to make changes if needed and improve the outcomes to final products.

The institutions which will be responsible for the pilot trainings shall also be responsible for the monitoring and the evaluation of the operation. The feedbacks and the experiences obtained from the trainings shall be reported. The national reports of both pilot trainings shall be prepared by the responsible institutions and then sent to the Ministry of National Education. The reports received shall be assessed by the Ministry of National Education and merged into one report. Ministry of National Education shall also finalize the professional competence map and the training program within the framework of the feedbacks received.

The duration of the testing of the training program and the corresponding modules is planned as follows:

Area	Module	Hours (Driver-Trainer)
1- Eco Driving, Vehicle Technology	VT 1 Background and Characteristics of the Vehicle and Equipment	4
	VT2 Maintenance and Check of the Technical Conditions of the Vehicle	2
	EC 1. Eco-driving and Route Calculation	2
2- Taxi, Mini-bus and Bus Regulations (operating the service)	RE1. Service Regulations	2
3- OHS and Road Safety	HS1. Health and Safety	1
	HS2. Safe Driving Techniques	2
	HS3. Behaviour in Case of Accident or Breakdown	2
4- Passenger Transportation - Basic Notions	PT1. Passenger Transportation	1
5- Economic Environment and Transport Organization	EET1. Type of Service	1
	EET2. Tariffs	1
6- Provision of Service	PS1. Transportation of People – Taxi Driver	1
	PS2. Communication with Client	3
7 – Local Legislation	LL 2.1. Legal Responsibilities in Traffic	
	LL 2.2. Insurance in Road Transport	

4.2.3 GETTING FEEDBACK FROM PARTICIPANTS REGARDING TEST TRAININGS

The easiest way to gather information about the process of testing the training method and materials is to conduct questionnaires. The questionnaire form to be used in the test training to be held in the partner countries is attached. The same questionnaire will be applied for drivers and driver trainers. Each person participating in the test training will fill out the questionnaire.

Participants will be informed about the filling of the questionnaires in the correct way. Thus, the reliability of the data will be ensured.

Project partners need to use online tools such as SurveyMonkey or Google Form to be able to share xls data and graphics. In case the test trainings are conducted face to face, the questionnaire forms are received after filling by the participants.

4.2.4 THE NATIONAL REPORTS AND THE SUMMARIZED INTERNATIONAL REPORT

A national report to summarize the processes, the activities, the feedback, the improvements and the changes needed will be prepared. Each partner will take responsibility in the preparation of the national report after the pilot testings.

This section provides a framework of the content which will used as a guidance in the preparation of the national reports. The data collected after the pilot testings will be used in the national reports and presented in the xls files and the graphics. The tested outputs – the competence map, the training programm (including the training modules) and the OER platform - will be improved according to the data collected.

 The framework of the national report is mentioned below:

Introduction	An introduction that describes the target group and how the pilot testings were organized will be presented. (The date, place, methods, duration of the training, the number and profile of the participants, the presenter / trainers in the training program, etc.)
Pilot Testing Evaluation	➢ The survey results are presented. The XLS files, the graphics, the tables, the charts are used by the partners to present the data. ➢ The answers given by the participants in the pilot testing are compiled and summarized. ➢ The strengths and the weaknesses are determined based on the findings. The numbers 4 and 5 are identified as the strengths and the numbers 1 and 2 are identified as the weaknesses in the classification of the answers. ➢ A proposal for the elimination of possible weaknesses should be made.
Conclusions and General Evaluation	The report is finalized by making an overall assessment of the quality of the intellectual outputs tested and a conclusion about the results analyzed is written.

The leading partner MoNE of the intellectual output 3 of the project will collect the national reports and prepare an international report after the pilot testings.

SECTION 5. EVALUATION OF PILOT TRAININGS

5.1 INTRODUCTION

This document describes the results of the pilot testing of the training program within the VOC of DRIVERS – "Increasing of Vocational Competences of Commercial Vehicle Drivers" project carried out in project countries (Germany, Italy, Spain and Turkey) among drivers and drivers' trainers from September 2021 to February 2022. The aim of this pilot testing was to test and evaluate **the competence map, the training program** including **the modules content** and **the OER platform** which were developed within the scope of the project. All the outputs of the project have taken into consideration the drivers needs and the needs of the drivers' trainers. This report provides a description of **the tested project materials, the target groups, the processes, the activities, the timing and the tools** used during the testings of the training program among the drivers and drivers'trainers.

5.2 GENERAL INFORMATION REGARDING PILOT TRAININGS

5.2.1 TESTED MATERIALS

The **tested project materials** are listed below:

- **Competency Map:** this map, which is the second output of the project, was created on the basis of the professional competencies and training programs of the drivers in the partners countries. The map containing the minimum information can be developed by taking into account national and local regulations. The competencies in the map (field, module, units of learning outcomes, knowledge, skills and competence) were evaluated by the target groups.

- **The training roadmap (training program)** (containing 7 areas and 14 modules) prepared on the basis of the competency map developed in Output 2 was also tested in this stage.

- **Digital inter-active training and self-assessment materials (OER Platform)** created on the basis of competence and training roadmap was evaluated by the target groups in terms of content and technique. The OER (Open Educational Resources) platform was subjected to the pilot testings for drivers and drivers' trainers.

5.2.2 TARGET GROUPS

Pilot testings consisted of 2 phases and involved 2 different groups of participants. **A total of 45** respondents participated in the testings, diveded respectively into **30** drivers and **15** trainers. Pilot testings were implemented in 4 project partners countries.

In the first group, **drivers** who do / want to conduct transportation of passengers within the city were involved in the testing. A total of **30 respondents** took part in this pilot testing, **10** respondents from each group respectively:

1) 10 Drivers of intracity taxi
2) 10 Drivers of minibuses
3) 10 Drivers of public transport bus

This pilot testing took place from **September** 2021 to **January** 2022 and was carried out **online or blended due to the covid-19 restrictions**.

The second group consisted of **trainers -**who usually provide driver's training to respondents interested in Commercial Vehicles and transportation. **15 trainers** partecipated in the testing. This second pilot testing took place from **December** 2021 to **January** 2022 and **was carried out online or blended, due to the covid-19 restrictions.**

Drivers as well as trainers who took part in the testings, were respondents with different genders, education, age groups and regions.

5.2.3 PİLOT TESTINGS (TRAININGS)

The target group assessed the quality of the VOC outputs, in particular the **competence map**, the **online training platform** and the **training material**. In four countries, the testing was carried out online or blended due to the COVID-19 situation, between September 2021 and Febuary 2022. Both the pilot testings were held online or blended due to the pandemic situation in the country.

