



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

prepared by: ARKADIUSZ MATYSIAK, ITS

WP 5 □ del: 13 □ last update: 15.05.2015

contact: Arkadiusz.matysiak@its.waw.pl, www.project-ictdrv.eu

Indicator 1: A supporting and regulating legal and organisational framework

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

Implementation of simulator-based training in Poland is regulated with the following legal acts:

- Act on Road Transport (Dz.U. 2001 nr 125 poz. 1371)
- Ordinance of Minister of Infrastructure on training the drivers who perform road carriage (Dz. U. Nr 53 poz. 314)
- Ordinance of Minister of Infrastructure on the requirements of the device to simulate driving in special conditions (Dz.U. 2011 nr 81 poz. 444)

These acts state that the driver needs to have 4 hours of driving in special conditions when taking the initial qualification course and 2 hours regarding the accelerated initial qualification. These driving sessions can be provided on a sliding plate or using a driving simulator. Poland has one of the strictest regulations regarding the technical requirements of the driving simulators used in scope of VET for professional drivers: they need to be provided with a 6 DOF platform, advanced visual system etc. Therefore, no kind of lower-class devices, despite their undisputed advantages in some areas of schooling, can be used for professional drivers' training. This creates a significant gap in providing simulator-based activities for the training centres that cannot afford advanced simulators as well as decreased the added values of the lower class simulator-based training itself. As so, regulatory actions should be made to recognize these devices as possible of providing the training, at least in some areas of the course (e.g. ecodriving). Additionally, it could also be considered to include the simulator sessions (in a voluntary manner) into the training curriculum for C and D category driving license course.

CBT was recognized as a full-fledged form of driver training according to the Act on drivers (Dz. U. 2011 nr 30 poz. 151). Article 23, paragraph no 3 of this act states as

SBT is well grounded in the Polish legal system, yet very strictly defined regarding the technical requirements.

CBT is already recognized by the Polish legal system, but gives a vast freedom in terms

following: “Lectures (on a) basics of vehicle maneuvering and being a part of road traffic, b) duties and rights of driver) can be provided using through distance-learning using computer-based techniques and Internet, under the supervision of the training center.” The number of hours to be spent on the course is the same as in the case of classroom courses, as well as the material. Also, all kind of courses can be led using e-learning. Unfortunately, Polish regulations do not address the students’ need for having a direct access to the instructor. As a result, no e-learning courses are tutor-led and possible of having additional expert-based feedback (despite the information provided on the Internet platform). This creates a significant lack in the educational value of these training and, therefore, should be addressed through providing certain legal regulations. Still, it cannot be made without a wide support from training centres, deriving from raising the awareness on educational quality of CBT.

of designing its educational structure. The regulations lack the requirements regarding this matter which need to be addressed.

Indicator 2: **Comprehensive information and counselling**

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

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

At present, no specific actions in Poland are taken to provide information and counselling on CBT and SBT for the stakeholders. Any information available on these topics (besides the scientific articles and research projects) in the public area is the one generated by the training centres in a form of advertisements. The change can be provided through engaging the scientific (taking into the account both simulator and educational researchers into the counselling activities, so as to establish a link between different training focus areas) representatives. As suggested in Indicator 8, working groups aimed at providing comprehensive information for the stakeholders could be established in scope of already existing organizations, such as e.g. Polish Federation of Driver Training Centres (body which unites all regional Driver Training Associations), Polish Chamber of Driver Training Centres and Driver Training Centres’ Patronage under Motor Transport Institute. These entities gathering both the representatives of CBT/SBT providers and researchers could efficiently establish a constant cooperation in terms of enhancing the quality awareness and supporting the companies that would be willing to adapt their courses to the instructional design and learning outcomes approach.

Due to no actions taken in Poland to inform the stakeholders about the advantages, progress and novelties in CBT/SBT a range of working groups performing in this matter should be introduced.

Still, the same bodies need to introduce a wide campaign promoting the benefits of high-quality multimedia-based driver training that would be aimed directly to the drivers. This would be a crucial element as without raising the end-users’ awareness they would choose the lower price of the course instead of high educational quality.

Benefits of CBT/SBT need to be directly addressed to the drivers, so as to raise their awareness.

These actions could be implemented as a part of a national promotion project which as well could be co-funded from the external funds.

