



KULTUSMINISTER KONFERENZ

R E L A T I O N P L A N

for the apprenticeship occupation of professional driver

(Resolution of the Conference of Ministers of Education and Cultural Affairs of
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Part I: Preliminary remarks

This framework curriculum for vocational instruction at vocational schools has been adopted by the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK).

The framework curriculum is coordinated with the corresponding federal training regulations (issued by the Federal Ministry of Economics and Technology or the competent ministry in agreement with the Federal Ministry of Education and Research). The coordination procedure is governed by the "Joint Results Protocol of 30.05.1972". The framework curriculum is basically based on the lower secondary school leaving certificate and describes minimum requirements.

In the case of assigned occupations, the framework curriculum is divided into basic training covering a broad range of occupational fields and specialised training building on this.

On the basis of the training regulations and the framework curriculum, which regulate the objectives and contents of vocational training, the final qualification in a recognised training occupation and - in conjunction with instruction in other subjects - the vocational school leaving certificate are imparted. This creates the essential prerequisites for qualified employment and for entry into further and continuing education and training courses.

The framework curriculum does not contain any methodological specifications for teaching. Independent and responsible thinking and acting as the overarching goal of education is preferably taught in those forms of teaching in which it is part of the overall methodological concept. In principle, any methodical approach can contribute to achieving this goal; methods that directly promote the competence to act are particularly suitable and should therefore be taken into account appropriately in lesson design.

The Länder adopt the framework curriculum directly or implement it in their own curricula. In the second case, they ensure that the result of the subject-specific and temporal coordination with the respective training regulations, which is taken into account in the framework curriculum, is maintained.

Part II: Educational mission of the vocational school

The vocational school and the training companies fulfil a joint educational mandate in dual vocational training.

The vocational school is an independent place of learning. It works as an equal partner with the other parties involved in vocational education and training. It has the task of imparting vocational and general learning content to the pupils with particular regard to the requirements of vocational training.

The vocational school aims to provide basic and specialised vocational education and to extend the general education acquired beforehand. In this way, it aims to enable students to fulfil their tasks at work and to help shape the world of work and society in a socially and ecologically responsible manner. It follows the regulations of the school laws of the Länder applicable to this type of school. In particular, the vocationally related teaching is also oriented towards the vocational regulations issued for each individual state-recognised training occupation on a uniform federal basis:

- Framework Curriculum of the Standing Conference of the Ministers and Senators of Education and Cultural Affairs of the Länder (KMK)
- Federal training regulations for in-company training.

According to the framework agreement on the vocational school (KMK resolution of 12.03.2015), the aim of the vocational school is,

- to provide a vocational skill that combines professional competence with general skills of a human and social nature;
- develop professional flexibility to cope with the changing demands in the world of work and society, also in view of the growing together of Europe
- to awaken the willingness to engage in professional development and further education;
- to promote the ability and willingness to act responsibly in shaping individual lives and in public life.

To achieve these goals, the vocational school must

- orientate teaching to a pedagogy that is specific to their tasks and that emphasises manual orientation;
- impart cross-occupational and cross-field qualifications, taking into account necessary occupational specialisation;
- ensure a differentiated and flexible educational offer in order to meet different abilities and talents as well as the respective requirements of the world of work and society;
- provide comprehensive support and assistance to disabled and disadvantaged people within the scope of their possibilities;

- point out the environmental hazards and risks of accidents associated with the exercise of the profession and private life, and point out ways of avoiding or reducing them.

In addition, the vocational school shall, in general lessons and as far as it is possible within the framework of vocationally related lessons, address core problems of our time, such as

- Work and unemployment
- Peaceful coexistence of people, peoples and cultures in a world with preservation of cultural identity
- Conservation of the natural basis of life, and
- guaranteeing human rights.

The listed goals are directed towards the development of action competence. This is understood here as the readiness and ability of the individual to behave appropriately, thoughtfully and in an individually and socially responsible manner in social, professional and private situations.

Action competence unfolds in the dimensions of professional competence, personal competence and social competence.

Professional competence refers to the willingness and ability to solve tasks and problems in a goal-oriented, appropriate, methodical and independent manner on the basis of professional knowledge and skills and to assess the result.