MoNE, TŞOF and TÜMEDEF in Turkey, TRAINING 2000 and CNA in Italy, PONS in Spain and IBF in Germany were responsible to conduct this activity.

With the regard to the drivers group, the duration of the pilot testing lasted nearly **2 months**, including the self-asssesment part in all the countries. During the pilot training, the participants were provided with information regarding the project and the prepared competence table, training materials and the self evaluation in order to work on the materials.

In the same manner, the second pilot training that involved trainers who provide commercial vehicle driver's trainings and was carried out on line. In this case, the professional competence map, the training and self evaluation materials were provided to the trainers in order to work on the materials and then evaluate them. The duration of this process lasted nearly **2 months.**

The pilot testing focused on the overall quality of the learning outcomes and on the relevance of the identified training material and coherence with the need of the users. Furthermore the testing focused on the correspondence of the training content to the target groups needs and abilities.

Two different evaluation questionnaires were developed for the drivers and trainers participating in the training pilot testings and the results are presented in the next chapter. All the partners which responsible from pilot testings took note of the most relevant comments, suggestions and feedback received in these pilot testing phases and reported back to the other partners.

5.3 EVALUATION OF PILOT TRAININGS

5.3.1 EVALUATION OF DRIVER'S TRAINING

30 drivers and driver candidates who transport or want to transport passengers from each countries participated in the pilot training for drivers held on line between September 2021 and January 2022. In order to evaluate the effectiveness of the training and project outputs, a questionnaire was created and shared online through the Survey Monkey software, among the participants (30 drivers) from each countries. The main results and the most relevant evaluations will be discussed in the sections below.

In Germany, only 15 drivers responded to the questionnaire. The total number of respondents from 4 countries who responded to the questionnaire is 105.

The questionnaire consists of 6 parts and the participants were asked to answer to all the questions provided with the most suitable option among those available.

Part I: Overall Quality of Training

In this part the participants evaluated the overall quality of the training course, rating the following statements with the more suitable score from 1 to 5 5 (1-Strongly disagree, 2-Disagree, 3- Undecided, 4- Agree, 5-Strongly agree).

The following chart shows the evaluations of each project modules collected among the

Overall Quality of Trainings
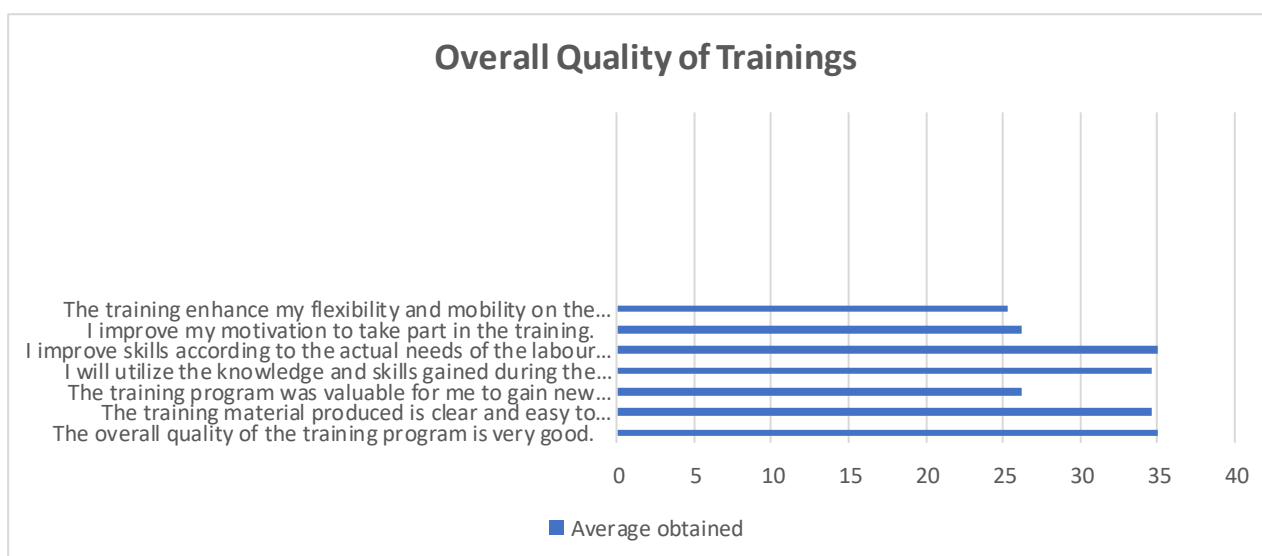
participants:

When we look at the graph, we can see that the participants gave high scores in terms of the general quality of the training program, its clarity and ease of understanding, meeting the needs of the knowledge and skills they learned during the training, and using them in business life however they gave an average score in terms of including new knowledge and skills, increasing motivation for training and increasing mobility and flexibility in the job market.

Part II: Evaluation of the Competence Map of Passenger Transportation

In this section the driver participants were asked to assess the competence map created within the project. They evaluated the quality of the passenger transportation driver competence map, answering the following statement with a specific score from 1 to 5 5 (1-Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, 5-Strongly agree).

I am satisfied with the passenger transportation drivers competence map for all the modules.

2.1- I'm satisfied with the competency map for all the modules.
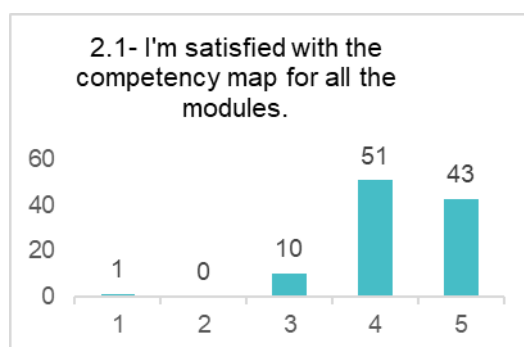
Almost all of the participants evaluated that all modules of the competency map were appropriate. 10 respondents stated that they were undecided and 1 respondent was totally disagree.

Part III: Adequacy of Training Materials and Efficiency of Process

This part is dedicated to the evaluation of the Training materials adequacy and process efficiency. In the previous sections, the participant gives a score from 1 to 5 5 (1-Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, 5-Strongly agree) to each of these sentences in order to ensure a comprehensive evaluation of the Adequacy of Training Materials and Efficiency of Process.

The following chart shows the evaluations of each project modules collected among the participants:

Adequacy of Training Materials and Efficiency of Process

- The material is easy to use.
- The material is clear and easy to understand.
- The language of the materials are good.
- The quality of the content explained is enough.
- The quantity of information provided is enough.

