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Driver Trainer Profession –
Continuing Professional Development (CPD):
Framework research, design and development

Interim report from the CPD Working Group for
presentation to the CPD Steering Group meeting at
Nottingham on Wednesday 9th April 2008

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1 Executive Summary

Continuing Professional Development (CPD) is increasingly used by many professions to ensure that individuals maintain and further develop their skills and knowledge. CPD is about keeping up to date and can take many different guises and may be acquired in a variety of ways.

CPD is certainly not 'new' to the driver trainer industry with many instances of ADIs being engaged with and participating in CPD activities – often without realising that what they are doing is CPD

Although there is CPD activity taking place within the industry, it is fragmented and there is no formalised, consistent or structured scheme. Much work has been carried out in the past to begin addressing the need for a scheme, giving a foundation for the current work to continue building upon. The revised Driver Trainer Competence Framework will provide a valuable tool around which a formalised scheme of CPD can be developed and implemented.

To begin this process a workshop with DSA representatives and key external stakeholders was held in October 2007 to agree a way forward. The group agreed a three-phase approach that will see CPD introduced to the driver training industry in gradual stages, over the next few years. The attendees of the day were designated as members of an overseeing CPD steering group, while a working group was later created, made up of further representatives of DSA and the key external stakeholder groups.

The CPD steering group has responsibility for overseeing and approving the work of the CPD working group, as well as having the responsibility for directing the work going forward. The CPD working group is responsible for developing proposals, carrying out research based on allocated tasks and through its work, making recommendations to the CPD steering group. The outputs will ultimately inform any public consultation paper in relation to the implementation of a future formal voluntary and subsequently a mandatory CPD scheme in the three-phased approach.

Phase One of the agreed approach is a communication strategy to increase awareness and encourage more ADIs to consider the benefits of CPD participation. In addition, the communication strategy aims to encourage engagement from CPD providers, such as Further Education colleges and private training providers. ADIs will be encouraged to engage with CPD as soon as possible so that individuals begin to recognise the benefits through their learning and development and can begin to record their CPD activity and experience. Work in Phase One has already led to a number of resources being developed that are currently being used within the industry to promote and raise awareness of CPD with great success to date.

Phase Two is what we are terming as a "formal voluntary model", and will be subject to a wider public consultation. It is envisaged that at the point the formal voluntary model is introduced we will have developed models for the key components of a CPD framework, based on research and existing best practice from other industries.

The third phase of implementation follows the testing and finalising of the CPD framework and components. Subject to public consultation, Phase Three will see the introduction of a mandatory requirement for all Approved Driving Instructors to participate in CPD activity.

In this initial piece of work, 12 individual tasks were identified and agreed by the CPD working group as being necessary to launch Phase One and also to start building the foundation for formal systems that would be required for Phase Two and Three.

The work carried out within Phase One and detailed in this report provides findings on:

- Current CPD activity being undertaken by ADIs. This has provided insight into the understanding of CPD and where potential gaps in awareness lie.
- Accreditation and quality assurance structures used in other industries and professions and how they must be flexible enough to accommodate both formal and informal CPD activity
- The use of CPD records, and how they form an important part of planning, evidencing and quantifying the impact of CPD undertaken
- The requirement of a modern verification process
- What CPD provision is available to those within the industry and who the deliverers are
- The agencies and bodies that could potentially provide funding to support ADI CPD participation

From this report, the working group is seeking approval from the CPD steering group for a number of the conclusions and recommendations. Approval will enable Phase One to be taken forward and for the momentum to be maintained in working towards Phases Two and Three.

2 Introduction

Continuing Professional Development (CPD) has many definitions but can be defined as *'the conscious updating of professional knowledge and improvement of professional competence throughout a person's working life'*. CPD is increasingly becoming the tool used by industry to ensure ongoing skills development and maintenance of the workforce within it. In many professions, participation in CPD is a mandatory requirement of ongoing membership.

CPD can take many different guises, both formal and informal, for example:

- qualifications
- training courses
- conferences and seminars
- peer coaching
- Reading materials
- Reflection
- Media

And can be acquired in a variety of ways:

- in a classroom
- on the job/in vehicle
- distance learning
- one-to-one or group sessions
- e-learning
- at home

In October 2007, a CPD working group made up of cross-industry representatives was formed to research and review how CPD can be successfully integrated into the driver trainer industry.

The purpose of this paper is to bring together the findings and conclusions from the working group's initial research and present the group's recommendations for progressing CPD to the next stage.

2.1 CPD in the driver trainer industry

It is important to recognise that CPD is not new to the driver trainer industry. CPD within the industry has been discussed for several years and there are already a number of approved driving instructors actively participating in and benefiting from CPD.

Over recent years the Department for Transport commissioned independent research on how driving instructors are trained and tested: Ross Silcock (Review of how driving instructors are trained and tested – recommended the introduction of a CPD scheme). More recently DSA commissioned research into CPD that included:

- Red Scientific (CPD content),
- 5S Consulting (CPD framework)
- Researchers for Education (DSA's role in CPD).

DSA has also held a series of meetings and workshops with the ADI representative groups and other stakeholders to gauge ideas and options. In July 2007 the ADI representative groups met to discuss their views on the way forward for CPD. The consensus at the meeting was that there was a wish to see mandatory CPD as soon as practicable.

A draft outline for CPD engagement and activity had previously been agreed during discussions with the industry and DSA representatives. It outlined the following:

- minimum of 1 day (7 hours) per year
- prescribed and elective topic areas
 - prescribed topic areas:
 - vocational or occupational
 - must be at least 50% of your selected CPD – e.g. lesson planning, lesson delivery
 - elective topic areas
 - up to 50% of CPD
 - not necessarily driving or driver training related but must link to competences as outlined in the driver trainer competence framework – e.g. Health and Safety, Business Skills
- can be formal, informal, on-line, in car etc
- self declaration of training/development undertaken
- recorded with DSA

The full document can be found on the CPD section of the DSA website.