Personal competence refers to the willingness and ability to clarify, think through and assess development opportunities, requirements and restrictions in family, work and public life as an individual personality, to develop one's own talents and to make and develop life plans. It includes personal qualities such as independence, critical faculties, self-confidence, reliability, sense of responsibility and duty. It also includes, in particular, the development of well thought-out values and self-determined commitment to values.

Social competence refers to the willingness and ability to live and shape social relationships, to grasp and understand attentions and tensions, and to engage and communicate with others rationally and responsibly. This includes in particular the development of social responsibility and solidarity.

Methodological and learning competence grow out of a balanced development of these three dimensions.

Competence refers to learning success in relation to the individual learner and his or her ability to act on his or her own responsibility in private, occupational and social situations. In contrast, qualification is understood as learning success in relation to usability, i.e. from the point of view of demand in private, professional and societal situations (cf. German Education Council, Recommendations of the Education Commission on the Reorganisation of Secondary Level II).

Part III: Didactic Principles

The objective of vocational education and training requires that teaching be geared to a pedagogy tailored to the tasks of the vocational school, which emphasises action orientation and enables young people to plan, carry out and assess work tasks independently within the framework of their occupational activity.

Learning in the vocational school basically takes place in relation to concrete vocational action as well as in diverse mental operations, including mental comprehension of the actions of others. This learning is above all linked to the reflection on the execution of actions (the action plan, the process, the results). With this grateful penetration of vocational work, the prerequisites are created for learning in and from work. This means for the framework curriculum that the description of the objectives and the selection of the contents are occupation-related.

On the basis of learning theory and didactic findings, the following points of orientation are mentioned in a pragmatic approach for the design of action-oriented lessons:

- Didactic reference points are situations that are significant for professional practice (learning for action).
- The starting point of learning is action, preferably self-executed, or else mentally (learning by doing).
- Actions must be planned, carried out, checked, corrected if necessary and finally assessed by the learners as independently as possible.
- Actions should promote a holistic grasp of professional reality, e.g. include technical, safety, economic, legal, ecological, social aspects.
- Actions need to be integrated into learners' experiences and reflected upon in relation to their social impact.
- Actions should also include social processes, e.g. the declaration of interests or conflict management.

Action-oriented teaching is a didactic concept that interlinks subject and action system structures. It can be realised through different teaching methods.

The teaching offered by the vocational school is aimed at young people and adults who differ in terms of previous education, cultural background and experience from the training companies. Vocational schools can only fulfil their educational mandate if they take these differences into account and support pupils - including disadvantaged or particularly gifted pupils - according to their individual potential.

Part IV: Job-related preliminary remarks

This framework curriculum for vocational training as a professional driver is coordinated with the Ordinance on Vocational Training for Professional Drivers of 19.04.2001 (BGBl. I p. 642).¹

The previously applicable framework curriculum for the training occupation "Professional driver" is repealed by the present framework curriculum.

Essential subject matter of the vocational school for the examination area of economics and social studies is taught on the basis of the "Elemente für den Unterricht der Berufsschule im Bereich Wirtschafts- und Sozialkunde gewerblich-technischer Ausbildungsberufe" (Elements for the Teaching of Economics and Social Studies in Industrial-Technical Training Occupations at Vocational School) (resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of 7 May 2008).

Foreign language technical terms are integrated into the learning fields with 40 hours.

¹ Due to the amendment of the training regulations by the First Ordinance Amending the Ordinance on Vocational Training for Professional Drivers of 16.10.2017 (BGBl. I p. 3564), learning fields 5, 9, 10 and 12 in the framework curriculum have been adapted.

Part V: Learning fields

Overview of the learning fields for the training occupation Professional driver/professional driver				
Learning fields		Time guidelines in lessons		
		Year 1	Year 2	Year 3
No.				
1	Representing your own company	40		
2	Maintain and service commercial vehicles	40		
3	Goods loaded	80		
4	Check the operational readiness of the engine and the electrical system.	120		
5	Routes and tours for domestic destinations Plan and implement		80	
6	Use drive train, chassis and wheels check		80	
7	Check the function of the brake system		60	
8	Designing the transport process to optimise the order		60	
9	Routes and tours to foreign destinations Plan and implement			120
10	KOM in regular and occasional traffic one set			80
11	Transporting special goods			40
12	Use and operate electronic devices			40
	Total (840 hours in total)	280	280	280

Field 1: Representing one's own company**1st year of training
Time reference value: 40 hours****Target setting:**

The pupils recognise their profession as a customer-oriented service profession for goods or passenger transport. They understand that they represent their company. They place their training company in a logistical chain. They design their working environment taking into account ecological and safety aspects.

