



KULTUSMINISTER KONFERENZ

RAHMENLEHRPLAN

**for the training occupation skilled
driver**

(Resolution of the Conference of Ministers of Education and Cultural Affairs of 14.06.2002 in
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Part I: Preliminary remarks

This framework curriculum for vocational education and training 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 otherwise 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 basically builds 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 as well as for entry into school-based and vocational further and continuing education programmes.

The framework curriculum does not contain any methodological specifications for teaching. Independent and responsible thinking and acting as the overarching goal of training 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 which directly promote the competence to act are particularly suitable and should therefore be given appropriate consideration in the 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 and time coordination with the respective training regulation taken into account in the framework curriculum is maintained.

Part II: Educational mission of the

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 special regard to the requirements of vocational training.

The vocational school aims to provide basic and specialised vocational education and to extend the previously acquired general education. In this way, it aims to enable students to fulfil their tasks in the workplace 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 humane and social nature;
- develop professional flexibility to cope with the changing demands in the world of work and society, also with regard to 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

- align lessons with a pedagogy specific to their tasks that emphasises action 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 persons within the scope of their possibilities;

- point out the environmental threats and accident hazards associated with professional practice and private lifestyle and point out ways to avoid or reduce 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
- Ensuring human rights

enter.

The listed goals are directed towards the development of action competence. This is understood here as the willingness 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 arise from 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, occupational 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 independently plan, carry out and assess work tasks within the framework of their occupation.

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 primarily linked to the reflection on the execution of actions (the action plan, the process, the results). With this mental penetration of vocational work, the prerequisites are created for learning in and from work. For the framework curriculum, this means 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 students - including disadvantaged or particularly gifted students - according to their individual potential.

Part IV: Job-related preliminary remarks

This framework curriculum for vocational training as a skilled driver is coordinated with the Ordinance on Vocational Training as a Skilled Driver of 11.07.2002 (BGBl. I p. 2612).¹

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).

Specialists in driving work in public transport companies. Their tasks include driving buses and/or rail-bound vehicles in accordance with the Ordinance on the Construction and Operation of Tramways. This involves the safe and passenger-friendly transport of passengers as well as direct customer service on the spot. They also sell the services of their company. They are involved in customer service and marketing as well as in the planning and scheduling of operations and vehicle deployment.

Not the product, but the customer is the focus of the work. This is based on the model of an employee who is deployed in a cross-functional manner. This cross-functional activity, which must be carried out by the employees predominantly in the rolling vehicle with sole responsibility and in communication with the control centre, requires

- Initiative and a sense of responsibility,
- Acting with foresight,
- Teamwork and communication skills,
- mental flexibility and mobility,
- the ability to use technical and organisational tools,
- the willingness to engage in continuous professional development.

The present framework curriculum is based on the following ideas:

This apprenticeship occupation is one of the occupations in which services are provided that require special skills in many areas, including driving vehicles, communicating with customers, support, counselling and sales. Relevant legal principles and company-specific regulations must be observed and applied.

Safety is of particular importance in this context. The skilled workers in driving operations also share responsibility for the punctual, smooth and safe running of journeys. They must be able to recognise disruptions and irregularities in good time and take appropriate countermeasures. Through their work, they have a considerable influence on the operating costs of their company and the attractiveness and performance of local public transport.

The profession is characterised by the fact that it requires a high degree of responsibility for people and the environment.

¹ Due to the amendment of the training regulations by the First Ordinance Amending the Ordinance on Vocational Training for Specialists in Driving Operations of 16.10.2017 (BGBl. I p. 3565), learning fields 4, 5 and 12 in the framework curriculum have been adapted.

Awareness of occupational safety and environmental protection issues must therefore also be developed; in particular, the following are required

- to observe principles and measures of accident prevention and occupational health and safety to avoid damage to health and to prevent occupational diseases as well as measures to promote health,
- to consider the necessities and possibilities of a work and workplace design determined by humane and ergonomic aspects,
- to explore occupational environmental burdens and initiate measures to avoid or reduce them,
- promote and arrange for the recycling or proper disposal of waste materials,
- consider principles for the rational use of energy and materials used in the work and derive appropriate measures from them.