At present, there is no recognition by DSA of an individual's CPD activity, nor are there a consistent criteria or framework for CPD content or delivery mechanisms.

Within the PCV and LGV sector of the industry there is a new EU mandatory requirement for drivers to undertake regular training and development. The programme – The Certificate of Professional Competence (CPC) - commences for PCV drivers in September 2008 and will be introduced for LGV drivers in September 2009.

Initial discussions have taken place internally at DSA with colleagues on the Driver CPC project. Although Driver CPC and Driving Instructor CPD are different in terms of volumes and customer base, there may be future synergies, for example the accreditation of training provision and IT solutions.

As the work to develop a CPD model moves forward we will continue to investigate these potential opportunities.

2.2 Competence framework

The competence framework for driver trainers currently in development will provide a reference point for the topic areas that driver trainers can access for their CPD activity.

This will provide a valuable resource for assisting driving instructors in planning their CPD activity and ensuring it is relevant to their career and personal development as well as their customers. In addition it will also provide a basis for training providers to model courses and training activities to ensure that their offering is relevant to the development of driver trainers.

3 Our approach

Building on previous work undertaken around CPD and in order to continue the progress, a workshop was hosted by DSA on Monday 15th October 2007. It was attended by ADI representative groups and other key external stakeholders.

The aims of this workshop were to:

- gain a shared understanding of the issues surrounding the implementation of a CPD scheme for driving instructors
- identify an agreed route to mandatory CPD
- identify a CPD working group, made up of subject matter experts to work with DSA on the detailed proposal that will be required to take forward and implement a mandatory CPD scheme. This research and development will inform proposals within a wider public consultation in due course.

In addition the following outcomes were achieved:

- it was agreed that those attending the meeting would be invited to form a steering group which would take the decisions on how CPD should be implemented.
- those present were invited to nominate members for consideration to form a small working group made up of experts from within the industry and DSA staff. This group is responsible for defining the process towards a proposed mandatory CPD scheme.

Attendees of this workshop agreed to support DSA's proposals for a three phase route to a mandatory CPD, which is detailed later in this document.

3.1 Steering Group – remit and membership

The CPD steering group was formed to be responsible for overseeing and approving the work of a CPD working group. In addition they also have the responsibility for directing the work going forward.

Steering group members are expected to promote CPD participation within their own organisation and also where applicable, to the organisation's members.

The steering group membership is made up of a variety of external stakeholders including:

- ADI representative organisations
- Sector Skills Councils
- road safety organisations

A full listing of CPD steering group members can be found at appendix A.

3.2 Working group – remit and membership

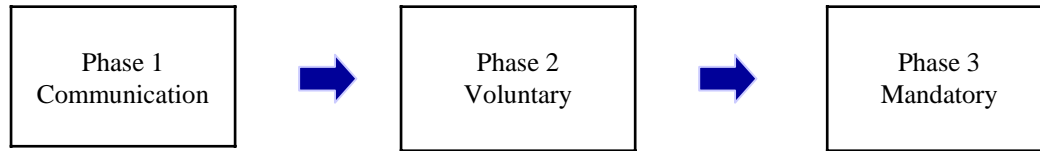
A working group, comprising representatives from industry, DSA and other groups with associated expertise or interest, was formed following nominations from members of the steering group.

The working group is responsible for developing proposals, carrying out research based on allocated tasks and through its work, making recommendations to the CPD steering group. The outputs will ultimately inform any public consultation paper in relation to the implementation of a future formal voluntary and subsequently a mandatory CPD scheme in a three-phased approach.

A full list detailing the working group membership can be found at appendix B.

3.3 Three-phase approach

A three-phased approach to implementation was agreed at the October 2007 workshop:



3.3.1 Phase One – communication

Phase One of CPD implementation is essentially a communication strategy to increase awareness and encourage more ADIs to consider the benefits of CPD participation. In addition, the communication strategy also aims to encourage engagement from CPD providers, such as Further Education colleges and private training providers.

ADIs will be encouraged to engage with CPD as soon as possible so that individuals begin to recognise the benefits through their learning and development and can begin to record their CPD activity and experience.

By late spring/summer 2008, the DSA website will have a new feature called ‘find your nearest’. This is essentially a search function that will allow members of the public to identify driving instructors in and around their postcode area. To give ADIs an added incentive to commit to participate in CPD at this early stage, any ADI who commits to undertaking at least 1 day (7 hours) a year of CPD activity and reconfirms their commitment to the current Code of Practice will be ‘highlighted’ in the ‘find your nearest’ section of the website.

It is anticipated that when a sufficient number of ADI’s have ‘signed up’ a communication/marketing campaign will be used to raise public awareness of driving instructor engagement with CPD

This phase concentrates on raising awareness and increasing engagement and as such is an informal voluntary model that will help with tailoring communication and conducting research towards the more formal phases of CPD.

3.3.1.1 Communications strategy supporting Phase One implementation

The main aim was to initiate the Phase One communication process by creating a package of background tools that will help individuals, associations and the DSA to communicate the benefits & key messages surrounding CPD. This will include the following activities:

- Late spring/summer 2008 advise industry of availability of the ‘Find your Nearest’ register
- encourage driving instructors to make an early commitment to CPD by registering their support on the ‘Find your Nearest’ database on the DSA website – use of Despatch, industry publications, websites, mail-shots etc.
- inform the public once the database is established (when database = 1,000 trainers signed up, target of Autumn 2008, three months after industry launch) with a view to increasing awareness

- highlight key communication contacts
- highlight Project milestones
- produce draft material for use across industry to communicate the benefits and introduction of CPD e.g. leaflets and posters, revised quick start guide
- create and keep up to date a presentation for use by DSA staff and working group/ steering group members to use at conferences and seminars
- produce a list of key statements that can be used in presentations and press releases etc.
- creation of a list of the most frequently asked questions (FAQs) about CPD
- research and collate a diverse range of case studies from existing ADIs who have experienced a degree of CPD, for use in future publications in order to promote CPD.

