



**PRO DRIVER
SPRINTER** *movetia*

Austausch und Mobilität
Échanges et mobilité
Scambi e mobilità
Exchange and mobility



Schweizerische Eidgenossenschaft
Confédération suisse
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Output 3

Sprinter pro driver Training Path



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1. Introduction

The “Training path” is one of the main outcomes of the “Sprinter Pro driver- Mobile learning for light commercial vehicles drivers” project, focused on the initial and continuous training foreseen by the European Directive 2003/59 a specific Professional Certificate (TMVI0112 PROFESSIONAL CAR AND VAN DRIVING 2015) for van drivers. The main aim of this document is to outline the didactical approach, material and tools created by the partnership to achieve the goals of the project. This document should support trainers, stakeholders, training organisations and associations in implementing the training path based on the drivers’ needs and the new technologies for training.

The Sprinter Pro driver project seeks to pilot and test innovative training methodologies for Light Commercial Vehicles¹ (LCV) drivers based on: - mobile technologies for training purposes; and - games to enhance motivation for reaching the objectives. The Sprinter Pro Driver methodology is designed to meet two main needs: to motivate LCV drivers to participate in training and the need to find smart and easy tools/methodologies to increase their motivation to be involved in the training.

The interactive methodologies created by Sprinter Pro driver project are based on mobile technologies and gaming principles, thus enabling drivers to attend the training anywhere and at any time possible. The materials created will also support the trainers and the organisations involved in the training processes, as all material can be used also in class as support to face to face lessons.

The main target group of the project is made up of the drivers who are addressed by professional **qualification 2-3 training**, and mainly drivers of road freight transport holding **licenses B**.

A second target group comprises the vocational trainers working in VET centres: these are key actors to be engaged in the activities of the project. They will be up skilled and empowered in the use of new training methodologies and tools in order to enhance the drivers’ motivation in participating in training and professional development.

This document will present the overall process used by the partnership in order to create the learning path and the educational materials based on the assumptions consisting of the EU Directive and the research phases carried out. Furthermore, it will give supporting elements to trainers, associations and training organisations in order to implement the educational material created. In particular the document will:

- Provide a summary of the EU Directive 2003/59 a specific Professional Certificate (TMVI0112 PROFESSIONAL CAR AND VAN DRIVING 2015) underlying this project.
- Describe the main findings of the previous research phases (on drivers’ needs and ICT).
- Describe the process adopted to create the training path and the results.
- Describe the didactical methodologies to be used.

¹ LCV is a vehicle with a gross vehicle weight of not more than 3.5 tonnes.

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2. Description of the Directive 2003/59:

The specific Professional Certificate (TMVI0112 PROFESSIONAL CAR AND VAN DRIVING 2015) on the initial qualification and periodic training of drivers of certain road vehicles for the carriage of goods or passengers, amending Council Directive 2003/59/EC is part of the overall effort to increase the safety on European roads. The purpose of the Directive is to raise the standard of new drivers and to maintain and enhance the professionalism of existing truck and bus drivers throughout the EU through a continuous update of their capacities.

In some EU Countries (Spain) this specific Professional Certificate (TMVI0112 PROFESSIONAL CAR AND VAN DRIVING 2015) is required to drive vans and vehicles under 3.5 tons. The certificate is not mandatory but is highly recommended and improves significantly the possibilities of employment of young drivers.

One of the main objectives of the Directive 2003/59/EC is to improve road safety by introducing a compulsory initial and periodic training for EU professional drivers. Deficiencies in road safety indeed involve high costs in terms of lives as well as the economic and financial costs associated with damage to property, loss of production for victims and enterprises. **Professional Driver Training is one of the means of achieving the objective to reduce road accidents².**

Improving road safety is not the only **objective of the Directive, which also seeks to professionalize drivers and to improve the image of the profession while ensuring more sustainable mobility.**

Training which leads to driver qualification lends recognition to those professions, their importance for the functioning of society and the development of economic and social activities, and it also supports the free movement of persons and the mobility of workers in Europe, thanks to the mutual recognition of qualifications. It induces a training scheme, which must be strengthened in some Member States, but needs to be built from scratch in other Member States which did not have any dedicated training for drivers.