■ Average obtained
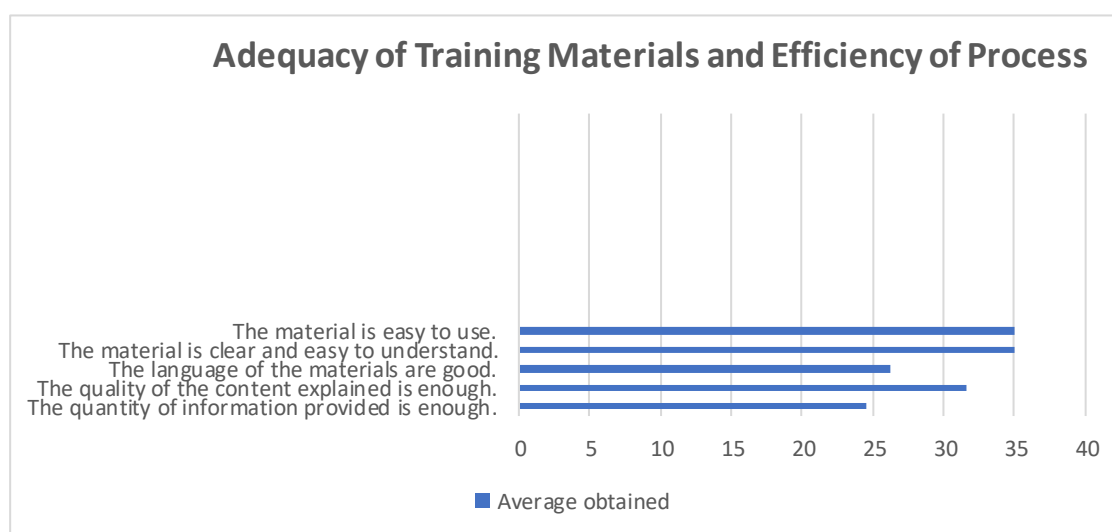
Looking at the graph, the participants gave 35 points for the easy, clear and understandable use of the materials, 32 points for the quality of the content of the materials, 27 points for the language of the materials, and 24 points for the number of materials.

Part IV: Quality of Presentations and Question Sets of Training Units for Commercial Passenger Transport Drivers

In this section the participants assess the quality of the training modules and their level of satisfaction regarding each training module, giving a score from 1 to 5 (1-Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, 5-Strongly agree) to each module.

The following chart shows the evaluations of each project modules collected among the participants:
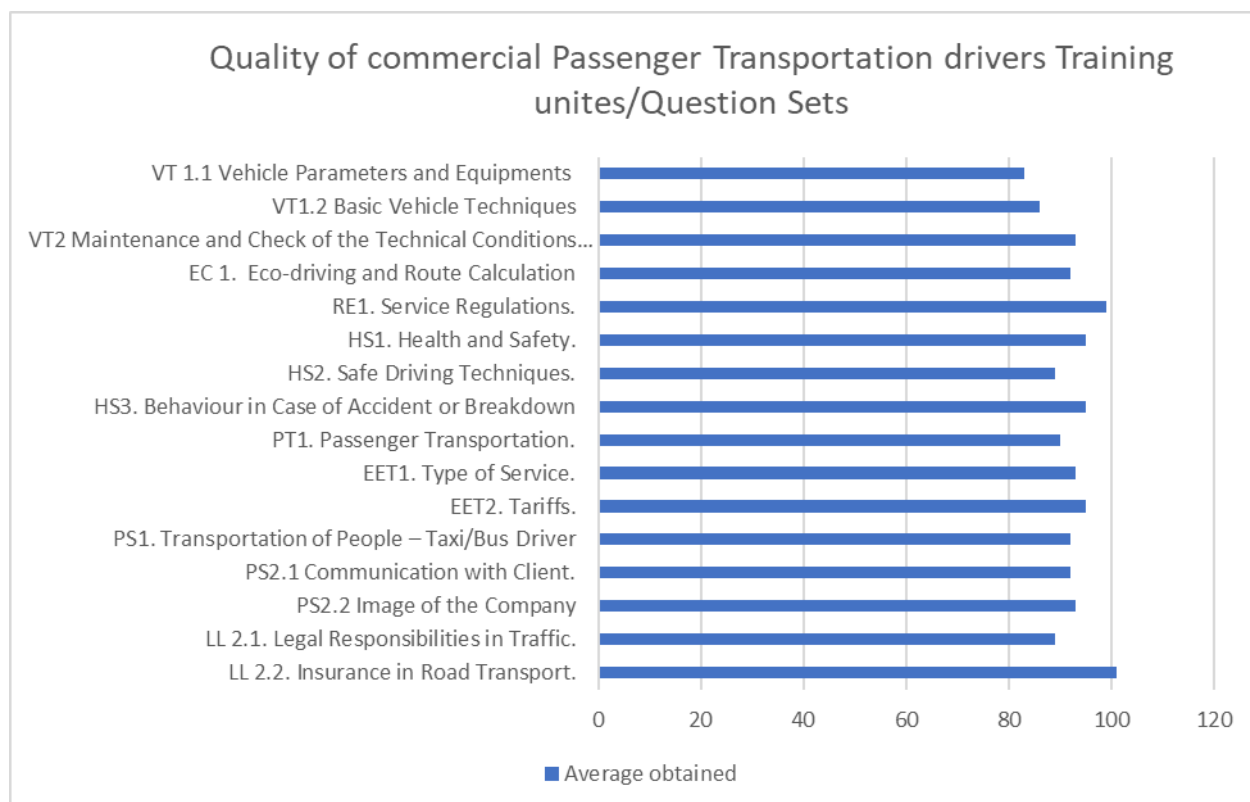
When we look at the graph, we can see that the highest score of the participants with 100 points is LL2.2. Insurance in Road Transport, RE1. Service Regulations modules. Then the modules with 87 points are VT2 Maintenance and Check of the Technical Conditions of the Vehicle, HS1. Health and Safety, HS3. Behaviour in Case of Accident or Breakdown and EET2. Tariffs. All modules received more than 80% likes.

In this section the participants state also if the training materials have met their needs and if not, they express what could be changed or improved in terms of the content. These are the main comments:

➢ The material is very useful and coherent with the programme of driver's licence training course I am attending.
➢ More real cases and examples can be added
➢ The digital format of the materials supports the learner in the training path

Part V: Quality of the e-Learning Platform

In this part, the respondents assess the quality of the OERs and the e-learning platform; they rate the following statements with a score from 1 to 5 5 (1-Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, 5-Strongly agree).

The following chart shows the evaluations of each project modules collected among the participants:

Quality of the E-learning Platform

The quantity of digital learning material is adequate.
The digital tools in the platform are innovative.
The interface of OER e-learning platform is user-...