Using the package of communication tools should result in and provide a package of material that can be used by any industry representative to:

- create full awareness of the importance of CPD and encourage take up by driver trainers within the required timescales
- create public awareness of the benefits of using instructors who are updating their skills regularly
- production of a number of tools in order to communicate the benefits of CPD, including presentation slides for industry use, a set of frequently asked questions and a list of key messages to be used in writing or presenting content regarding CPD
- the collection of evidence of industry enthusiasm for the scheme through gathering and compiling a cache of communications from industry publications, websites and conferences
- production of a document which details the maintenance, review and updating process that will ensure that the FAQ's are kept up to date and which recommends a viable method of hosting such a list.

The table below details the itemised communication activity and their associated timelines for implementation and completion.

Publicity	
Find Your Nearest (encourage take-up through all industry publications)	Late Spring/summer 08
Take-up of Find Your Nearest (Reaching circa 1000 participants)	Autumn 08
Publicity to the public regarding find your nearest in relation to CPD participation	Autumn 08
Marketing Material	
Produce marketing material (trade stands etc) for use at conferences and talks	May-08
CPD introduction leaflets	Jun-08
Creation of CPD DVD (subject to funding)	Aug-08
Regular updates of working group progress in Despatch / DSA Website	ongoing

3.3.1.1.1 Current Resources available

During the process of working towards Phase One implementation, a number of tools have already been produced and used by DSA and industry representatives, in order to start the communication process as early as possible.

Currently available to use are:

- **Powerpoint presentation and scripted notes** – Agreed by the working group as a useful and generic tool in order to explain what CPD is and the potential benefits to ADIs. It has been presented several times to a variety of audiences and feedback suggests that it has been well received and has prompted healthy debate.
- **FAQs** – A collection of questions and answers has been prepared in anticipation of enquires. It is proposed that a Top 20 FAQ will be available on the DSA website to answer the main questions but will be regularly reviewed. A CPD email address, managed through DSA, will help to monitor any questions that haven't been addressed so far.
- **Key Messages** – A range of key messages/statements have been prepared. These can be used to assist in presentations or when writing about CPD, to ensure a consistent message.

The intention with all these tools is that they will be regularly reviewed and updated. They are owned by the industry and can be used to deliver, present and answer questions consistently.

3.3.2 Phase Two – Voluntary

Phase Two of CPD implementation is what we are terming as a “formal voluntary model”, and will be subject to a wider public consultation. It is envisaged that at the point the formal voluntary model is introduced we will have developed models for the key components of a CPD framework, based on research, pilot projects and existing best practice from other industries. These components will include:

- accreditation
- quality assurance
- recording, evidencing and monitoring of CPD
- delivery/learning options

The formal voluntary phase will give the DSA and industry an opportunity to trial the models developed; to test their operation allowing for concurrent review and required changes to be implemented. This will ensure that we have a modern, comprehensive, efficient and effective CPD framework for the introduction of the final phase of implementation.

It is envisaged that a formal voluntary system will be introduced in 2009; however some recommendations and outputs, such as the method for recording CPD, will be trialled prior to implementation

3.3.3 Phase 3 - Mandatory

The third phase of implementation follows the testing and finalising of the CPD framework and components. Following public consultation, Phase 3 with an envisaged date of 2010, will lead to the introduction of a mandatory requirement for all Approved Driving Instructors to participate in CPD activity.

3.4 Tasks outline and summary

Within Phase One, the working group agreed a number of tasks that were each a small project in itself. The tasks are a key component to providing the research and direction behind developing a CPD framework for the profession. Some tasks were focused towards what is required to launch Phase One of the planned implementation process while others are focused on the longer term later phases of implementation.

The following is a summary of each task with assigned name of the working group member(s)

Task 1 – Case Study Compilation – Nick Ibbott:

To compile 20 case studies from those in the driver trainer industry that can be used as part of the communications in phase to demonstrate and sell the benefits of CPD activity

Task 2 - Communications Strategy – John Lepine and Patricia Graham:

The creation of a communications strategy that will be used to launch and continually promote phase one of CPD implementation.

Task 3 – Frequently asked questions – Aenaes McRitchie:

To create a bank of frequently asked questions to host on the DSA website that can be accessed by those in the industry, creating a tool that can be used to provide accurate and consistent responses to common questions.

Task 4 – Find your nearest – Stuart Lister:

Ensuring that the functionality exists on-line for those confirming their commitment to CPD and the code of practice to be highlighted on the 'Find your nearest' function.

Task 5 – CPD process for notification – Stuart Lister:

To define the process that ADI's will use to confirm their commitment to CPD and the code of practice, at the point of launching phase one and on an ongoing basis

Task 6 – Accreditation of CPD courses and deliverers – Steve Garrod with input from Margaret Jessop:

Examine the options surrounding accreditation of both CPD activities and those that will deliver CPD activities.

Task 7 – Quality Assurance – Rick Wood and Simon Elstow:

Examine the option for providing a quality assurance model in relation to CPD activity.

Task 8 – Notifying, evidencing, monitoring and recording CPD – Jean Marriot and Stuart Lister:

Investigate options for a 'fit for purpose' process that allows the recording, evidencing and monitoring of CPD activity.

