

Safe Driving Training on Training Premises Exclusion Criteria (T1)

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A) This programme is limited to skills training only. The driving activities are practiced until they are carried out perfectly.
B) The programme is clearly aimed at sporting ambitions, such as improving lap times, drift training, drag racing etc.
C) There are no exercise variations of any kind that would make it more difficult to succeed by applying the trained behaviours, such a changing the friction coefficient, manoeuvres at higher speeds, changing obstacles or distances, driving with a passenger or passengers in the vehicle, or reacting to demands.
D) Practical driving exercises are performed away from road traffic situations occurring on the roads. Training is carried out for its own sake and not for real traffic purposes.
E) The training is carried out exclusively by applying the instruction method. At no point during the training are the participants given the opportunity to work out driving problems themselves and, for instance, to develop alternative behaviours themselves and try them out.
F) Trainers do not undergo any qualification.
G) Trainers do not undergo qualification at regular intervals.
H) The trainers are not supervised during their practical work, for instance by colleagues or external supervision.
I) The trainers are not provided with any instructions or a plan of procedures to conduct the training.
J) The training premises do not have adequate safety zones. For instance, there are no sufficient run-out zones for lorries, vehicles that are waiting and beginning to perform exercises are barely physically separated; or there are pointy, sharp-edged structures that could be dangerous for motorcyclists. Link: Calculation of the safety zones for motorcycles, passenger vehicles, lorries, tour buses, urban buses
K) There is no access to toilets during the training.
L) "First aid" is not guaranteed in case a training accident occurs. On the part of the organiser, there is nobody on site who can furnish proof of a "first aid" training, nor is anybody instructed or integrated in the emergency management of the implementing organisation.
M) More than 12 participants per group are permitted for training.
P) In case passengers are in the vehicle during the training in addition to the driver and trainer, more than 2 participants for passenger vehicle training or more than 3 participants for van training are permitted. These are standard values that may be exceeded depending on the seminar concept, e.g. for bus training.

Safe Driving Training on Training Premises **Quality Dimension “Content”**

Criteria	Explanations / Examples
1.1.1 Are participants given the opportunity to talk about situations they have experienced themselves, where certain manoeuvres played a role?	For instance, the participants are asked about situations where emergency braking was required. This may occur during the initial information session or as an introduction to an exercise.
1.1.2 Are exercises prepared as simulations or reproductions of certain road traffic situations?	For exercises on the circuit for instance, the participants are asked what obstacles might appear in real traffic situations when entering a right-hand curve with poor visibility, or, indeed, a “proper” curve is constructed and also depicted that way.
1.1.3 Is there discussion as to what extent a manoeuvre that was practiced can be implemented 1:1 in road traffic?	For instance, the difference between ideal braking conditions on the training premises and in reality is addressed, such as dirty road surface, rain-slick roads, slippery conditions, loose chippings etc.
1.1.4 Are participants given the opportunity to try out certain behaviours directly?	such as consequences of increasing the speed in curves, various cornering styles (motorcycle).
1.2.1 Is the topic of distraction covered in theory with its effects on perception and behaviour?	Potential distraction factors - such as time pressure, stress, emotions, telephone, navigation systems, MP3 player, vehicle warnings - and their influence on behaviour are addressed in the theoretical training component.
1.2.2 Is the topic of distraction covered in practice with its effects on perception and behaviour?	For instance, the driver (or motorcycle rider) is given an additional task while driving: He/She is called on the mobile phone, or passengers (pillion riders for motorcycle safety training) are given tasks in order to distract the driver/rider.
1.2.3 Is the psychological-physical state of the driver with its effects on perception and behaviour covered in theory?	The influence of the psychological-physical state (fatigue, stress, emotions such as anger, frustration and joy, residual alcohol, the influence of drugs and medications, the state of health etc.) on perception and driving behaviour is covered.
1.2.4 Is the psychological-physical state of the driver with its effects on perception and behaviour covered in practice?	Exercises are performed in which for instance stress (time pressure) is induced, passengers encourage a faster driving style or cause distractions, or the driver is distracted by secondary activities. This is addressed also the other way round: What is the effect of a defensive, forward-looking, fuel-saving driving style on the driver (stress avoidance, driving enjoyment)?