0   5   10   15   20   25   30   35

■ Average obtained
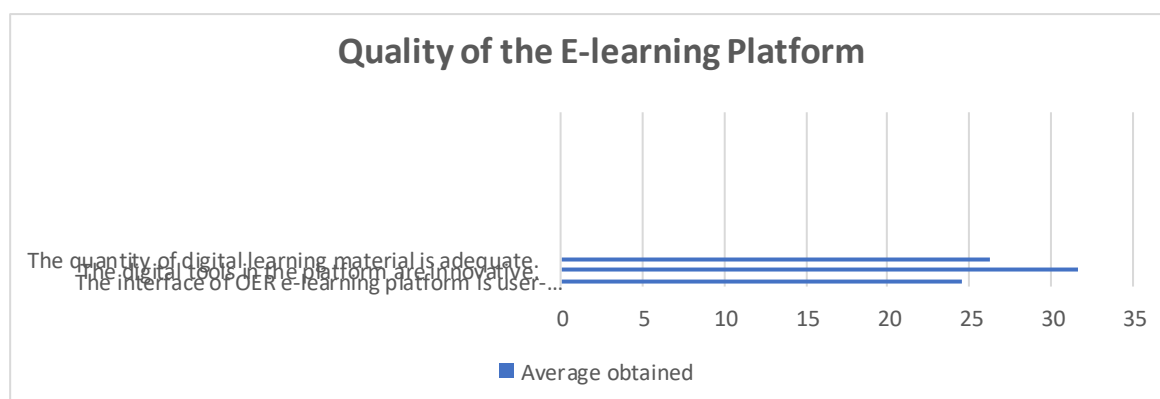
Looking at the graph, it is seen that the participants gave 32 points to the innovativeness of the digital materials on the platform, 27 points to the adequacy of the quantity of digital training materials, and 25 points to the user-friendliness of the interface of the open training resources platform.

As the last question about meeting the needs of the e-learning platform of this part, only 1 respondent stated that the number of digital materials should be increased.

Part VI: General Evaluation

In this section, the participants were asked about the strengths and weaknesses of the training program in general and other relevant comments. The following are the main feedback and comments collected among the drivers:

Strengths

➢ User-friendliness and ease of access of the platform
➢ Clarity of the content materials
➢ Ease of comprehension of the language
➢ Clear and understandable language of digital materials
➢ The quality of the material
➢ Well structured materials
➢ Digital Platform's easiness to use
➢ The material brings up all the interesting and important issues that a driver has to known.

Weaknesses

➢ In some cases, modules are too detailed: some of the respondents prefer a more general description of some procedures.
➢ More case studies and real situations examples can be added
➢ More videos and interactive content can be developed
➢ Some modules can be developed in a more dynamic manner to keep up the learner's attention on the training session
➢ Digital materials could be developed a little more both in number and in content.
➢ Videos must be in each country's own language

5.3.2 EVALUATION OF TRAINER'S TRAINING

15 driver trainers from each countries participated in the pilot training for driver trainers held online between September 2021 and February 2022. In order to evaluate the effectiveness of the training and project outputs, a questionnaire was created and shared online through the Survey Monkey software, among the participants (15 driver trainers) from each countries. The main results and the most relevant evaluations will be discussed in the sections below.

Because of 16 people participated in the training in Turkey, the total number of people who answered the questionnaire is 61.

The questionnaire consists of 6 parts and the participants were asked to answer to all the questions provided with the most suitable option among those available.

Part I: Overall Quality of Training

In this part the participants evaluated the overall quality of the training course, rating the following statements with the more suitable score from 1 to 5 (1-Strongly disagree, 2-Disagree, 3- Undecided, 4- Agree, 5-Strongly agree)

The following chart shows the evaluations of each project modules collected among the participants:
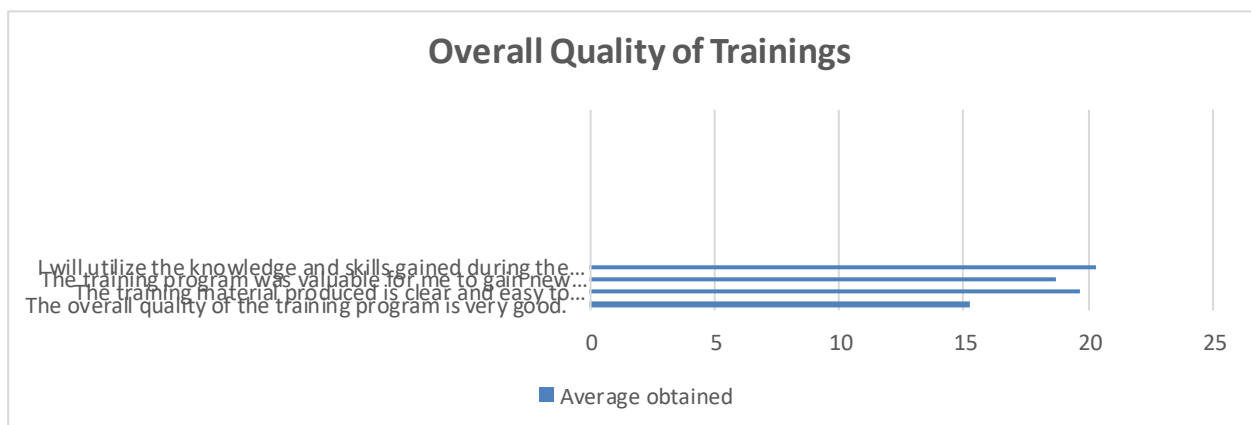
When we look at the graph, it is seen that the participants gave 21 points for meeting the needs of the knowledge and skills they learned during the training, 19 points for the clear and easy-to-understand training program, 17 points for the training program to gain new knowledge and skills, and 15 points for the general quality of the training program.

Part II: Evaluation of the Competence Map of Passenger Transportation

In this section the participants were asked to assess the competence map created within the project. They evaluated the quality of the passenger transportation drivers competence map, answering the following statement with a specific score from 1 to 5 (1-Strongly disagree, 2-Disagree, 3- Undecided, 4- Agree, 5-Strongly agree)

> ➢ I am satisfied with the passenger transportation drivers competence map for all the modules.

2.1- I'm satisfied with the competency map for all modules.
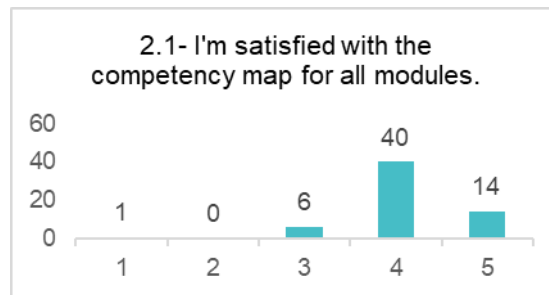
Almost all of the participants evaluated that all modules in the competency map were appropriate. 1 respondent was disagreed; 6 respondents were undecided.