Task 9 – Review of current training provision – Hugh Grainger-Allen and John Sheridan:

Carry out a review to identify what current training provision is open to ADI's, looking at the types of activity offered and by whom.

Task 10 – Public funding availability – Paul Fleming:

To investigate and where possible identify funding opportunities at a regional and national level that can be accessed by driving instructors to support CPD activity, and to identify a process for how this information can be maintained and communicated to the industry on an ongoing basis.

Task 11 – Cost to the individual – Robin Cummins:

Research the potential cost to ADI's of meeting the agreed minimum CPD requirement of 7 hours activity per year.

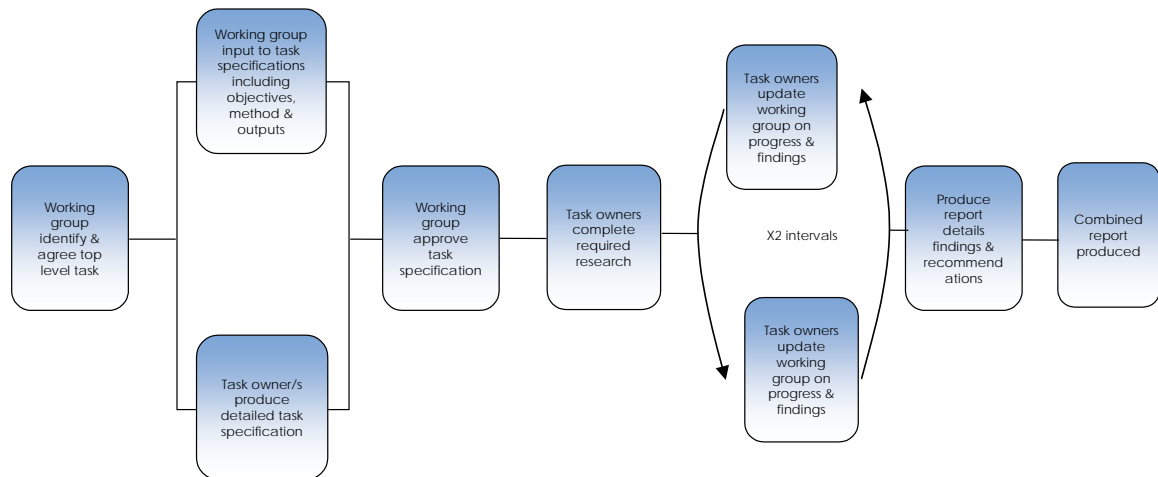
Task 12 – Code of practice – John Lepine:

Review and carry out a gap analysis on the existing code of practice.

4 Task methodology

The tasks were wide ranging in terms of content, complexity and outcome. Some tasks could be completed in their entirety, for the purposes of a phase one launch, whilst others have focused on identifying recommendations going forward for the steering group's consideration and to inform Phases Two and Three of CPD implementation. This means that the methods used for each task were different to some degree, though there were common elements to approaches throughout.

The diagram below gives a broad overview of the method used to formulate and carry out the tasks:



The first stage in this process was to identify the tasks that the working group felt were required to be implemented in Phase One, while looking towards the requirements for the future phases. Once these were identified and agreed by the group each task was allocated an owner or owners who would be responsible for completing the task. Each of the task owners then had to draft a detailed task specification identifying interdependencies with other tasks whilst outlining the aims and objectives and the method that would be used to meet those aims and objectives. All completed task specifications were reviewed and approved by the working group. The methods used to research and inform the tasks were predominantly a mix of consultation with the industry and desk based research examining methods, tools and experiences of other industries. As each task progressed, regular update meetings were held to inform all working group members of task status and initial findings, resulting in final reports being produced.

Reports were not created for each task, the subject matters and identified interdependencies required some tasks to be combined into a single end report

5 Findings

The tasks carried out by the working group have led to the following findings:

5.1 Case studies and interviews with ADIs

- case studies suggest that there is a wide range of CPD activity happening currently within the driver trainer industry, with many able to quantify the benefits to their business, the service they offer and therefore their customers
- the initial research suggests that driving instructors are more active in CPD at the earlier stages of their careers as they feel the need to further develop their knowledge and teaching skills
- ADIs who have participated in CPD feel that there is very little recognition for their efforts from both within the industry or from the public domain
- ADIs do not appear to recognise that attending seminars, conferences and meetings or peer coaching is considered as CPD
- few ADIs that were contacted and had participated in CPD have kept a record or evidence of their CPD activity

5.2 Accreditation and quality assurance of CPD

- accredited deliverers of CPD and further training are generally providing and delivering courses with academic accreditation linked to bodies such as Edexcel, and the relevant national occupational standards
- accredited training courses are generally approved through academic centres linked to bodies such as Edexcel and City and Guilds.
- accredited training deliverers and accredited training courses; the quality assurance is often managed by an external body, providing impartiality.
- there are instances of industries adopting models where all CPD activity is accredited and validated by work inspections, although this meant that there was no process or recognition for informal learning
- it was found that often the most valuable learning takes place informally, often through the use of a '*learning log*' adopting a process of reflection and recognising informal mentoring and coaching. This is the method used in the learning/education profession, where they feel strongly that learning, and therefore CPD, is owned by the individual

5.3 Planning, recording, evidencing and verification of CPD

- the Institute for Learning has adopted a model that the group feel would be suitable and fit for purpose within the ADI profession. This model requires the individual to take responsibility for planning, completing and recording their CPD activity. It is important for the individual to record what has been carried out, what they have learned and how they will apply the learning based on reflective

practice. To facilitate this process and enable the verification of CPD activity, the following would be required:

- create and provide a standard and consistent development plan & record template which could be made available on the website and in hard copy
 - issue guidance/training on how to plan CPD and how to complete any template issued
 - issue guidance on the submission process
 - define the process for collection and verification
- DSA, ADIs and the public must have assurances that CPD activity can be effectively verified
 - the main method used for quality assurance seems to rest with the individual recording both a development plan and a record that can be verified. Verification in this case could be carried out by either a 3rd party organisation or DSA. Depending on the level of verification required this will range from being very costly and time consuming if all records were checked, through to 'lighter' model where only a sample was checked.
 - whilst examining models in other industries and profession it was found that there are a variety of models in existence.