Contents:

Service occupation
Road haulage Freight
forwarder
Consignor Carrier
Consignor
Consignee
Distribution centre
Logistics chain City
logistics Passenger
transport
Concessionaires
Contractor
Customer
Transport
associations
Transport planning
Working
environment
Protective
measures
Forms of presentation
Communication

Field of study 2: Maintaining and servicing commercial vehicles

**1st year of training
Time reference value: 40 hours**

Target setting:

The pupils can assess the structure and design of commercial vehicles and can independently and responsibly carry out care and maintenance tasks on vehicles and accessories. They decide properly on the necessary operating and auxiliary materials. The pupils carry out these tasks in an environmentally conscious way and dispose of the residual materials and waste in an environmentally sound way. They inform about the performance of the tasks.

Contents:

Vehicle types Vehicle dimensions
StVO, StVZO Accessories
Operating instructions
Company regulations on vehicle care and maintenance Cleaning
Operating materials
Auxiliary materials
Legal and operational regulations for handling operating and auxiliary materials

Field 3: Loading goods**1st year of training**
Time reference value: 80 hours**Target setting:**

The pupils are able to load vehicles safely in terms of traffic and operation and to use loading aids according to the situation. If necessary, they supervise the loading, advise the loading personnel and manage conflict situations. They carry out these tasks in a competent manner, observing the legal provisions, guidelines and company regulations.

Contents:

Freight business HGB
Loading
Roadworthy loading StVO
Dimensions and weights Loading
aids
Loading aids
Loading plan
Standard
specifications
Regulations of the Employer's Liability
Insurance Association Cargo
Removal goods Load
securing Unloading
Tank and silo cleaning
Conversational skills Foreign-
language terminology

Field 4: Checking the operational readiness of the motor and the electrical system**1st year of training
Time reference value: 120
hours****Target setting:**

The pupils can carry out the inspection of the operational readiness of motors and electrical systems in a planned manner and in compliance with operational and legal regulations. They know the units to be tested, apply test methods, know the criteria of the test, assess the results and initiate appropriate measures.

Contents:

Engine types
Alternative drives
Lubrication Cooling
Engine
management
Electrical system
Exhaust treatment
Accident prevention regulations Legal
regulations StVO, StVZO Test methods
Troubleshooting
Troubleshooting

Field of study 5: Planning and carrying out routes and tours for domestic destinations

**2nd year of training
Time reference value: 80 hours**

Target setting:

The pupils plan domestic routes and tours in compliance with legal regulations. When preparing and carrying out tours, they orientate themselves geographically, read special maps and use digital systems. They behave in an environmentally conscious manner. They act prudently in accident and incident situations. Any obstacles to transport and delivery are solved in accordance with the transport contract.

Contents:

Legal regulations FeV, PBefG, GüKG, StVG, StVO, StVZO Federal
Office for Goods Transport BAG
Documents and papers Social
regulations Traffic geography
Special maps, digital route planning
Road tolls Roadworthiness
Accidents Incidents
Obstacles to promotion and delivery Conduct
of talks, conflict management Liability
Occupation COM
Environmental protection
Foreign language technical
terms

Field of learning 6: Use drive train, check chassis and wheels**2nd year of training
Time reference value: 80 hours****Target setting:**

The pupils can use the drive concepts commonly used in commercial vehicles economically and in a transport-specific manner. They carry out the necessary checks on the chassis, steering and wheels in compliance with legal and operational regulations. The pupils assess the test results and initiate measures on their own responsibility.

Contents:

Clutch
Gearbox
Shafts and joints
Chassis
Steering
Wheels and tyres
Trailer coupling Fifth
wheel Driving physics
Test methods
Troubleshooting Towing

Field 7: Checking the function of the brake system**2nd year of training
Time reference value: 60
hours****Target setting:**

The pupils check the function and mode of operation of the brake systems used in the commercial vehicle in accordance with the legal regulations. They are able to assess braking processes, taking into account the load. They know the units to be tested, apply test methods, assess the results and initiate appropriate measures.