Part III: Adequacy of Training Materials and Efficiency of Process

This part is dedicated to the evaluation of the Training materials adequacy and process efficiency. In the previous sections, the participant gives a score from 1 to 5 5 (1-Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, 5-Strongly agree) to each of these sentences in order to ensure a comprehensive evaluation of the Adequacy of Training Materials and Efficiency of Process.

The following chart shows the evaluations of each project modules collected among the participants:

Adequacy of Training Materials and Efficiency of Process
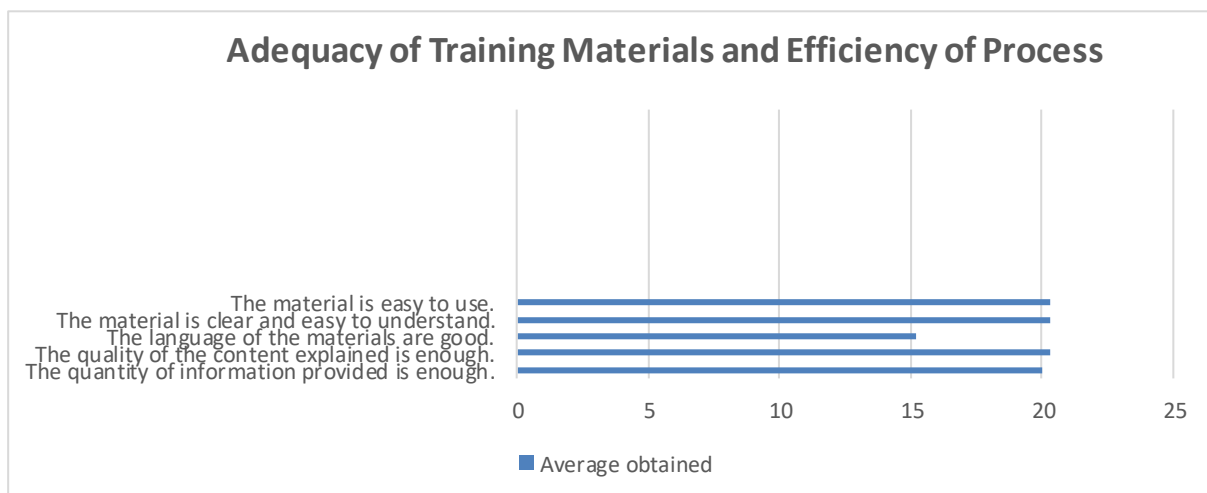
Looking at the graph, the participants gave 20 points to the ease of use, clarity and understanding of the materials, their quantity and content quality, and 15 points to the language of the materials.

Part IV: Quality of Presentations and Question Sets of Training Units for Commercial Passenger Transport Drivers

In this section the participants assess the quality of the training modules and their level of satisfaction regarding each training module, giving a score from 1 to 5 5 (1-Strongly disagree, 2- Disagree, 3- Undecided, 4- Agree, 5-Strongly agree) to each module.

The following chart shows the evaluations of each project modules collected among the participants:

53

Quality of commercial Passenger Transportation drivers Training unites/Question Sets
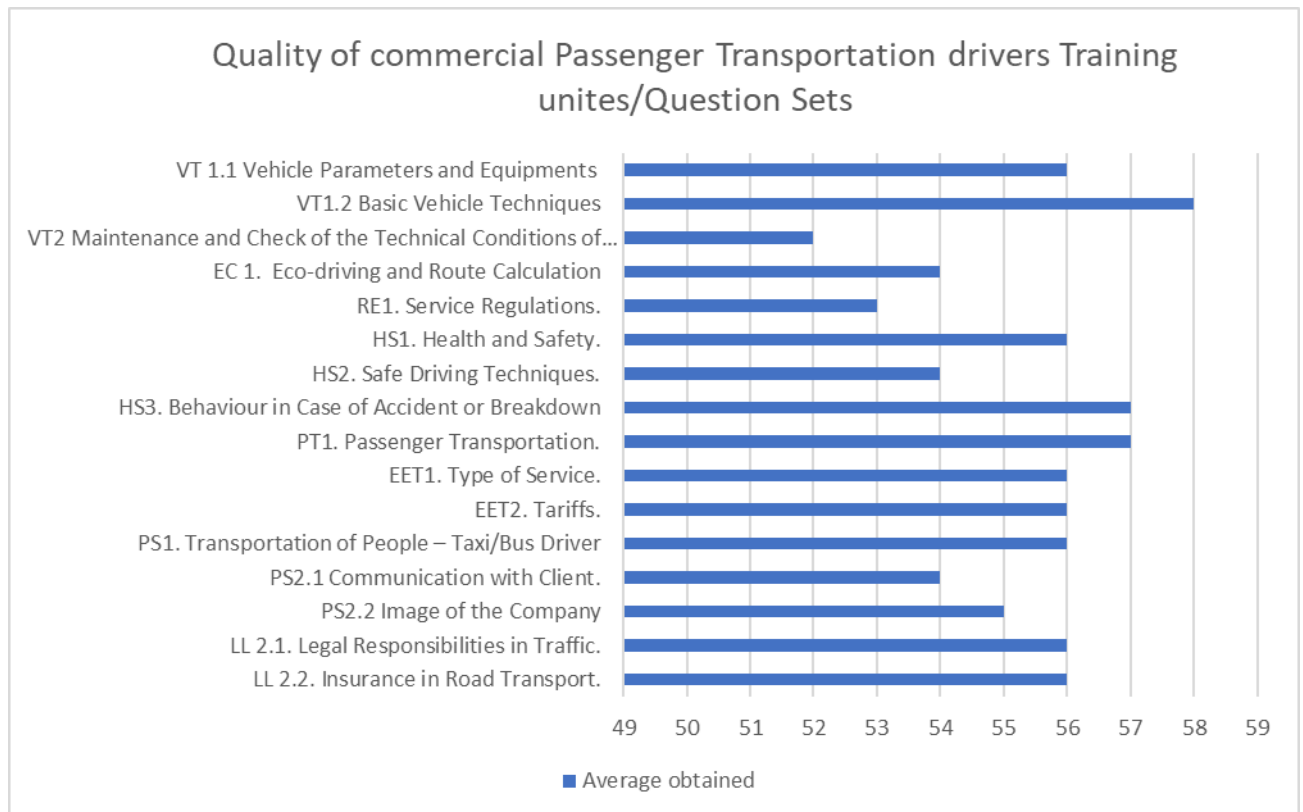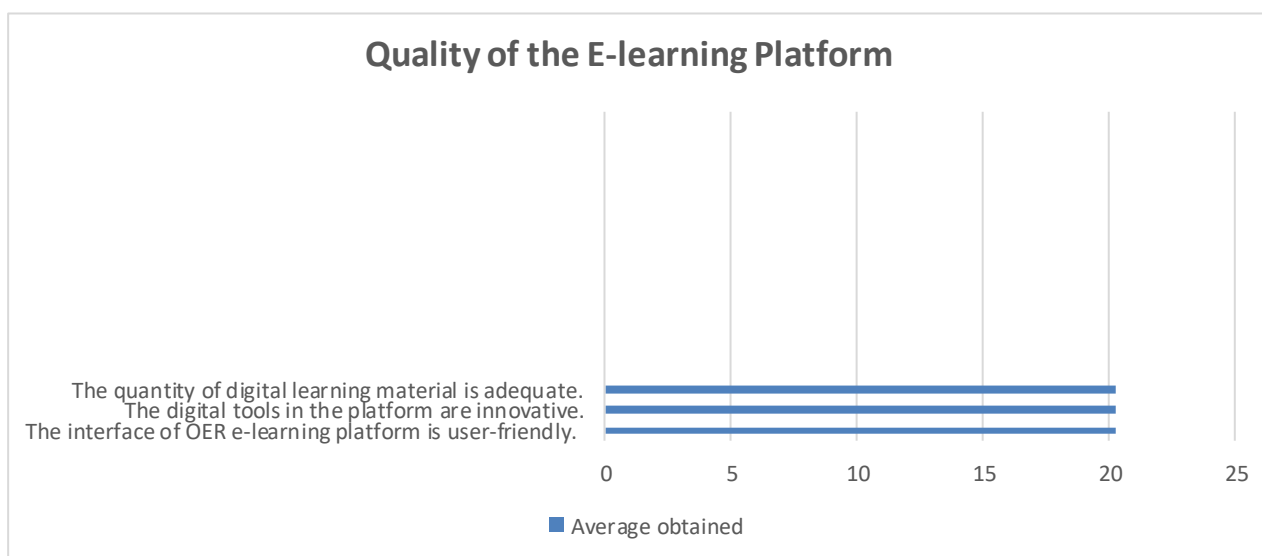
Looking at the graph, we see that the participants gave the highest score, 58 points, to the VT1.2 Basic Vehicle Techniques module. Then the modules with 57 points are HS3. Behaviour in Case of Accident or Breakdown and PT1- Passenger Transportation. The VT2 Maintenance and Check of the Technical Conditions of the Vehicle module received the lowest score with 52 points.