5.4 Current CPD provision within the ADI profession and cost to the individual

- there is considerable availability of CPD options that ADIs can currently access which cover off elements in the existing driver trainer competence framework. These include topic areas such as:
 - fleet trainer
 - coaching skills
 - business methods/development
 - interpersonal skills & communication
 - specialisms – e.g. teaching for people with disabilities, older driver
 - first aid
- there is evidence of colleges that provide a range of courses that would fall in to the 'elective' aspect of CPD, though further investigation is required to identify the extent of this.
- During March 2008 significant progress has been made towards a potential pilot involving 2 colleges - Loughborough and Exeter. The two colleges are working with Go-skills and industry representatives to create a CPD offering that can be accessed by local ADIs. Colleges in Edinburgh and Aberdeen have also indicated an interest.
- the cost of CPD participation can vary enormously depending on a number of factors i.e. type of course/intervention, delivery organisation, length of training and subject area.
- based on initial research carried out, the average cost of CPD within the industry is around £35 per hour, for 2:1 in car session with group classroom sessions priced at a similar level. Based on this evidence it suggests that to

meet the minimum requirement of 7 hours CPD per year would cost in the region of £245 with additional costs associated with travel and subsistence which could potentially see the cost rise to around £400

- however, there are industry national seminars and conferences that can be accessed at a cost of around £40 but these events will likely fall short of providing a full CPD package and therefore are unlikely to account for an individual's CPD requirement.
- in balance though, there are also opportunities for ADIs to access CPD which will cost only their time – through reading materials, peer mentoring and coaching or regional meetings and events
- loss of earnings to an ADI does not seem to be a problem, more a hindrance, as lost hours can be recouped by re-arranging lesson and diary times for before and after the CPD activity. However, this could be more of a problem for fleet trainers who tend to deliver training by the day in a more structured environment and could potentially result in the loss of 1 days pay unless CPD activity was completed 'out of hours'
- on-line modules, as used in many other professions provide a flexible and relatively cheap method for individuals to access CPD and should be investigated further.

5.5 Availability of public funding

5.5.1 *England*

- there are a number of agencies that fund workforce development. The most important funding agency in England is the Learning and Skills Council. However, other agencies also contribute to the training and skills agenda; these include the nine Regional Development Agencies, Job Centre Plus and the European Social Fund.

5.5.1.1 Learning and Skills Council

- the LSC is responsible for the planning and funding of all post-16 learning (excluding Higher Education) in England. The LSC's vision is that "by 2010, young people and adults in England will have knowledge and skills matching the best in the world and will be part of a truly competitive workforce". The LSC receives its funding directly from the Department for Innovation, Universities and Skills (DIUS) and is made up of nine regional offices overseeing the work of local partnership teams throughout the country
- LSC funding for training is available to approved training providers only. Employers seeking to access funding need to do so via an approved provider. Access to funding usually takes the form of access to free/subsidised training rather than access to actual funding.

5.5.1.2 National employer service

- the National Employer Service (NES) has been established to support large employers operating across a number of local LSCs who wish to deliver high volumes of apprenticeships and NVQ programmes. In order to secure a

contract, employers need to demonstrate that they will be able to deliver an agreed number of learning outputs (e.g. in excess of 100 apprenticeships per year) and to meet the quality standards set for training providers. In this instance, the LSC will contract with and fund employers directly (as training providers).

5.5.1.3 Train to Gain

- the LSC Train to Gain service provides impartial, independent advice on training to businesses across England. It can help businesses improve their productivity and competitiveness by ensuring that employees have the right skills to do the best job. The Train to Gain service provides access to a skills broker who will carry out a needs analysis of training within a business and provide assess to:
 - offer free impartial and independent advice to businesses
 - match any training needs identified with training providers
 - ensure that training is delivered to meet business needs

5.5.1.4 Regional development agencies

- there are nine Regional Development Agencies. The RDAs are non-departmental public bodies and are funded by the Department for Business, Enterprise and Regulatory Reform (BERR). Their primary role is as strategic drivers of regional economic development in their region
- the RDA`s do not provide funding directly to employers for training purposes. However, funding may be made available to providers in the region to support training that addresses regional priorities e.g. level 3 NVQs in a priority sector. Funding will therefore be accessed via the provider and the provision of training that is free/subsidised at the point of delivery.

5.5.1.5 European social fund

- the European Social Fund (ESF) was set up to improve employment opportunities in the European Union and so help raise standards of living. It aims to help people fulfil their potential by giving them better skills and better job prospects.
- there are two main priorities in England, with priority 2 being most relevant to the driver trainer industry. In Priority 2 resources are focused on people in the workforce who lack basic skills or good qualifications. In particular, it focuses on those who are least likely to receive training. It also supports training for managers and employees in small firms. Priority 2 aims to help people gain relevant skills and qualifications needed for their career progression and for business growth and innovation in the knowledge economy.
- funding applications are invited at different times in different regions and nations. Any legally constituted organisation (public or private) can apply for ESF funding. To qualify for ESF funding all applicants must show their planned project takes account of the ESF themes of mainstreaming equal opportunities, information and communication technology, local development and sustainable development. Organisations seeking ESF funding will be required to provide “match funding”.
- the same is applied across Scotland and Wales