Contents:

Legal regulations StVG, StVO, StVZO, EC regulations Physical principles
Braking process
Hydraulic, pneumatic and electric brake systems Troubleshooting
Troubleshooting Train coordination

Field of study 8: Optimising the transport process for the order**2nd year of training
Time reference value: 60 hours****Target setting:**

The pupils organise the process of passenger and goods transport in an order-optimised manner. They plan routes economically and observe the legal and operational regulations. They prepare the vehicles for transport and driving. The pupils check the operational readiness of the vehicles. The journeys are carried out under economic and ecological aspects, finally accounted for and documented.

Contents:

Transport mandate Statutory regulations
Tariff law
Passenger transport
Transport-specific plans
Transport-related vehicle preparation
Driving-related vehicle preparation
Departure check
Economic efficiency
Ferries, tunnels, road tolls, combined transport
Environmental protection
Business management basics
Cost calculation
Billing documentation

Field of study 9: Planning and carrying out routes and tours to foreign destinations

**3rd year of training
Time reference value: 120 hours**

Target setting:

The pupils plan cross-border routes and tours, taking into account the legal country-specific and multilateral regulations. When preparing and carrying out tours, they orientate themselves geographically, communicatively, read special maps and use digital systems. They behave in an environmentally conscious manner. They act prudently in accident and incident situations. Any obstacles to transport and delivery are solved in accordance with the transport assignment.

Contents:

Driving licence law
 Vehicle dimensions
 Bilateral foreign permits, EU Community licence, CEMT permit Customs regulations, documents and papers
 Community/Common transit procedure gVV Carnet TIR
 procedure
 Carnet A.T.A procedure
 free port
 CMR
 Social regulations Traffic
 geography
 Special maps, digital route planning Road tolls
 Accidents Incidents
 Obstacles to promotion and delivery
 Conducting conversations, conflict
 management Foreign language
 communication
 Liability
 Occupation COM
 Environmental
 protection

Field 10: Using a COM in regular and occasional services

**3rd year of training
Time reference value: 80 hours**

Target setting:

The pupils prepare buses and coaches according to the transport assignment in regular and occasional transport. They observe legal and operational regulations in regular and occasional transport. They look after passengers and document the course and results of the transport orders. In doing so, they take into account passengers with special needs.

Contents:

Legal regulations PBefG, BOKraft, StVG, StVO, StVZO, EU-FahrgRBusG Concession
 Regular services, occasional services Leaflets on school transport Signposting
 Transport order Transport conditions Transport charge
 Transport tariffs
 Local public transport plans
 Timetables Passenger services
 Passengers with reduced mobility, especially people with disabilities Conflict resolution
 Social regulations Foreign language communication Tour guide
 Document Reporting obligations

Field 11: Transporting special goods**3rd year of training
Time reference value: 40 hours****Target setting:**

The pupils participate in the preparations for the transport of special goods on the basis of the legal regulations and ordinances and carry them out with the necessary care. In case of incidents, they act prudently and with environmental awareness.

Contents:

Legal regulations StVG, StVO, StVZO Food,
luxury food and animal feed transport Food
Transport Container Ordinance LMTV
Agreement on the International Carriage of Perishable Foodstuffs ATP Temperature-
controlled transports
Ordinance on Frozen Foods TLMV Transport of Animals
Animal Welfare Transport Ordinance
TierschTrV Transport of Dangerous Goods
Dangerous Goods Transport Act GGBefG, ADR, GGVS Waste
transports
Closed Substance Cycle and Waste
Management Act KrW-/AbfG Large and heavy
transports
Guidelines for Large and Heavy Goods Transport RGST
Special Equipment
Special permit Labelling, labelling
Accompanying papers and
documents

Field 12: Use and operate electronic devices**3rd year of training
Time reference value: 40 hours****Target setting:**

Pupils are able to carry out transport orders in an optimised manner while observing the control equipment and the displays of control instruments. In case of need, they operate electronic devices and use digital systems.

Contents:

Control unit Warning
systems
Information and communication devices
Comfort electronics
Safety electronics Steering
guidance systems Bus stop
equipment