The drivers' professionalization will improve road safety as well as the quality of services in road transport. For passenger road transport in particular, the improved quality of services will encourage a modal shift from private motor vehicles to collective modes of transport (mini bus) and thus contribute to sustainable mobility, as the utilized transport modes consume less energy and are more environmentally responsible.

Directive 2003/59/EC a specific Professional Certificate (TMVI0112 PROFESSIONAL CAR AND VAN DRIVING 2015) provides for training schemes including courses to improve driver behaviour, with the aim of enhancing rational and ecological driving. This will result in both lower energy consumption and reduced CO2 emissions from road transport.

A. Advanced training in vehicle technology for safety, eco drive, parameters, equipments and maintenance

² COM(2010) 389 final . COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS. Towards a European road safety area: policy orientations on road safety 2011-2020.

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The elements below are the objectives foreseen by the European Directive for this particular section:

- a) Objective: To know the characteristics of the transmission system in order to make the best possible use of it: curves relating to torque, power, and specific consumption of an engine, area of optimum use of devolution counter, gearbox-ratio cover diagrams.
- b) Objective: To know the technical characteristics and operation of the safety controls in order to control the vehicle, minimise wear and tear and prevent dysfunction: specific features of hydraulic vacuum servo brake circuit, limits to the use of brakes and retarder, combined use of brakes and retarder, making better use of speed and gear ratio, making use of vehicle inertia, using ways of slowing down and braking on downhill stretches, action in the event of failure.
- c) Objective: Ability to optimise fuel consumption: optimisation of fuel consumption by applying know-how as regards points 1.1 and 1.2.

B. Application of regulations, communication and customer service

- a) Objective: to know the social environment of road transport and the rules governing it: maximum working periods specific to the transport industry; principles, application and consequences of Regulations (EEC); penalties for failure to use, improper use of and tampering with the tachograph (European Parliament legislative resolution of 4 April 2019 for vehicles > 2.4t.); knowledge of the social environment of road transport: rights and duties of drivers as regards initial qualification and periodic training.
- b) Objective: to know the regulations governing the carriage of goods: transport operating licences, obligations under standard contracts for the carriage of goods, drafting of documents which form the transport contract, international transport permits, obligations under the Convention on the Contract for the International Carriage of Goods by Road, drafting of the international consignment note, crossing borders, freight forwarders, special documents accompanying goods.
- c) Objective: to know the regulations governing the carriage of passengers: carriage of specific groups of passengers, safety equipment on board mini buses, safety belts, vehicle load.
- d) Objective. To know the different documents used and elaborated for the communication with the different clients, incidents, suggestions and complaints.

C. Health, work place safety, driver safety

- a) Objective: to make drivers aware of the risks of the road and of accidents at work: types of accidents at work in the transport sector, road accident statistics, involvement of lorries/coaches, human, material and financial consequences.
- b) Objective: ability to prevent physical risks: ergonomic principles; movements and postures which pose a risk, physical fitness, handling exercises, personal protection.
- c) Objective: awareness of the importance of physical and mental ability: principles of healthy, balanced eating, effects of alcohol, drugs or any other substance likely to affect behaviour, symptoms, causes, effects of fatigue and stress, fundamental role of the basic work/rest cycle.
- d) Objective: ability to assess emergency situations: behaviour in an emergency situation: assessment of the situation, avoiding complications of an accident, summoning assistance, assisting casualties and giving first aid, reaction in the event of fire,



evacuation of occupants of a lorry/bus passengers, ensuring the safety of all passengers, reaction in the event of aggression; basic principles for the drafting of an accident report.