Part V: Quality of the e-Learning Platform

In this part, the respondents assess the quality of the OERs and the e-learning platform; they rate the following statements with a score from 1 to 5 5 (1-Strongly disagree, 2- Disagree, 3-Undecided, 4- Agree, 5-Strongly agree).

The following chart shows the evaluations of each project modules collected among the participants:

Quality of the E-learning Platform

Looking at the graph, it is seen that while the participants give the digital materials on the platform to being innovative, they give equal points to the adequacy of the quantity of digital training materials and the user-friendliness of the interface of the open training resources platform.

No comments were made regarding the last question of this section regarding the fulfilment of the needs of the e-learning platform.

Part VI: General Evaluation

When commenting on the overall strengths of the training program (10 out of 15), the trainers participating to the survey wrote positively about the different topics and resource made available by VOC partners and about the accuracy of competence map which was considered detailed and well-structured. The slideshow created for the training modules was another plus point for one trainer because it facilitated the learning process and made content acquisition more dynamic. Moreover, the course clarity and usability were mentioned by the participants. The amount of online free resources was another positive aspect of the training program. Only one comment highlighted the analogy with already existing VET courses in the passenger transportation sector. Taken as a whole, the training course was considered useful, innovative and user-friendly.

The weaknesses noticed by the trainers concerned the presence of grammatical errors and typos together with the suggestion to deeper the topics of the modules. Other feedbacks were about the lack of usability when navigating e-learning platform - in complete contrast with the aforementioned strengths - and the relevance of some modules concerning the legal framework of the sector, like Area 2 - Module RE Service regulations, probably because of its redundant presence in standard VET courses. More generally, it can be said that the feedback were strongly polarized. If for one respondent the VOC training course was "too detailed", another trainer commented about the need to explore more the content. In this sense, treasuring every feedback of the survey, the two main improvements that VOC partners have to carry out concern the content and the usability of the e-learning platform in future projects or when the project is finished.

5.4- RESULTS AND GENERAL EVALUATION

Considering the impressions and survey results obtained from both pilot trainings:

- The opinions of the driver trainers and drivers participating in the pilot training regarding the project outputs, qualification map and e-materials meeting the needs and the quality, and the high level of satisfaction,
- The realization of such a project related to passenger transportation will benefit the sector,
- Examples from other countries and different approaches add vision to the relevant parties and that the dialogue between countries and organizations will reflect positively on practices,
- Face-to-face training should be essential in driver training, while distance education should be complementary,
- In driver training, it is necessary to focus on the practical part as well as the theoretical knowledge,
- Digital training materials that can be accessed without limitation of time and place will support their vocational training and development due to the fact that the drivers are mobile due to their profession,
- The pilot training program was found to be beneficial in general and aimed at increasing the knowledge and skills of the participants,
- The structure of the joint qualification map prepared within the framework of the project, in line with the European Qualifications Framework, is found to be positive and sufficient,
- In general, the quality of the training materials (presentations, project website, outputs, questionnaires, etc.) used during the pilot training was found to be sufficient,
- In terms of the content, language, clarity, visuals and videos used, interactive feature, usability, etc. of the digital presentations and question sets developed based on the competency map within the framework of the project is found to be sufficient,
- Especially where images and videos are used more, e-materials attracted more likes and attention,
- The e-learning platform is found to be useful, sufficient and innovative,
- Especially for trainers, the h5p platform will be useful for producing new interactive digital materials,

were detected.

SECTION 6- INSTRUCTIONS TO CREATE DIGITAL TRAINING MATERIALS IN FORM OF COURSE PRESENTATION IN H5P

This document contains practical instructions that guide the author in the creation of the interactive educational contents using H5P in the VOC project ("INCREASING VOCATIONAL COMPETENCES OF COMMERCIAL VEHICLE DRIVERS").

6.1. PRELIMINARY PHASE

- To get familiar with the H5P tool, have a look at existing course presentation examples at https://h5p.org/presentation and tutorial at https://h5p.org/tutorial-course-presentation

6.2. PLANNING PHASE

- The presentation you are creating must be connected to the knowledge/skills/competences listed in the competence map;

- Within your AREA/MODULE select 1 to 3 LEARNING OUTCOMEs you would like to cover in the presentation; define a TITLE for the presentation;

- Prepare and organize all your content for one interactive presentation in digital form: texts (for title, description, questions, answers, etc.), images (files, links, copyrights info), audio narrations; videos + interaction points (when/timing, what, …), etc.