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Criteria	Explanations / Examples
1.2.5 Is the process of an emergency response such as, for instance emergency braking, covered from recognition to the end of the reaction?	The steps that follow each other (sensorimotor functions) are made clear.
1.3.1 Is consciously dealing with, for instance, speed, RPM, distance, or consumption encouraged?	What gear were you in just now driving the slalom course? What does the gear selection mean for vehicle stability? At what RPM do you normally shift up to the next higher gear?
1.3.2 Are the participants asked about their usual driving style, for instance at the beginning of the course?	The participants are not only asked about dangerous situations, but also about positive experiences.
1.3.3 Is the function of additional motives discussed, such as: What is the function of a vehicle beyond its transportation function?	The influence of additional motives such as driving enjoyment, experiencing independence, mastering technology, competition and rivalry, prestige and status etc. on driving behaviour is covered.
1.3.4 Are the participants asked about their emotional state after manoeuvres or routes?	After a challenging exercise or route, the participants are asked how they felt at that time while driving.
1.3.5 Are passengers or outside observers given the opportunity to talk about the driving style of the driver?	Passengers or outside observers are asked to observe and to talk about the performance of the driver.
1.3.6 Is there discussion on the “perceived” and the required safety distance?	What distance is normally maintained? What does that look like from the outside? From the driver's perspective? And in the rearview mirror?
1.3.7. Does the training include “lightbulb moments”, for instance through demonstrations?	This refers to demonstrations or exercises that lead to surprising results, so for instance a demonstration of residual speed, experiencing the critical velocity in curves by deactivating the ESP etc.
1.4.1 Is the conflict between speed and the frequency of errors discussed?	For instance, a course is driven and timed. “Penalty seconds” are added for every “error”.
1.4.2 Are strategic or tactical plans for the avoidance of risks developed?	Collecting the planned behaviours of the participants, for instance: What can I do in advance in order to avoid colliding with an obstacle in the curve? What can I do in advance in order to avoid instability of my vehicle?

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Criteria	Explanations / Examples
1.4.3 Is the risk of close distances covered?	For instance, two vehicles driving with one offset and close behind the other. The driver in front suddenly puts on the brake. Would the follower still be able to stop in time? Are rules for keeping distance addressed, such as: “half speedometer means safe distance”, or the “two-second rule”?
1.4.4 Is the topic of “speed and risk” discussed?	How does the risk of an accident increase along with increasing the speed? To give examples: Double the speed and you get four times the braking distance. The effect of forces in curves. A course is driven and timed. Time penalties are imposed for errors.
1.5.1 Is the influence of high RPM (load changes) on driving stability discussed?	For instance, driving the slalom course in a low gear (load change responses).
1.5.2 Is increasing the speed with the effects on response time, braking distance and stopping distance covered?	The participants put on the brake from various speeds, the response distance is “paced off”. The other option would be that the trainer or a participant puts on the brakes, and the others observe.
1.5.3 Is the relationship between the speed in km/h and the distance covered in metres per second made clear?	Rule of thumb: $(v/10) \times 3$. To give an example: Travelling at 50 km/h, a vehicle covers around 15 metres per second.
1.5.4 Is the benefit of longer distances for the driving style discussed?	For instance, providing more room for manoeuvre through longer distances.
1.6.1 Are the topics of Occupational Health and Safety discussed in training?	Ergonomics in the vehicle, getting in and out of the vehicle, breaks, fatigue, biorhythm, duration of sleep, lifting and carrying objects, etc.

Safe Driving Training on Training Premises Quality Dimension “Methodology”