5.5.2 *Scotland*

5.5.2.1 **Scottish Enterprise**

- Scottish Enterprise is the main economic development agency for Scotland. It operates as a network with Scottish Enterprise National, providing strategic leadership and 12 local enterprise companies (LECs), located across Southern Scotland and delivering the network's key priorities. The skills and learning function of Scottish Enterprise has recently been separated to form a new organisation in conjunction with Learn Direct and Careers Scotland. This agency is called Skill Development for Scotland.
- it is unlikely that funding could be accessed by the industry to support CPD activity due to the structure of their funding regime. To access the small pot of discretionary funding for which they use to support local businesses, the company will usually have to demonstrate how up-skilling its workforce the company will benefit and/or the local community. This is usually focused toward key priority sectors of which driving instruction is not included

5.5.2.2 **Individual learning accounts (ILA's)**

- organised through Learn Direct Scotland. Learning support for people earning less than £15,000pa or on benefits. Support up to £200.

5.5.2.3 **Business learning accounts**

- Business Learning Accounts is pilot initiative that offers businesses with less than 50 employees' information, advice and guidance complemented by financial support for training. The aim is to help businesses carry out a training needs analysis and develop and implement a training plan aligned to their business goals and growth plans

5.5.3 *Northern Ireland*

5.5.3.1 **Invest Northern Ireland**

- through Invest Northern Ireland, a range of people development programmes is available, most notably the Company Development Programme. Co-financed by the European Union and the Department of Enterprise, Trade and Investment, the Company Development Programme (CDP) provides practical and financial support for training and development of existing employees (management and workforce) to raise skill levels. CDP support is aimed at companies of any size involved in manufacturing or tradable services that are engaged in exporting or import substitution. Companies seeking support are required to submit a training programme, together with costs, which is linked to the business plan. Projects must demonstrate major or critical training needs and contribute to the achievement of business objectives.

5.5.3.2 **Educational Guidance service for adults**

- the Education Guidance Service for Adults (EGSA) is an independent and voluntary organisation funded by the Department for Employment and Learning.

Its aim is to help adult's access learning and improve opportunities for adults in learning, covering both further education and vocational learning. EGSA provides advice to individuals and through its 'Fund Finder' database can advise individuals of possible funding sources for training.

5.5.4 Wales

5.5.4.1 The workforce development programme

- the Workforce Development Programme is run by DCELLS (a department of the Welsh Assembly Government). The scheme is not dissimilar to Train to Gain in England. A dedicated Business Adviser undertakes a TNA and draws in the required training providers to deliver against the needs identified. It is not possible, at this stage, to confirm funding arrangements as this would vary by location

5.5.4.2 The skills development fund

- the Skills Development Fund is a match funded grant scheme aimed at any area of upskilling.

5.5.4.3 Other support schemes

- in Wales many colleges offer funded and part funded support for businesses. These range from national schemes like GSB to regional and local support schemes like the Exelcior project at Bridgend. Further information can be made available depending on the location and specific need of each employer. However, restrictions may exist where the beneficiary is self-employed.

5.6 Code of Practice

- desk based research did not find evidence of Codes of Practice use within the driver trainer industry of other countries. It is unlikely that they do not exist so further research that is more rigorous is needed to establish how other jurisdictions set standards of conduct/practice for driver trainers and driving schools.
- Codes of Practice from other professions and industries have highlighted a number of areas in which the existing code could be strengthened
- the Office of Fair Trading suggests a definition of a consumer code of practice as:

A set of rules that a group of businesses agree to follow in order to set higher standards of customer service. In most cases signing up to a code is voluntary. There is no legal requirement for an industry sector to operate a code or for a business to join up - unlike the codes of conduct some professions must follow

- discussion with a number of working ADIs has revealed some confusion about terminology between Code of Practice or Code of Conduct and the Code's relationship to Terms of Business and contracts with pupils

- discussion with various figures in the industry that run driving schools suggests a growing need for laid down “terms of engagement” with clients
- informal conversations with various industry figures suggest that they fail to understand why DSA has taken so long to introduce a compulsory code and little comprehension of why anyone would object

6 Conclusions and recommendations

The following section details the conclusions and recommendations drawn from the findings of the various tasks carried out by the CPD working group.

6.1 Communications strategy (Phase One)

- communicating the phased roll-out of CPD is an on-going activity that needs to be proactive and continuously reviewed
- the most obvious opportunity to encourage ADIs to do CPD is to encourage them to join an organisation so as they may receive up to date information, either by news letter, magazine, or by attending meetings. From that they may pick up some advice as to where they can obtain further training and it should bring them into contact with the DSA more as well as other experts within the driver training industry
- the combined knowledge and opinions of the working group have assisted the communication process by creating tools (e.g. Key messages, Presentation, FAQ’s) that are ‘owned’ across the industry. The benefits of the joined-up approach have resulted in a number of positive articles in many of the industry publications and there has been a definite ‘shift’ in the ADI population – CPD appears to be gaining interest and the word is getting around that CPD is actually starting to happen. All members of the working group have reported that through their associations they have started to receive increasing numbers of questions and queries regarding CPD.
- momentum needs to be maintained around communications in line with CPD progress. While the initial tools of communication have been put in place, this is just the start of an ongoing process that requires constant contact with the industry and with ADIs, through new articles, website updates, printed material – any mediums that help to raise the awareness of CPD
- the industry needs to work together in the communication of CPD – if the messages are supported and owned together, then they will be consistent
- further research is required to examine how best to target those ADIs who aren’t interested in CPD or can see no benefit in CPD. The working group has recognised that the majority of responses to CPD to date are from the portion of the ADI population that are already receptive to CPD and are more informed generally
- further work needs to be undertaken around the development of the marketing material such as trade stands, brochures and posters etc for use in DSA or at industry events
- there are two key communication points that need support beyond April:

- the launch of the Find Your Nearest utility on the DSA website in late Spring/Summer 2008
 - the public launch in Autumn 2008 when a suitable take-up of CPD registration is achieved
- communication of how to 'sign up' to the find your nearest function must be as far reaching in the industry as possible. It is recommended that DSA lead this communication through Despatch and other available mediums with the support of the industry representative organisations
 - in order to provide support to these initiatives, it is recommended that a communications task be maintained on an on-going basis. A cross-industry team would be ideal to deliver the task.
 - It is our recommendation that the steering group approve the communications activities and associated timelines presented in the table at **2.3.1.1** in this report

6.2 Accreditation and quality assurance

- our findings suggest that non accredited CPD - informal and reflective by nature, may benefit the individual as much as formal learning. This enables high value learning to take place without restrictions and be put into practice effectively.
- in relation to 'formal' CPD, Investigate with 3rd party awarding bodies (C&G, Edexcel) the accreditation of Training Providers and their courses where appropriate
- also in relation to formal CPD, investigate all alternative options of carrying out accreditation of deliverers and their courses, based on relevant expertise, knowledge and skill-set of other appropriate organisation including DSA.
- In relation to informal CPD, trial with a pilot group from those that 'sign up' to phase 1, a model based on that used by the learning/education sector, where an individual records the CPD activity (be it peer coaching, seminar attendance etc) and detail what learning took place, what it means for them and how they will apply it.
- Further investigation is required to establish the viability and potential benefit from the introduction of a 'quality mark or kitemark' for ADIs who participate in the voluntary stages of CPD

6.3 Planning, recording, evidencing and verification of CPD

- our research into how other industries have modelled and carry out CPD suggest that it is how the learning is used and applied, and how it benefits the service or customer that is of importance rather than the type of learning that has taken place.
- our recommendation would be that the driver trainer industry trial the methods used by the Institute for Learning to ensure that CPD becomes the responsibility of the individual. This will require each individual to complete an easy to use CPD plan which details planned CPD, reason for CPD, impact of the learning and how the learning will be applied including the benefits that it will bring

- investigate options, costs and benefits in relation to developing a web-based portal for ADI's to record their CPD activity online. This format could potentially assist in the verification of CPD activity, but research would have to clearly prove that any benefits from producing this facility would justify costs of development and maintenance.
- all ADIs should keep a personal portfolio/record of CPD activity via a recording sheet and/or certificates attained. We need to develop and introduce a CPD template that allows ADIs to plan, record and quantify the impact of their CPD learning. This should be piloted with a selection of ADIs during phase one of CPD implementation at the earliest opportunity.
- further work is required to define the level of verification required i.e. 100% of driving instructors or a percentage sample each year. One suggestion is that a 100% check is achievable at relatively low cost if it is built into an instructor's check test. This will have greater strength in ensuring compliance. This could be changed to a sample check as CPD becomes a more accepted and embraced requirement by those in the industry

6.4 Current CPD provision within the ADI profession and cost to the individual

- there is currently a wide range of CPD providers and topic areas that can be accessed by ADIs. There is also strong evidence to suggest that many have or do access this provision at some stage in their career. We need to ensure that current CPD deliverers are aware of the work being carried in relation to CPD in the industry
- as on-line learning can provide a cost effective means of conducting CPD it is recommended that there is further investigation in to the use and facilitation of on-line learning, identifying providers and those who could develop such a resource.
- a review should be carried out to test the viability of the training supply chain to meet the demands of industry. The review should include the availability of relevant qualifications.
- we recommend that further investigation be carried out to establish what additional CPD is available and relevant within the further education sector that would meet the 'elective' element of CPD. In addition a task should be taken forward to map and record all deliverers and potential deliverers of CPD, providing driving instructors support in identifying and accessing relevant activities linked to the driver trainer competence framework.

6.5 Availability of public funding

- although we now have an overview of the various funding agencies throughout Great Britain, further research is required to identify the likelihood of driving instructors being able to access this funding for CPD activity
- as has been found, there are often 'pockets' of funding that are available at a regional level, often for a short period, a process for continuously identifying and communicating these opportunities to the industry is required. We recommend that work to further investigate and formulate a solution is required and should be carried out in conjunction with the Sector Skills Councils

- a key factor in the availability of public funding for training is its relationship to approved training provision. Approved training provision is usually based on nationally recognised and accredited qualifications and delivered by an approved training provider. In order to unlock public funding we need to ensure that appropriate training provision and qualifications are in place. The following recommendation should be considered:
 - a programme to engage publicly funded training providers to secure their support in delivering training and accessing public funding on behalf of the industry should be undertaken. It is recommended that a series of meetings take place with the training supply chain with the purpose of informing potential training providers of the ADI CPD scheme. Organisations including Learn Direct, Association of Learning Providers, Association of Colleges and other forums that are linked to funding agencies are included in the communication of the scheme.

6.6 Code of Practice (CoP)

- we recommend that, in consultation with the industry, the language of the existing code be revised and that as a minimum the code should include new paragraphs on:
 - legislative responsibilities
 - commitment to criminal record checks where required.
 - commitment to personal development.
- a programme of education is required for those signed up to the code to ensure that they understand the terminology used particularly in relation to terms of business/contracts with clients and general matters of customer service
- more time is needed to explore, in conjunction with the industry, the revision of a Code of Practice.
- consideration should be given to separating the Code of Practice task from the CPD work stream and to set up a small working group to consider a cross discipline, cars, bikes, lorries, busses- trainers, trainer trainers and re-trainers code for all those involved in the driver rider training industry

6.7 Success of the working group formula

The progress and success to date has been due to the commitment and hard work demonstrated by all members of the working group. Each member has contributed and shared in this vision, bringing a cohesive approach and shared desire to make CPD implementation a reality and a success within the industry. The strength of this approach has been invaluable.