Indicator 3: Specifically trained trainers and tutors

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

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

More and more driving centres in Poland have been including e-learning into their training curricula for professional drivers and candidates for professional drivers. CBT is provided using dedicated e-learning platforms that are usually designed by external software companies in a form of “step-by step” instruction-led courses enabling to gain the knowledge using text-based information as well as photos and videos. Also, none of the identified Polish CBT courses are tutor-led as well as coach-provided. This fact strongly affects the learning quality. On the other hand, the associations and NGOs operating in the field of CBT focus on academic e-learning as well as its implementation in business. A few VET activities they have been providing do not concentrate on VET in the context of drivers. Another key factor that hinders the development of quality-based e-learning is a very high competition on the market due to an incomparably higher amount of driving centres in Poland than in other UE countries. This leads to the conclusion that no organizational or regulatory actions can enhance the educational quality of e-learning for professional drivers in Poland and therefore a wide educational campaign that would show the benefits of high quality, tutor-led CBT is strongly needed.

Simulator training in Poland is provided using high-class driving simulators what is necessary due to national regulations. This fact strongly affects the education of the trainers who are given a professional, vast course (usually ending with earning a certificate) from the simulator developer on how to exploit the device for training purposes. Yet, no actual information on educational characteristics of simulator training is shared during such course. Despite this fact, the driving centres’ managers do not see the need for further education of their training staff, usually due to the fact that they do realise the importance of quality in SBT – there is still a perception that simulator training is just a projection of real-world drives with the added value of generating the unexpected and dangerous road situation. This of course needs to be changed to increase the training quality and the impact it makes on driving performance of trainees. In Poland the simulator trainers need to have the competences of professional driver instructors. This requires them to attend yearly vocational training workshops which include i.a. teaching methodology and

E-learning has been recently widely implemented in the training curricula.

Unfortunately, the design of the courses does not put educational quality at first place.

Training of SBT trainers in Poland is made only in scope of technicalities of the simulators. The elements of the educational techniques aimed at simulator training could be applied to the periodic T4T which every trainer needs to take once a year.

psychology issues. The workshop curriculum is defined in the national legal act (Ordinance of Minister of Transport, Construction and Maritime Economy from 13 July 2012, regarding the training of persons applying for powers to drive vehicles, instructors and tutors (Dz. U.2012.1019)). Its mandatory character as well as strictly defined curriculum creates a chance for including the SBT-based education principles into the workshops. Such additional element of the workshop could be provided at the beginning as an additional one, only for the trainers who also teach using the simulators. Still, it would be recommended that necessary changes in the legal acts could be made in order to include the SBT topic into such training for trainers as well as defining its actual scope.

Indicator 4: Application of the learning outcomes approach

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

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

Poland adopted EU's Qualification Framework with slight changes (5 levels of qualification instead of 8 that can be found in the EQF). Polish System of Vocational Qualification is introduced in the Act on promotion of employment and labor market institutions (Dz. U. z 2008 r. Nr 69, poz. 415 z późn. zm.). Unfortunately, the framework has been so far implemented only in scope of curricula provided in university education as well as youth vocational education. Learning outcomes approach is applied as a result only in this area.

Polish Qualification Framework is an adopted version of EQF, yet still needs some changes in order to integrate it efficiently into vocational system.

A significant progress in implementing learning outcomes approach is likely to come into life in the following months as the Council of Ministers adopted guidelines to the act on integrated qualification system on 31st March 2015. Introduction of this act will primarily integrate EQF with national regulations and adopt 8 levels of qualification. It will also enable:

- a sound requalification and increase in competences for people searching for a job
- the employers to recruit more efficiently and provide a plan for training their employees
- the VET providers to present their training program more efficiently

Integrated qualification system will include general, vocational and university education also taking into account VET courses. Main tools of the system would be 8 levels of Polish Qualification Framework containing requirements for knowledge, skills and competences and Integrated Register of Qualifications. The Register will include all the qualifications resulting from nationally regulated courses, what

means that it will also cover initial qualification and periodic training for drivers. Additional commercial CBT/SBT trainings will also be possible to include into the register on demand. Yet, this will require the training stakeholders to keep the records of the act as well as Recommendation of European Parliament and Council on the establishment of European Credit System for Vocational Education and Training, in which the need for introducing learning outcomes approach is strongly underlined. Still, a wide awareness campaign should be provided to the driving centres informing about both benefits of being included in the register as well as designing their training curricula according to the learning outcomes approach.