Criteria	Explanations / Examples
2.1.1 Are the course objectives made transparent for the participants?	The trainer explains the objectives to the participants at the beginning of the course.
2.1.2 Is the course sequence made transparent?	The trainer explains the organisation and time sequence of the course.
2.1.3 Are the participants' wishes, interests and needs taken into account in planning the training?	The trainer asks the participants to name some “driving problems”, for instance by asking questions such as: What is the best way to brake in a curve? Then he records them in writing. “Driving problems” can also be developed directly before an exercise.
2.1.3 Are the participants' wishes, interests and needs taken into account during training?	The defined “driving problems” help the trainer and participants to structure the training.
2.1.5 Are the participants' wishes, interests and needs dealt with again after training?	After the course or exercise, the trainer asks whether the defined driving problems were resolved or if anything remains unanswered.
2.1.6 Are the participants given the opportunity to look for strategies to solve driving problems themselves?	The trainer does not determine the “optimal” strategy, but invites the participants to develop (various) strategies.
2.1.7 Are the participants given the opportunity to try out the solution strategies?	The participants try out the various strategies and develop the “optimal” solution.
2.1.8 Are there learning objectives for the training which are documented in writing?	
2.1.9 Are there learning objectives for the individual training elements which are documented in writing?	
2.1.10 Are there exercises which are suitable to make participants aware of habitual behaviour patterns?	Self-observation assignments while performing a manoeuvre, such as: Observe yourself. What exactly do you do when you have to brake hard?
2.1.11 Are different methods applied during training?	Reasonable switching between instruction, moderation, self and third-party observation assignments, group exercises, guided conversation in class, use of media etc.

Safe Driving Training on Training Premises Initial Qualification and Further Training for Trainers

Criteria	Explanations / Examples
Are there reasonable qualification criteria for potential trainers, documented in writing?	
<p>List of reasonable qualification criteria</p> <ul style="list-style-type: none"> - Affinity for traffic safety topics - Experience in adult education and/or adult training - Experience in traffic safety work and/or with traffic safety topics - Interest in human interaction - Ability to interact with people in a friendly, engaging, confident and assured manner - Ability to listen and to structure questions and suggestions - Interest in and enjoyment of organisational matters - Technical understanding - Holder of a valid driving license - Completion of First aid training or training on "emergency measures at the accident site" less than two years ago, and knowledge of the provider's emergency management 	<p>No (for 0 criteria) Not really (for 1 to 2 criteria) Somewhat (for 3 to 4 criteria) Yes (from 5 criteria)</p>
3.2.1 Is there a documented qualification plan for future trainers?	The training content, tasks, requirements, time schedule, training steps etc. should be listed in the training plan.
3.2.2 Are there internship phases for the candidate?	The candidate should accompany and observe the training sessions of his instructor. In doing so, the candidate should not be in the position of a supporter and certainly not that of a participant.
3.2.3 Is there co-training provided for the candidate?	The candidate conducts training sessions together with the instructor.
3.2.4 Are there demonstration lessons that are evaluated?	One of the co-trainings should be performed as a demonstration lesson, with the instructor evaluating the candidate.
3.2.5 Are trainer candidates trained on communication and/or conversation techniques?	Training should not be limited exclusively to the topics of technology, driving dynamics and driving techniques.
3.2.6 Are trainer candidates trained on the handling, operation and maintenance of technology at the training facility, such as irrigation systems or a hydraulic skid plate, and on the handling of communication equipment, such as radio communication devices?	

Safe Driving Training on Training Premises Initial Qualification and Further Training for Trainers

Criteria	Explanations / Examples
3.3.1 Is further training offered with a focus on vehicle technology?	Vehicle technology
3.3.2 Is further training offered with a focus on how to learn driving techniques?	Driving physics, driving techniques
3.3.3 Is further training offered with a focus on behavioural science?	Behavioural science expertise, accident research, traffic psychology, traffic education, etc.
3.3.4 Is further training offered that covers the aspects of Occupational Health and Safety and focuses on driving activities?	Inspection of the vehicle for traffic and operating safety, cargo securing, seat settings (also under the aspect of a secure seating position during emergency braking), correct mirror adjustment, knowledge of blind spots, seat belt requirement (General information about: dashboard without storage, no loose parts that could get under the brake pedal, pre-departure check, driving time and rest periods)
3.3.5 Is further training offered with a focus on various methodological and didactical topics?	Seminar planning, adult education methods such as moderation, visualisation etc.
3.3.6 Is there a quality assurance of further training that is offered on vehicle technology, behavioural science and methodology & didactics?	External instructors, instructor evaluation, quality certificate of the instructors, inclusion of current research results etc.
3.3.7 Is there a process in place to ensure that the trainers, when choosing further training units, keep a balance between units that focus on vehicle technology, behavioural science and methodology & didactics?	
3.3.8 Is there a sanctioning system if a trainer fails to meet further training obligations?	The sanctions should extend all the way to exclusion.