The structure and objectives of the framework curriculum are primarily oriented towards characteristic situations in everyday vocational life. For this reason, subject areas such as mathematics, statistics, data processing (DP) or word processing do not form independent learning fields. Rather, they are linked to corresponding vocational action situations.

Informing passengers in a way that is appropriate to the situation is of great importance. The training of linguistic expression requires special attention: specialists in driving operations should not only make standard announcements, but also inform customers in special situations in an understandable and concise manner. Also in communication with the control centre or in the case of technical faults or accidents, precise statements in speech and writing are essential so that the necessary measures can be taken in a targeted manner.

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

Part V: Learning fields

Overview of the learning fields for the training occupation of skilled driver				
Learning fields		Time guidelines in lessons		
		Year 1	Year 2	Year 3.
No.				
1	The own transport company represent	40		
2	Maintain and service vehicles	40		
3	Check the operational readiness of the KOM	120		
4	With customers of the transport companies bypass	80		
5	Services provided by transport companies Offer and provide		80	
6	Carry out passenger transport		80	
7	Operational readiness of rail vehicles check		80	
8	In the design of operational processes participate		40	
9	Helping to shape the working conditions			40
10	Use vehicles on the rail network			40
11	Act cost-consciously			80
12	Vehicles safe and customer-friendly lead			80
13	Use electronic devices			40
	Total (840 hours in total)	280	280	280

Learning Area 1:	Representing your own transport company	1st year of training Time allowed: 40 hours
<p>Target setting:</p> <p>The pupils recognise their profession as a customer-oriented service profession for local public transport. In doing so, they understand that they represent their company. They classify the position and the range of services of their company in the transport market and take into account the effects of passenger transport law on the range of services of their company. They recognise the importance of planning requirements for the operation of their company. They apply safety regulations according to the situation.</p>		
<p>Contents:</p> <p>Service profession Statutory provisions and ordinances on the operation of local public transport and passenger transport Contractor Contractors Permits Customer Forms of ownership Transport associations, transport communities, tariff communities Transport planning Local transport plan, local transport development plan Route network plan Tariff zone plan Timetable Working environment Protective measures Forms of presentation Communication</p>		

Learning Area 2:	Maintain and service vehicles	1st year of training Time allowed: 40 hours
Target setting: The pupils can assess the structure and design of vehicles, can carry out care and maintenance tasks independently and responsibly on vehicles and accessories. They decide properly on the necessary operating and auxiliary materials. They participate in procurement processes. 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 and data Equipment and 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 Electricity Report and document		

Learning Area 3:	Check the operational readiness of the KOM	1st year of training Time allowed: 120 hours
<p>Target setting:</p> <p>The pupils can carry out the inspection of the operational readiness of COMs 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. If faults occur, they isolate them and rectify them according to the possibilities or initiate other suitable measures to rectify the fault.</p>		
<p>Contents:</p> <p>Engine types Engine management Alternative drives Lubrication Cooling Clutch Gearbox Shafts and joints Electrical system Exhaust treatment Chassis Steering Wheels and tyres Brakes Clutch devices Test methods Troubleshooting Trouble shooting Trouble reporting Accident Prevention Regulations Towing Legal regulations and ordinances Doors, controls, start-up interlock, emergency release devices Vehicle driver's station Interior lighting, ventilation, heating, air conditioning Signage and symbols Information facilities Emergency equipment Departure control Control unit</p>		