- e) Objective: ability to adopt behaviour to help enhance the image of the company: behaviour of the driver and company image: importance for the company of the standard of service provided by the driver, the roles of the driver, people with whom the driver will be dealing, vehicle maintenance, work organisation, commercial and financial effects of a dispute.
- f) Objective: to know the economic environment of road haulage and the organisation of the market: road transport in relation to other modes of transport (competition, shippers), different road transport activities (transport for hire or reward, own account, auxiliary transport activities), organisation of the main types of transport companies and auxiliary transport activities, different transport specialisations (road tanker, controller temperature, etc.), changes in the industry (diversification of services provided, railroad, subcontracting, etc.).
- g) Objective: to know the economic environment of the carriage of passengers by road and the organisation of the market: carriage of passengers by road in relation to other modes of passenger transport (rail, private car), different activities involving the carriage of passengers by road, crossing borders (international transport), organisation of the main types of companies for the carriage of passengers by road. Objective: ability to prevent criminality and trafficking of illegal immigrants: general information, implications for drivers, preventive measures, check list, legislation on transport operator liability.

D. Advanced training in load vehicle, calculation volume of total load, load distribution, use of handling equipments and maintenance.

- a) Objective: Ability to load the vehicle with due regard for safety rules and proper vehicle use: forces affecting vehicles in motion, use of gearbox ratios according to vehicle load and road profile, calculation of payload of vehicle or assembly, calculation of total volume, load distribution, consequences of overloading the axle, vehicle stability and centre of gravity, types of packaging and pallets; main categories of goods needing securing, clamping and securing techniques, use of securing straps, checking of securing devices, use of handling equipment, placing and removal of tarpaulins.
- b) Objective: Ability to ensure passenger comfort and safety: adjusting longitudinal and sideways movements, road sharing, position on the road, smooth breaking, overhang operation, using specific infrastructures (public areas, dedicated lanes), managing conflicts between safe driving and other roles as a driver, interacting with passengers, peculiarities of certain groups of passengers (disabled persons, children).

3. Training path

The Sprinter pro driver training path is the basis of the training methodology. The Sprinter pro driver training path consists of a common training path between all partner countries, containing tools, methodologies and contents created by the partnership.

The training path is a clear overview of the different educational modules, topics involved, timing and learning outcomes to be achieved by the trainees. It supports the implementation of new training material by trainers, associations and training organisations through the definition of the educational area, topics and learning outcomes and the creation of interactive material to be used when needed.

The creation of the training path was based on different elements: an analysis of the EU Directive 2003/59 of specific Professional Certificate (TMVIO112 PROFESSIONAL CAR AND VAN DRIVING 2015); the results of research activities carried out by the partnership and a comparison of the training paths in the different partner countries.

3.1 The drivers needs

The partnership has designed the training methodology taking into account the drivers' needs assessed by the project partners through a needs analysis at the beginning of the project.

A total of 158 LCV drivers, 32 trainers were surveyed in all partner countries.

The aim of the analysis was to define an LCV driver job qualification profile using a representative sample of the sector analysed. The survey analysed different problems/topics such as, for example, the methodology preferred to carry out the periodical training, the level of drivers' knowledge in the topics defined by the Directive 2003/59 a specific Professional Certificate (TMVIO112 PROFESSIONAL CAR AND VAN DRIVING 2015), the need of language and the use of technology.

Mobile technologies and games.

The training methodology is based also on the "Collection of Mobile Technologies and games" created by the Sprinter pro driver partnership. It is the result of a research activity carried out at the beginning of the project, describing the state-of-the-art and the most appropriate mobile and gaming technologies to train LCV drivers according to their needs and the Directive 2003/59 a specific Professional Certificate (TMVIO112 PROFESSIONAL CAR AND VAN DRIVING 2015).

The research showed different ICT tools and methodologies considered appropriate for the training of the drivers. Mobile learning has gained widespread use and distribution at a relatively low cost. The potential for implementing it as an educational tool has already been applied in other fields; however, in the transport sector this potential has not yet been realised. Smartphone's, tablets and other mobile technologies are used by drivers in their daily activities, but only for business purposes. ICT technologies and, in particular, mobile technologies can provide new opportunities for people who are often on the road. The ability to learn anywhere and at any time is the most distinguishing feature. In addition, mobile learning can provide new opportunities for learners and teachers, including the flexibility of content creation and sharing, the support for communication and collaboration, the availability of location-based tools, and the support of new forms of learning such as game-based learning that can contribute to increased motivation and engagement.