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

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

In the advertising materials of most multimedia-based training providers in Poland the biggest accent is put on time and money efficiency of CBT and SBT. These forms of training are presented, and therefore perceived by the end-users, as cost-effective and less time-absorbing than the regular “old-fashioned” courses. Unfortunately, the issue of an added value that CBT and SBT provide, is hardly mentioned. This state derives from the fact of a high competitiveness in Polish driver schooling market and therefore setting the lowest price as a key factor.

Current market needs push the CBT/SBT providers to put the price at the first place – the added value is a missing factor.

In order to change the current situation a number of informational and educational actions need to be taken. First of all, the driving centres need to be introduced into the added value of learning using CBT/SBT – as a matter of fact not all of the training providers realize this fact. Such campaign could be made by the organizations gathering the stakeholders in the area of driver training. Additional educational campaign should be addressed to the professional drivers. The materials could show the benefits of multimedia-based learning compared to the traditional way of schooling, taking the added value as a key factor that could help them in a daily work. This campaign could also be run under the supervision of training centres’ associations through the media used directly by the drivers, i.e. weekly/monthly magazines, social media etc.

Not all stakeholders realize the added value – this needs to be changed with an informational campaign.

Indicator 6: Sound and thorough instructional and technological interface design

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

Instructional design is a concept rarely known in Poland and virtually unused in the concept of vocational training – it is rather identified as an academic concept

Instructional design is hardly known in Poland’s VET. Actions for disseminating

among educational researchers. According to this fact the first steps into its implementation need to be made in the scope of its dissemination among the stakeholders and promoting its natural advantages. Key stakeholders willing to partake in improving the quality of their CBT/SBT as well as scientific/educational bodies acknowledged with ID need to be identified and connected through a working group.

and benefits through the CBT/SBT providers need to be taken.

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

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

Most of the CBT/SBT providers in Poland take part in various regional, national and European projects in which they are given an opportunity to enhance the scope of their activity through developing new educational platforms, curricula of the innovative branches of driver training and purchase of devices. Unfortunately, in most cases the educational developments obtained in such projects do not translate into improvement of the quality of e-learning/simulator trainings.

Most Polish CBT/SBT providers treat e-learning and driving simulator as an equivalent of traditional training methods and take no actions to develop the courses, despite having possibilities to do so.

The scope of professional driver training (taking into account both initial qualification and periodic training using CBT/SBT) is described in detail in Polish Act on Road Transport (Dz.U. 2001 nr 125 poz. 1371). However, the legal records only cover which theoretical material should be included as well as number of driving hours taken in different conditions. Therefore, the driving centres cannot be obliged to improve the educational quality using innovative methodologies as no regulations regulate this issue.

The biggest potential in changing the described situation is seen in taking part in subsequent research national/European projects. The national Polish agencies as well as European ones could introduce the calls specifically aimed at improvement of VET quality in which the project results could as well be implemented through the level of its implementation to the daily commercial activities of the companies.

VET-aimed calls for projects on national/international level are needed to encourage the stakeholders for research actions.

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

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

Polish market of driver training courses is one of the most challenging in the EU because of its diversity and fragmentation. According to the statistics, in 2014 a total of 8941 driving centres were active on the market. Also, according to the fact that Polish law enables to provide the computer-based theoretical training and simulator training as the replacement for driving on sliding plate in real conditions, more and more companies have been changing their initial qualification curriculum to fit the needs of CBT and SBT. Unfortunately, according to the aggressive market

Polish market is very fragmented and therefore challenging in terms of quality vs. lowest price.

competition, the lowest price becomes the key factor. As the result, many driving centres are not interested in initiating dialogue and cooperating between each other.

A chance for possible improvement can be expected as soon as driving centres establish an advisory body that could work as a platform for sharing the knowledge and experience. Such organization could be based on already existing entity that has been working under the supervision of Motor Transport Institute – Driver Training Centres’ Patronage. This network aims at improving the quality of driver training. Under the Patronage an additional working group of the organizations specializing in multimedia-based professional driver training could be established in order to initiate networking between the stakeholders. It is recommended that these activities could take place on both national and regional level to enhance the impact on the smaller driving centres. Reaching and catching interest of a large number of organizations and associations gathering driving centres and driving instructors in Poland is a key factor to spread the information on quality of multimedia-based VET for professional drivers. In order to do so a joint cooperation between the CBT/SBT providers and regional bodies needs to be established.

The establishment of advisory bodies gathering the CBT/SBT being a chance for establishing sharing experience and networking actions.