Learning Area 4:	Dealing with customers of the transport companies	1st year of training Time allowed: 80 hours
<p>Target setting:</p> <p>The pupils act in a knowledgeable, situation-appropriate and target group-oriented manner when dealing with all customer groups and take their needs into account. They recognise that they are often the first and only contact persons of their customers and that the professionalism of their own behaviour has a decisive influence on both the relationship of trust between transport company and customer and on the atmosphere in the workplace. The pupils assess their own behaviour towards employees and customers and, on the basis of basic psychological knowledge, they develop the ability to establish connections between their own behaviour and the reactions of the people around them. They try to recognise conflict-prone situations in time, to avoid conflicts and to have a de-escalating effect in case of conflict. In the communication with customers set they use standard software and modern information systems.</p>		
<p>Contents:</p> <p>Customer groups in public transport Passengers with reduced mobility, especially people with disabilities External customers Internal clients Potential clients Personality Personality disorders Role Group Group behaviour Communication Interaction Correspondence Using standard software Non-verbal communication Facial expressions, gestures, body language External appearance Conversational skills Foreign language standard formulations Conflict situation De-escalation</p>		

Learning Area 5:	Offer and provide transport company services	2nd year of training Time allowed: 80 hours
<p>Target setting:</p> <p>The pupils inform and advise all customer groups in the preparation and implementation of journeys and provide simple information in a foreign language. They sell and check tickets and implement services in a customer-oriented manner and in the operational interest. They also provide information about tourist destinations and look after passengers. They are involved in marketing.</p>		
<p>Contents:</p> <p>Tariff zone Tariffs Fares Timetables Connections Passenger care Communication Information Passengers with reduced mobility, especially people with disabilities Counselling interview Sales talk Sales channels Sales support systems Sales Speech and questioning techniques Announcements Conflict management Tourist destinations Frequently visited facilities Vehicle manning Luggage Customer-oriented behaviour at bus stops Hired cars and taxis Lost property replacement transport Foreign language standard information</p>		

Learning Area 6:	Carry out passenger transport	2nd year of training Time allowed: 80 hours
<p>Target setting:</p> <p>The pupils prepare vehicles according to the transport order for passenger transport. They set up and operate on-board information systems. They carry out the journeys according to the specified plans. They observe legal and operational regulations in passenger transport. They communicate with the control centre and follow its instructions and exchange information with other parties involved. They document the process and the results of the transport orders.</p>		
<p>Contents:</p> <p>Legal regulations Authorisation of passenger transport Special forms of regular services On-board information systems Operational information systems In-house information exchange Signage Contract of carriage Conditions of carriage Transport charge Transport tariffs Travel order Public transport Local transport plans Social regulations Economical and environmentally friendly driving Foreign language communication Document Reporting obligations</p>		

Learning Area 7:	Operational readiness of Check rail vehicles	2nd year of training Time allowed: 80 hours
<p>Target setting:</p> <p>The pupils can carry out the inspection of the operational readiness of rail vehicles 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. In the event of faults occurring, they isolate them and rectify them according to the possibilities or initiate other suitable measures to rectify the fault.</p>		
<p>Contents:</p> <p>Vehicle design Vehicle dimensions Running gears Brakes Drives Drive control Pantographs and sliders Signalling devices of the railway vehicles Railway scraper and rail scraper Coupling devices Driver's place Interior lighting, ventilation, heating Lettering and symbols Doors, controls, start-up interlock, emergency release devices Troubleshooting Fault elimination Fault reporting Accident prevention regulations Emergency equipment Towing Statutory regulations and ordinances Functional check/departure check</p>		

Learning Area 8:	In the design of Participate in operational processes	2nd year of training Time allowed: 40 hours
<p>Target setting:</p> <p>The pupils participate in the preparation of service plans, vehicle deployment plans, personnel deployment plans and in the submission of applications to authorities. They develop proposals to improve the quality of service and transport and advise and support the management in the design of the operational process and the operational facilities. They observe customer habits, record and process customer wishes and complaints. They carry out customer surveys and help with the evaluation.</p>		
<p>Contents:</p> <p>Service schedules Route network Timetables Vehicle deployment and circulation plans Fleet management Personnel deployment plans Duty rosters Social regulations Customer surveys Customer counts Customer behaviour Traffic flows Control centres Quality assurance Complaint management Correspondence Word processing Bus stops</p>		