The partners have identified useful **Apps** to train drivers on specific topics included in the Directive 2003/59. The existing apps and games identified by the research cover the following educational areas: “Load Securing”, “Route planning”, “Vehicle Technology”, “Health” and “Safety work”.

There are also a large number of **games** and **simulators** potentially used to acquire languages or other skills required of the drivers.

The research also includes **tools to create apps and games**. If existing apps or games do not adequately cover all the learning objectives foreseen by EU 2003/59/EC Directive modules a specific Professional Certificate (TMVIO112 PROFESSIONAL CAR AND VAN DRIVING 2015). It is possible to use free tools to create separate training apps or games with the needed content. These tools are particularly suitable for trainers and teachers.

The other tools identified by the research to support trainers are authoring tools: an **e-learning authoring tool** is a software application which teachers/trainers can use to create e-learning resources on the basis of multimedia content, and which they can package in different export formats (typically HTML5 on the web) for delivery to the learners. These tools can help generate, collect, organise and present didactic content to end-users in the form of single lessons or whole courses.

The training path will combine different tools and methodologies highlighted by the research based on the topics and the target group.

3.2 The training path

Based on the elements listed above, the Sprinter pro driver team has identified 6 common educational areas to be covered by the Sprinter pro driver Training path. The Sprinter pro driver training material is compliant with EQF competence level between 2 and 3 allowing trainees to:

- work or study under supervision with some autonomy
- take responsibility for completion of tasks in work or study
- adapt own behaviour to circumstances in solving problems

The 6 areas are covered in the training path with educational modules:

A. AREAS

✓ AREA I: LOAD SECURING

- **Aim:** to describe the different aspects related to the loading and unloading of goods. To describe the different types of securing cargo, the auxiliary means and the volumes of the cargo space.
- **Contents:** description of different types of goods and vehicles, the basic rules for transportation of particular goods, the stowage and lashing techniques and equipment, the physical forces to which the payload is subjected, and the responsibilities connected to the load.
- **Duration:** 4 hours.

✓ AREA II: TRANSPORT PLANNING



- **Aim:** to define the basic elements for the preparation of an appropriate route. To describe the different aspects related to the transport planning and plan route, deal with driving vans.
 - **Contents:** description and identify the different type routes and elements selection, deliver the goods to the client and finalize the transport.
 - **Duration:** 4 hours
- ✓ **AREA III: VEHICLE TECHNOLOGY**
- **Aim:** to define the basic elements, parameters and equipment of vehicles; apply ecological driving in order to minimise consumption and polluting emissions. To describe the different types of hydraulics, electric and electronic systems on board of a vehicle defining the correct use and the actions in case of failure.
 - **Contents:** description of the basic characteristics of the vehicle, how to have dynamic driving, management of the gears, brakes, management of the tires and the description and influence of forces applied to the movement of a vehicle. Specific features of hydraulic vacuum servo brake circuit, the limits in the use of brakes, the combined use of brakes and how to act in case of failure. Use of ICT technology onboard for drivers safety and eco-driving. Maintenance of the vehicle according to parameters and technical characteristics.
 - **Duration:** 7 hours.
- ✓ **AREA IV: COMMUNICATION AND CUSTOMER SERVICE**
- **Aim:** to define the basic rules to support the basic elements of communication, documentation, punctuality, processing of documentation. To describe the different types of documentation and their processing, the forms of communication with verbal and non-verbal clients.
 - **Contents:** description of the basic elements of communication, documentation, punctuality, information to the user of the service and security guarantee and service satisfaction, company image, processing of documentation.
 - **Duration:** 4 h.
- ✓ **AREA V: HEALTH**
- **Aim:** to describe the basic rules to support the health of the drivers, the information related to the risk on the road and basic elements of communication. To describe the different types of information related to the prevention of occupational risk and the first aid.
 - **Contents:** description of the basic rules which support the health of the drivers, the occupational risk, the movements of the load, activities to improve physical and mental conditions of the drivers, the basic elements of communication and collaboration, the risks on the road.
 - **Duration:** 2,5h.
- ✓ **AREA VI: SAFETY AT WORK**