    Create a storyboard, where you design the different slides with their own content.

- The collected information and material will be used to create the H5P course presentation.

6.3. DEVELOPMENT PHASE

- Open the predefined course presentation template (VOC template)

    http://vocofdrivers.tsof.org.tr/wp-admin/admin.php?page=h5p&task=show&id=4

    with the credential received by the project site administrator

- click on "Reuse" (at the bottom left corner)
- Download on your computer
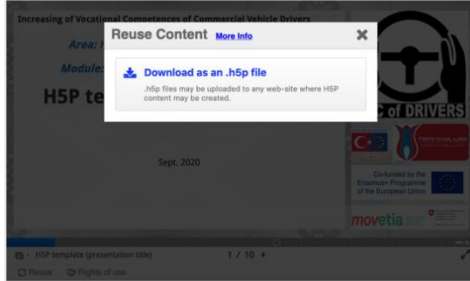
- Select "H5P Content" from the left Menu
- Click on "Add new", select Yükle (= upload), select the file to be uploaded ("Bir dosyayükle") and click on "kullan" (= use)

- Modify the **title** of the interactive content following this **NAMING CONVENTION**: [unitcode].[number of the presentation]-[short name of the presentation]-[code of the language],e.g. "HS1.1-title-EN"
- insert the author name in the section "Üstveri (Metadata)" and click on "Create"

- You are now presented with a new editing environment where you can start modifying the template presentation according to your needs for producing your specific OER.

  - Extend/modify the uploaded course presentation to produce about 15 slides
    - Slide 1: modify the title slide by inserting area, module, title of the presentation and date;
    - Slide 2: complete the list of Learning Outcomes (LOs) which are covered by the content of your presentation according to the competence map; the suggested number of LOs is from 1 to 3;
    - Slide 3 – Slide n: create different slides containing text, images, videos, narrations, links to connected materials, interactive videos and various types of questions, by cloning the template slides. Please use the preformatted slides for each type of content; there is also an empty slide for any other different content you may want to insert;
    - keep the last **Disclaimer** slide as it is (**DO NOT MODIFY IT!**).
  - Name each slide by changing it in the *slide keywords list* on the bottom left. (Please note that the keywords need to be explanatory of the content in the slide.):
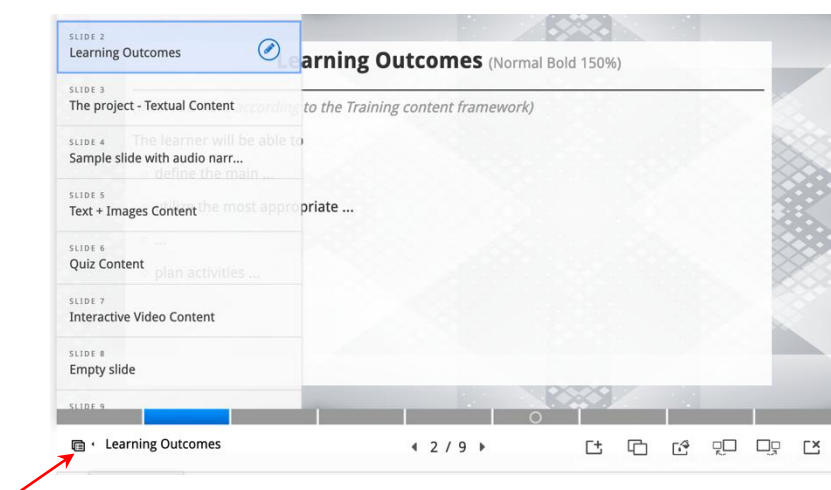
6.4. TYPE OF CONTENT

Text

- use the format indicated in the textual content slide of the template.
- write your own text
- do not copy long excerpts of text from web pages (unless they are copyright free), rephrase and indicate the source

Image

- *quality*: use good quality images (HD)
- *copyright*: include only copyright free images; you can find them for example in Wiki Commons (https://commons.wikimedia.org/wiki/Main_Page) or Pixabay(https://pixabay.com/)

- click on th

- insert compulsory (*) information in the metadata section. In case of unknown author insert "-" in the author's name field

Questions

You may include different types of questions to create a quiz; the recommended ones are *single choice set* or *multiple choice*, but you can also use *true/false*, *fill in the blanks*, *drag text*, *drag and drop*;

Be homogeneous in the configuration setting (feedback, behaviour e.g. auto-continue), the simpler it is the better; you can leave the default settings.

You are recommended to insert quizzes half-way in the presentation for self-evaluation and a final summary quiz in a last slide before the disclaimer. Insert at least one intermediate and one final quiz.

Interactive video

Select the "Interactive video" button to insert an interactive video content in the slide:
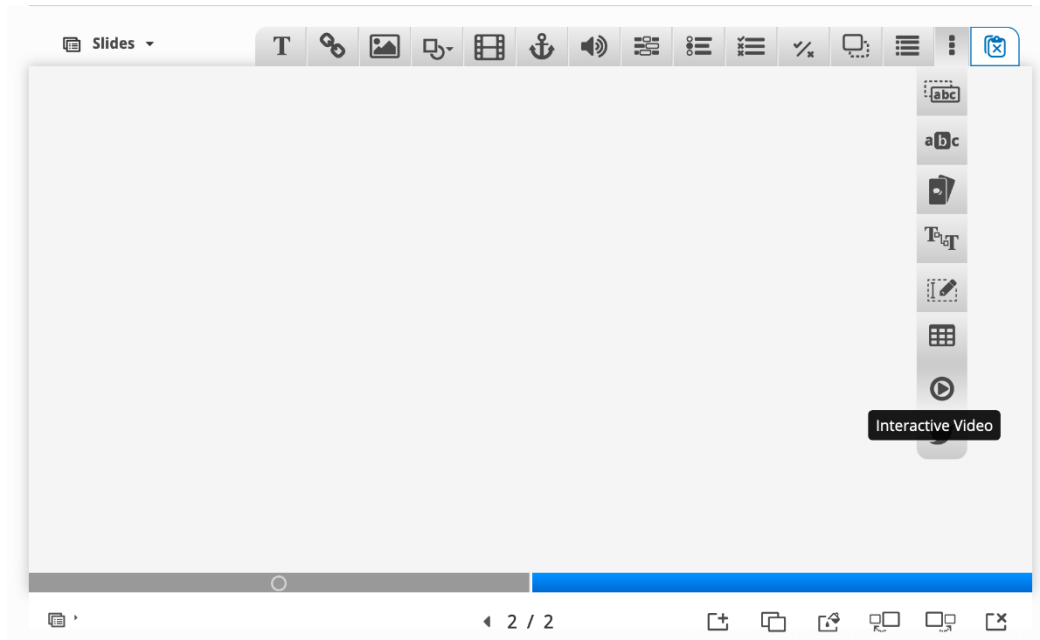
Its creation consists of 3 steps: Upload video, Add interactions and Summary (ref. https://h5p.org/tutorial-interactive-video). There is a simple example of an interactive video in the slide templates.