Learning Area 9:	Helping to shape the working conditions	3rd year of training Time allowed: 40 hours
<p>Target setting:</p> <p>The pupils are aware of the special stresses and strains of the driving service and adjust to them in their lifestyle and working style; in particular, they take into account the maintenance of fitness to drive in their diet. They observe legal regulations on the health requirements for working in the driving service.</p> <p>They use stress management techniques. They recognise situations of particular psychological stress and know what help is available in and outside the company.</p> <p>They promote cooperation and communication in the workplace and influence the ergonomic design of the workplace.</p>		
<p>Contents:</p> <p>Health Nutrition Drugs, alcohol, medication Motivation Driver performance Ergonomics Driver's position Light and vision Air conditioning, heating, ventilation Shift work - biorhythm Teamwork Internal communication Stress management Coping with extreme situations Social regulations</p>		

Learning Area Use vehicles on the rail network

**3rd year of training
Time allowed: 40 hours**

10:

Target setting:

The pupils use the rail vehicle they are driving according to the demands required by the routing. They observe special features of the routing, observe their vehicle, the route and the stops and react according to the situation.

Contents:

Legal provisions and regulations for the operation of trams Tramway
Subway Light rail
Signals
Operating
facilities Routing
Bridges
Tunnel stops
Escalators and moving walkways
Railway bodies
Rail Switches/crossings
Superstructure
Lights Space Level
crossings Train
protection Power
supply Catenary
lighting Operation of
rolling stock Running
order
Participation in road transport
Disruptions to rail replacement
transport

**Learning Area Act cost-consciously
11:**

**3rd year of training
Time allowed: 80 hours**

Target setting:

The pupils take into account that transport companies can only survive on the market if they provide services economically.

They can name the calculation factors of cost rates in passenger transport. They determine offer prices on the basis of these cost rates.

They can name the main sources of income of public transport companies and describe the role of the public sector. They recognise that the revenue and profit situation can be improved through the expansion of a demand-oriented transport offer and through targeted marketing.

They can assess the economic effects of organisational and technical changes in driving operations.

You will be involved in quality assurance measures and cost recording.

Contents:

Cost accounting Cost rate

Preparation of offers for special transport and occasional transport

Marketing

Materials Management

Quality Assurance

Damage Claims

Correspondence Word

Processing Financing

Subsidies Own

Economy Public

Economy

Economical and material-friendly driving

Learning Area 12:	Driving vehicles safely and in a customer-friendly manner	3rd year of training Time allowed: 80 hours
<p>Target setting:</p> <p>The pupils drive their vehicle safely and prudently. They pay attention to other traffic and the environment. They observe the many aspects of passenger safety before and after boarding and alighting as well as during the journey, especially for passengers with special needs. They manage their vehicle in a customer-oriented and economical manner. They carry out checks on passengers on behalf of their company. In the event of incidents, they act prudently and in a damage-reducing manner.</p>		
<p>Contents:</p> <p>Traffic Environment Partner Science Road Science Topography Weather, season, and time of day Defensive and energy-saving driving Characteristics of vehicles Driving physics Driving techniques, driving manoeuvres (crossing, meeting, overtaking, downhill) Starting, stopping, steady driving Threading Behaviour in special traffic situations Safety systems Passenger safety and comfort, staffing Passengers with reduced mobility, especially people with disabilities Passenger obligations Liability and insurance Strict liability and fault liability Accidents - incidents - breakdowns Passenger information Communication and interaction Non-verbal communication Conversation management Customer control Conflict situation De-escalation</p>		

Learning Area Use electronic devices 13:	3rd year of training Time allowed: 40 hours
Target setting: Pupils are able to carry out driving tasks in an optimised manner while observing the control equipment and displays of control instruments. If necessary, they operate electronic devices and use information systems. They support the operating staff working on the control systems. They assist in the manual or automated handling of vehicles at stops and operate security devices.	
Contents : Control unit Warning systems Information and communication equipment Information equipment Radiotelephone communication Comfort electronics Safety electronics Control systems Bus stop equipment Bus stop safety systems	