- **Aim:** to describe the basic regulation of safety at work, Personal Protection Equipment, working time, and other laws related to the safety working. It describes security devices as well and how to drive safely.
- **Contents:** description of the basic rules which support the safety at work , correct communication, environmental protection, safe and economical basic driving, etc.
- **Duration: 5 hours**

In addition to the 6 areas, partners have identified a list of soft skills that LCV drivers should have:

- Personality effective
- Self-presentation in public
- Reliability
- Accuracy
- Stress-resistance
- Ability to work independently
- Working techniques and problem solving
- Information and communication strategies
- Way of thinking and acting based on quality
- Learning strategies
- Autonomy and sense of responsibility
- Capacity to communicate and to work in group
- Capacity to manage conflicts
- Behavioural forms
- Capacity to work under pressure
- Ecologic behaviour

Each module was divided into units of learning outcomes. The subtopics are the smallest learning elements contained in the main topic; they describe how the topic can be divided within the training according to the contents; each subtopic was described in terms of Learning Outcomes. They define what the participant is expected to know after having participated in a training path on the subtopics.

Sprinter pro driver partnership for each learning module/subtopic/learning outcome listed some resources to achieve the learning outcomes. The resources are both existing materials that partners suggest for the training as well as interactive material produced by Sprinter pro driver project. The partnership created different interactive educational material to cover at least two Learning Outcomes for each educational module. The interactive material consists of interactive videos or slides, apps and games usable with mobile devices.

An overview of the interactive educational materials created by the project partners is presented below.

Module	Educational material
LOAD SECURING	<ul style="list-style-type: none"> – Tie down of goods - Video – Cargo securing – interactive slides

	<ul style="list-style-type: none"> – Forces of inertia – interactive slides – Types of load securing means- interactive slides – Quiz on Load securing – Mobile app and games
TRANSPORT PLANNING	<ul style="list-style-type: none"> – Route planning- interactive slide – Avoid traffic jam – Looking for parking- interactive slides – Quiz on ideal route – Mobile app and games
VEHICLE TECHNOLOGY	<ul style="list-style-type: none"> – Dynamic driving – interactive slides – Description and influence of forces applied to the movement of a vehicle – interactive slides – ABS braking system – interactive slides – Quiz on Technical features – Quiz on Eco-Drive – Mobile app and games
COMUNICATION AND CUSTOMER SERVICE	<ul style="list-style-type: none"> – Correct communication spoken and not spoken- interactive slides – Correct postural communication – Way of dressing for the good image of the company- interactive slides – Quiz on communication with customers – Mobile app and games
HEALTH	<ul style="list-style-type: none"> – Healthy eating – interactive slides – Back Health – Interactive slides – Health seat - Video – Quiz on health and business – Mobile app and games
SAFETY AT WORK	<ul style="list-style-type: none"> – Quiz on personal protection equipment and workplace safely. – Quiz on security devices regulations.

The Sprinter pro driver partnership has defined common learning outcomes and material to be used during the training for each training module. The tables which follow show the overall Sprinter pro driver training path.

- **Sub-topic:** The sub-topics define the individual subject areas of each module.
- **Learning outcome:** Set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal. The learning outcome describes the pre-determined learning objectives of each sub-topic.
- **Timing:** Timing denotes the length of time in minutes designated for each of the respective subtopics. It is also differentiated whether it is a self-learning phase using online media or a classic face-to-face training with a lecturer.



- **Material:** In this column, suggested material to be used during the training is listed. This includes links to online material created within the Sprinter pro driver project, but also links to external material which the partnership retains useful for the training.
- **Extra equipment** This column lists any additional equipment that may be necessary to offer the suggested training.
- **Competence of the trainer:** In this column, the necessary competencies of the trainer are set. The competences are described as the combination of training, skills, experience and knowledge that a person should have in order to cover the role of the trainer.