There is demonstrable positivity amongst the group about both the progress made and the inclusive approach used to address and meet this ambitious implementation. This first phase of work has set an excellent foundation for the future work that needs to be undertaken.

Although we recognise the great work and achievement to date we also realise that there is much left to do.

The support and inclusion of the industry and its representatives is imperative if we are to maintain this momentum and reach and engage driving instructors in order to demonstrate the positive impact that CPD can have on their career, their businesses and of course their customers. To this end we would strongly recommend that the working group formula be continued.

7 Items for Steering group approval

Based on the findings, conclusions and recommendations detailed throughout this report, approval is sought:

1. for planned communications activity and timescales as detailed in the table in section 2.3.1.1 in this report
2. for the communications tools to be used by DSA and Working group members. These are:
 - i. CPD presentation
 - ii. Frequently asked questions
 - iii. Key statements
3. to carry out required research into how best to engage and communicate with driving instructors who see no benefit or are unlikely to engage with CPD on a voluntary basis
4. implementing the 'Find your nearest' additional functionality to highlight driving instructors that sign up to CPD participation and the Code of Practice, whilst ensuring that the communication process notifying ADIs of this is effective and wide reaching.
5. to carry out the work required to develop the marketing material such as trade stands, brochures, DVD and posters etc for use in DSA or at industry events
6. at the earliest opportunity, develop and pilot a CPD planning and recording template based on the Institute for Learning model, requiring the pilot group to detail planned CPD (formal and informal), reason for CPD, impact of the learning and how the learning will be applied including the benefits that it will bring (to self, and customers). The pilot group will be made up of a cross section of driving instructors who have 'signed up' to Phase One.
7. to carry out the work necessary to develop and provide a 'how to' resource that will provide guidance for ADIs in relation to planning their CPD. This work will involve investigating self assessment tools and techniques
8. to research and define how an individual measures the time allocation of informal CPD (e.g. attendance at seminars, reading materials etc), leading to the production of guidelines that can be accessed and used by ADIs
9. to research and analyse the options around accreditation and quality assurance of courses and course deliverers leading to the development of a proposed accreditation / quality assurance model.
10. to conduct the investigatory work required to establish the viability and potential benefit from the introduction of a 'quality mark or kitemark' for ADIs who participate in the voluntary stages of CPD
11. to investigate and carry out a cost/benefit analysis in relation to developing a web based portal for ADI's to record their CPD activity online.

12. to carry out further exploratory work to establish level and method of verification of CPD activity that is required
13. to carry out further investigation in to the use and facilitation of on-line learning, identifying potential providers and those who could develop such a resource.
14. to conduct further research to establish what additional CPD is available and relevant within the further education sector that would meet the 'elective' element of CPD.
15. to conduct further research to identify the likelihood of driving instructors being able to access funding for CPD activity through the various public bodies and agencies identified in this report
16. as has been found, there is often 'pockets' of funding that are available at a regional level, often for a short period, a process for continuously identifying and communicating these opportunities to the industry is required. We recommend that work to further investigate and formulate a solution to continuously identify and communicate to the industry regional funding opportunities in conjunction with the Sector Skills Councils
17. conduct a review to test the viability of the training supply chain to meet the demands of industry. The review should include the availability of relevant qualifications.
18. organise a programme to engage publicly funded training providers to secure their support in delivering training and accessing public funding on behalf of the industry to inform potential training providers of the ADI CPD scheme. Organisations including Learn Direct, Association of Learning Providers, Association of Colleges and other forums that are linked to funding agencies should be included in the communication of the scheme.
19. to revise, in conjunction and consultation with the industry the existing code of practice. Set up a small working group, that will sit outside of the CPD work-stream, to consider a cross discipline (cars, bikes, lorries, busses- trainers, trainer trainers and re-trainers) code for all those involved in the driver/rider training industry
20. to continue this work utilising the CPD working and steering groups either in its current form or with revised membership, with support from the internal DSA research team.

End

Appendix A – CPD Steering Group membership

Member Name	Organisation
Gill Balshaw / Alan Esam	AADS
Paul Staple / Ian Green	ADI Fed
Lynne Barrie	ADINJC
Nick Ibbott	ADINJC
Robin Cummins	BSM
Tim Bull	BSM
Eddie Barnaville	DIA
Steven Garrod	DIA
Tony Pearson	DIDU
Dave Thomas	DIDU
Sue Vernon	Disability
Aeneas McRitchie	DISC
Rosemary Thew	DSA
Trevor Wedge	DSA
Nigel Harries	DSA
Charles Morton	DSA
Patricia Graham	Frontline
Derek Ewens	Frontline
Paul Fleming / Vicky Ball	Go Skills
Peter Rodger	IAM
Malcolm Burns to nominate	LARSOA
Margaret Jessop	LLUK
John Lepine	MSA
Peter Harvey	MSA
Nick Niak	Non 1st Language English
Simon Protano	ROSPA

Appendix B – CPD Working Group membership

Member Name	Organisation
Nick Ibbott	ADINJC
Robin Cummins	BSM
Steve Garrod	DIA
Jean Marriot	DIDU
Aeneas McRitchie	DISC
Nigel Harries	DSA
Stuart Lister	DSA
Hugh Grainger-Allen	DSA
John Sheridan	DSA
Patricia Graham	Frontline
Derek Ewens	Frontline
Paul Fleming	Go Skills
Simon Elstow	IAM Fleet
Margaret Jessop	LLUK
John Lepine	MSA
Rick Wood	ROSPA