1. Upload video

   - *source:* upload a video or enter a link to youtube/vimeo video

   - *format*: recommended formats are mp4, webm or ogv

   - *resolution*: use video with high resolution quality: 240p is very low, suggested is at least 720p if possible

   - *length*: short (recommended length: 2-5 minutes, max 6)

   - *copyright*: insert the copyright information as you did for images (remember that you should include only free copyrighted videos)

   - *audio track*: a video with an audio track could be an issue for translations: do we have it in all languages? Is the video understandable if we cut the audio? The best solution is to have a video without audio narrations (music is OK, no translation issues), alternatively, you can find a video available in all the partner languages, or you can keep the original video and add subtitles in your language;

2. Add interactions

   - *interactive points*: insert different interactive points: bookmarks, quizzes, text, images, links, etc.

- *bookmarks*: they are useful to split the video into sections/chapters identified by subject; insert at least 1 bookmark for each subject change, e.g. 3/5 bookmarks in a 4 minutes video;

- *quizzes:* add at least 1 quiz in each video

- position accurately the timing of the interaction points

3. Summary

- at the end of an Interactive video, you can add a Summary, intended to make the learner reflect on the learning content presented in the video (ref. https://h5p.org/tutorial-summary).

Audio Narrations

Some slides may require more information to be better understood and can be supplemented with an audio narration. The narration shouldn't be just the text reading of the slide content, but it should be exploited to describe additional details.

Steps to add audio narrations

1. write the text to be spoken; this is important for automatic audio generation and translations;

2. produce the corresponding audio file in MP3 format; you have 2 options

   a. you can use a text to speech program (we suggest the online tool audio https://ttsmp3.com/ with "British English / Amy" as language/voice) for English content or select the best voice for your following language translations

   b. In alternative record your own voice

3. copy the blue audio button on the top-right corner of the "sample slide with audio narration" in your slide

4. set your file as the source file of the audio button, insert a title

5. in the "Comments" field of the "Metadata section" insert the narration text for later translations

6.5. OTHER RECOMMENDATIONS

- **SAVE** changes frequently (with UPDATE button) and check how it looks, enter edit again

- **DON'T USE back-space/del key out of text fields, try ESC to exit without saving**

- Bring to Front – Send to Back content if re-edited when necessary

- When editing text boxes, use plain unformatted text for copy-paste, or remove the format style with the T_x button

6.6. CONTENT CHECK-LIST

Content	Required	check
Correct title of the interactive content	Naming convention	
Slide 1 – Title: correct module and unit name according to Training framework		
Slide 2 – LOs described according to Training framework	1-3	
Number of interactive videos	At least 1	
- with interactions: bookmarks, quiz etc.		
Number of narrations	At least 1	
Number of intermediate quizzes	At least 1	
Final quiz	1	
Copyright of images and videos	Filled in Metadata	
Keywords list	Complete all the slides title	
Layout check: after saving check correct content appearance	Try to use it	

ANNEX – FEEDBACK QUESTIONNAIRE

Please tick the best option that reflects your opinion corresponding to the statements:

1 – strongly disagree

2 – do not agree

3 – undecided

4 – agree

5 – totally agree

	1	2	3	4	5
OVERALL QUALITY					
The overall quality of the training program is very good.					
The training material produced is clear and easy to understand.					
The training program was valuable for me to gain new knowledge and skills.					
I will utilize the knowledge and skills gained during the training in my life.					
I improve skills according to the actual needs of the labour market.					
I improve my motivation to take part in the training.					
The training enhance my flexibility and mobility on the European Job Market.					
QUALITY OF PASSENGER TRANSPORTATION DRIVERS COMPETENCE MAP					
I am satisfied with the competence map for all the modules					
PLEASE STATE IF THE COMPETENCE MAP HAS NOT MET YOUR NEEDS. WHAT COULD BE CHANGED OR IMPROVED?					
SUFFICIENCY OF THE TRAINING MATERIALS AND EFFICIENCY OF THE PROCESS					
The quantity of information provided is enough.					
The quality of the content explained is enough.					
The language of the materials are good.					
The material is clear and easy to understand.					
The material is easy to use.					

QUALITY OF PASSENGER TRANSPORTATION DRIVERS TRAINING MODULES					
I am satisfied with the content of the Area 1: Modul - VT 1 Background and Characteristics of the Vehicle and Equipment					
I am satisfied with the content of the Area 1: Module - VT2 Maintenance and Check of the Technical Conditions of the Vehicle					
I am satisfied with the content of the Area 1: Module - EC 1. Eco-driving and Route Calculation					
I am satisfied with the content of the Area 2: Module - RE1. Service Regulations					
I am satisfied with the content of the Area 3: Module - HS1. Health and Safety					
I am satisfied with the content of the Area 3: Module - HS2. Safe Driving Techniques					
I am satisfied with the content of the Area 3: Module - HS3. Behaviour in Case of Accident or Breakdown					
I am satisfied with the content of the Area 4: Module - PT1. Passenger Transportation					
I am satisfied with the content of the Area 5: Module - EET1. Type of Service					
I am satisfied with the content of the Area 5: Module - EET2. Tariffs					
I am satisfied with the content of the Area 6: Module - PS1. Transportation of People – Taxi/Bus Driver					
I am satisfied with the content of the Area 6: Module - PS2. Communication with Client					
I am satisfied with the content of the Area 7: Module - LL 2.1. Legal Responsibilities in Traffic					
I am satisfied with the content of the Area 7: Module - LL 2.2. Insurance in Road Transport					
Please state if the training materials have not met your needs. What could be changed or improved in terms of the content?					

QUALITY OF OER E-LEARNING PLATFORM					
The interface of OER e-learning platform is user-friendly.					

The digital tools in the platform are innovative.					
The quantity of digital learning material is adequate.					
Please state if the OER platform has not met your needs. What could be changed or improved in the OER platform?					

As a general evaluation, please state your ideas about the strengths of the training program.	
As a general evaluation, please state your ideas about the weaknesses of the training program.	
Would you want to give any other comments?	