Area I: LOAD SECURING

Subtopic	Learning outcomes	Timing	Material	Extra equipment	Competence of the trainer
Secure the load	The LCV drivers will identify and classify the different goods. The stowage according to the physical conditions of the goods and their conditions. Materials to use slings, cable chains.	90	Presentation, video	Different types of vehicles: Open, Closed	Basic knowledge of Communication, Rhetorical skills
Optimize load space	The LCV drivers will carry out the stowage operations according to weight volumes and the route to follow.	60	Presentation, video	Airbags, corners, slings, cable, chains,	Trainer in Logistic and Transport
Manage loading failures and losses of the load	The LCV drivers must take responsibility to avoid loss of merchandise and if appropriate management.	60	Presentation, video	Wedges, Nets or covers, Anti-slip mats	Trainer in Logistic and Transport
Recognize characteristics of the load and dangers	Recognize and identify the different merchandise in order to manage the routes.	30	Presentation, video	Blocking bars, Sleepers, Anti-slip mats	Trainer in Logistic and Transport

Area II: TRANSPORT PLANNING

Subtopic	Learning outcomes	Timing	Material	Extra equipment	Competence of the trainer
Route planning	The LCV driver makes optimal route plan by considering discharge places positioning and traffic situations (possible traffic jam). The LCV driver checks and compiles the load sheet transmission list. The LCV driver plans the route and the loading/unloading order. The LCV driver defines the maximum vehicle load and places the goods transported correctly in the cargo space according to the	90	Presentation, video		Trainer in Logistic and Transport



	axle weights. The LCV driver reaches the correct destination without any aiding tools				
Delivery Optimization	The LCV driver chooses the correct vehicle with respect to the load to be carried. The LCV driver chooses the correct labels for the vehicle. The LCV driver operates according to electronic instructions received.	60	Presentation, video		Trainer in Logistic and Transport
Driving	The LCV driver respects driving injunctions according to law and driver's health. The LCV driver avoids accidents in the blind spots. The LCV driver uses assistant systems properly. The LCV driver considers vehicle load carrying capacity. The LCV driver drives safely and environmentally. The LCV driver uses vehicle technology properly. The LCV driver respects legal parking rules. The LCV driver delivers the load despite of the driving ban to the client and use digital on-line information aid tools to avoid traffic jam.	60	Presentation, video		Trainer in Logistic and Transport
Deliver the goods to the client	The LCV driver transports the goods to the clients. The LCV driver knows how to notify customer of delivery time window, knows the meaning of good customer service and know what to consider when delivering to different clients. The LCV driver is able to be sure that the transport has been successfully completed.	30	Presentation, video		Trainer in Logistic and Transport

Area III: VEHICLE TECHNOLOGY

Subtopic	Learning outcomes	Timing	Material	Extra equipment	Competence of the trainer
Background and characteristics of the vehicle and equipment	The LCV 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.	60	Presentations, case studies		Competence s and knowledge on vehicles and equipment
Maintenance and Check of the Technical conditions of the vehicle	The LCV 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.	120	Presentations, case studies, practical activity with a vehicle	Different vehicles	Competence s and knowledge on vehicles, equipment and safety
Vehicle Technology	The LCV driver is able to operate all necessary ICT technology on board such as	120	Presentations, case studies	Different instruments:	Knowledge on



	GPS, toll devices, tachographs, sensors, considering relevant legal regulations			tachographs, sensors, GPS devices	innovative aspects of vehicles and legislation
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Area IV: COMUNICATION AND CUSTOMER SERVICE

Subtopic	Learning outcomes	Timing	Material	Extra equipment	Competence of the trainer
Communication with customers	The drivers learn the basics of communication; dealing with different interlocutors; physical signals and interpretations and the subtleties of communication	60	Case study, Presentation	Video Camera, TV Beamer	Basic knowledge of Communication, Rhetorical skills
Documentation	The drivers learn the importance of correct documentation e.g. way bill	30	Presentation, Documents to fill in		Trainer in Logistic and Transport
Punctuality,	The drivers learn the importance of punctually delivery	30	Presentation		Trainer in Logistic and Transport
Company image	The drivers learn that they are image bearers of the company; the term "what is image"; how does Image work; all about corporate identity; the personality effect; the perception of others	30	Presentation		Marketing knowledge
Resolve and channel incidents with users	The drivers learn the basics of communication; dealing with different interlocutors; physical signals and interpretations and the subtleties of communication	60	Case study Presentation	Video Camera, TV Beamer	Basic knowledge of Communication, Rhetorical skills
Information to the user of the service	The drivers learn the basics of communication; dealing with different interlocutors; physical signals and interpretations and the subtleties of communication	60	Case study Presentation	Video Camera, TV Beamer	Basic knowledge of Communication, Rhetorical skills
Processing of documentation	The drivers learn the basics of communication; dealing with different interlocutors; physical signals and interpretations and the subtleties of communication	60	Case study Presentation	Video Camera, TV Beamer	Basic knowledge of Communication, Rhetorical skills