Safe Driving Training on Training Premises Quality Dimension “Quality Assurance”

Criteria	Explanations / Examples
4.1.1 Can the provider be reached by telephone?	Professionalism is demonstrated by having a contact person available to the potential participant directly by telephone.
4.1.2 Is detailed telephone consultation provided?	The contact person should be able to offer a comprehensive consultation regarding the training offered.
4.1.3 Can the provider be reached by internet and/or e-mail?	The website should provide informative details about the courses and seminars offered, and also contact details.
4.1.4 Is there a contact person at the office or directly at the training site?	Even during regular operation of the training facility, it should be possible to find a contact person who may forward information or accept a registration.
4.1.5 Is the potential customer treated in a friendly and respectful manner?	The customer should not feel like a supplicant or an annoyance.
4.2.1 Was there an internal information and communication system established?	Information is available to the employees via intranet, internet and/or e-mail. Written information and regular briefings are provided for.
4.2.2 Are there defined responsibilities and areas of competence?	Organisation chart, responsibility matrix, definition of quality-related tasks such as decision-making, participation or execution models, and responsible organisational units such as the company management, an authorised person or a person in charge, and an administration are established.
4.2.3 Has a complaints and claims management been established?	Are complaints taken seriously, are they forwarded, is there feedback?
4.3.1 Are there regular participant surveys conducted immediately after training?	A brief questionnaire is distributed to capture initial impressions of the training. There is an opportunity to express appreciation and criticism of the trainer, the training, the infrastructure, the organisation etc.
4.3.2 Is there a follow-up scheme addressing participants in writing or by telephone?	There is a general “follow-up” by asking questions like: 'Were you satisfied with us?' or by providing information about other seminars or courses offered, upcoming dates or events etc.
4.3.3 Are participant surveys conducted later to determine lasting effectiveness?	Questions are asked like: What have you shared with others? What are you still thinking about today? What did you come away with personally? What do you consider your personal benefit of the course? What are you still applying today? What impressed you, what surprised you?
4.4.1 Do one or more scientifically based evaluation studies exist regarding the training version in question?	Formative or summative evaluation.

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4.4.2 Are “feedback systems” used for developing further the training?	Feedback systems such as evaluation, participant survey, mystery tester as a training participant, focus group etc.
4.5.1 Is there a set of training and/or exercise versions documented in writing?	There are different versions in order to adequately respond to participant requirements, including basic and advanced training for “repeaters”.
4.5.2 Is the set of training and/or exercise versions, which are documented in writing, suitable for the trainer or multiplier to enable him to conduct training versions independently?	
4.5.3 Does written information exist for the trainer or multiplier regarding methodology versions?	See above. Methodology versions are suitable for various target groups.
4.5.4 Is the written information regarding training methodology versions suitable for the trainer or multiplier to enable him to independently apply different methodologies in training?	
4.5.5 Does written background information exist regarding driving physics and/or vehicle technology?	Information should always be up to date, so for instance on ABS, ESP, occupant protection system, brake assistant, “Adaptive Cruise Control” etc.
4.5.6 Is the written background information regarding driving physics and/or vehicle technology provided to the trainer or multiplier prepared in such a way that it is easy to understand for the respective target group?	
4.5.7 Does written background information exist regarding traffic pedagogy and/or traffic psychology findings?	Information on the latest behavioural science findings should be available, too, in addition to technology innovations.
4.5.8 Is the written background information regarding traffic pedagogy and/or traffic psychology provided to the trainer or multiplier prepared in such a way that it is easy to understand for the respective target group?	
4.5.9 Do participant brochures exist for the training offered which describe the essential training content?	
4.5.10 Is the essential training content described in such a way that it is understandable for the participants?	

Safe Driving Training on Training Premises **Exclusion Criteria (T2)**

Exclusion Criteria (T2)
R) There are significant and serious grounds for suspecting that the training which was reviewed is not a realistic, everyday training offered by the provider, but was constructed or influenced especially for the Quality Seal appraisal. So, for instance, were the participants chosen purposefully and informed of the certification and their resulting behaviour in advance. The participants were informed regarding their (driving) behaviour, vehicles were prepared especially for training regarding cargo securing, and similar topics.
S) Less than 60% of the documentation described in the appraisal documents, for instance, regarding the qualification or further training of the trainers, is available as documentation accompanying the application for the Quality Seal.
T) Less than 60% of the practical driving exercises described in the appraisal documents were carried out in the training which was reviewed.