Area V: HEALTH

Subtopic	Learning outcomes	Timing	Material	Extra equipment	Competence of the trainer
Health	The LCV drivers learn the importance of proper nutrition, know the recommendations	90	Presentation, Video	Video Camera, TV Beamer, Small fitness	Basic knowledge about healthy and



	of the food pyramid, proper choice of drinks, number of meals per day			equipment, First aid dummy	balanced nutrition, Trainer in Logistic and Transport, Fitness & Sports Trainer
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Area VI: SAFETY AT WORK

Subtopic	Learning outcomes	Timing	Material	Extra equipment	Competence of the trainer
Work Place Safety	The LCV Driver understands the Health & Safety legislation which applies to employers, employees (including fixed-term and temporary employees) and self-employed people in their workplaces.	150	Presentation, Video	Flip Chart Time Charts	Knowledge of the regulations pertaining to the Working Time Directive 2002/15 EC
Driver Safety	The LCV driver is aware of their responsibilities and requirements in operating a vehicle safely and within the set regulations.	120	Presentation, Video	Standard Personal Protection Equipment	
Security Devices	The LCV driver is familiar with devices and operational procedures that ensure personal, company and load security protection.	90	Presentation, Video	Load securing devices	

The core of the training model is a Learner Centred Approach:

The trainer (both in presence and at distance) must facilitate learners to learn autonomously, instead of providing content in a standard way.

Essential for the implementation of Sprinter pro driver training paths are:

B. DIDACTIC PRINCIPLES OF THE DEVELOPMENT OF THE SPRINTER PRO DRIVER MODULES

- A. Motivation.** Motivation is a key factor for drivers (and for trainers). The trainers should adopt a positive and motivating approach in using ICT and material created by the partnership.
- B. Gamification.** The gamification process is directly related to the motivation. It refers to the integration of game design elements in training paths. This methodology will make the educational activities more enjoyable and motivating.
- C. Technology.** The added value of Technology for learning resides in access to:
 - a. Resources.
 - b. Information retrieval tools.

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- c. Sharing knowledge.
- d. Communication tools.
- e. Mobile fruition.
- f. Interactivity of the material.
- g. Flexibility in the training path.
- h. Reduction of time and need to move in a specific place for the training.

Technology also introduces a new form of knowledge and pedagogy based on the idea that knowledge is distributed across a network of connections and that learning consists of the ability to construct and traverse those networks.

The trainers and project partners should encourage drivers to use ICT tools and support activities to put in practice their potentials.

- D. Just-in-time learning.** Sprinter pro driver material supports just in time learning approaches. The drivers will have the possibility to learn when and where they need it. For example, they could review the rules to load properly their truck just before the loading procedures or refresh their knowledge about driving or working time.
- E. Group Oriented Activities (online platform).** Learning can be seen as a process of manipulating data and information to give meaning by communication with others. In that sense collaborative learning is another way of organizing learning in which trainees learn by externalizing knowledge among each other and constructs new knowledge. These dynamics can be achieved through the online platform created by the partnership. The project partners and the trainers involved in the testing phases should stress these possibilities and support the access to the platform for drivers and other trainers.
- F. Professional Development of Teachers.** This development of the trainers' competences needs to be an integral part of the model. Trainers do not change their pedagogy overnight, of course. Therefore trainer's preparation and readiness are of an on--going concern. The trainers will be one of the driving factors for a successful implementation of Sprinter pro driver project's results.

All these elements should be kept in mind when we are approaching to implement the Sprinter pro driver methodology.