



*Recommendations for
Driving Examiner Standards*

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CIECA
The international commission for driver testing

1. The project

2. Recommendations in the area of:

- **Basic access criteria**
- **Recruitment and selection**
- **Initial training and testing**
- **Quality assurance and quality control**
- **Periodic training**
- **General conditions for driving examiners**

1. The Project

The Driving Examiner Project

- Internal CIECA Project 2008 – 2009
- In the context of the 3rd EU Driving License Directive
- Aims of the project were to identify current practice, and future good practice for:
 - The recruitment and selection of driving examiner applicants
 - Initial training and testing of driving examiner recruits
 - Quality assurance and ongoing training of driving examiners
 - Career development opportunities for driving examiners
- Compiled in meetings with several CIECA members, pre-survey, finalisation at End of Project meeting
- Resulting recommendations may go beyond the requirements of the Directive and will go generally into more detail

2. Recommendations

1. **Basic access criteria**
2. **Recruitment and selection**
3. **Initial training and testing**
4. **Quality assurance and quality control**
5. **Periodic training**
6. **General conditions for driving examiners**

1. Basic access criteria

- The minimum age, schooling, licence holdership and driving experience of future examiner applicants (from 2013 onwards) are regulated by the 3rd European Driving Licence Directive.
- In addition to the requirements of Annex IV, driver testing organisations in the EU are encouraged to introduce measures to check relevant prior traffic and criminal offences [of examiner recruits] and to either set thresholds for what is and what is not permitted or thoroughly scrutinise each occurrence on a case-by-case basis [1].

[1] This recommendation is in line with the recommendations made by the CIECA European Road Safety Charter working group 2006.

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2. Recruitment and selection of applicants

1. The pre-training recruitment process should be designed to determine if the applicant possesses the necessary aptitudes and motivations for both examiner training and the profession itself.
1. A recruitment system based on supply and demand is recommended. According to this system, the driver testing organisation itself determines when and how many new examiners to recruit based on forecasts. Costs are passed onto the driving test candidates in the form of the driving test fee.

2. Recruitment and selection of applicants (2)

1. The assessment process would ideally include (at least) a test of driving ability and a face-to-face interview which must be passed by the candidate to be accepted into initial training. To be accepted, candidates must also meet minimum eyesight requirements.
1. Once applicants have passed the recruitment stage, high (and costly) drop-out rates during training can be avoided by introducing pre-training modules. These modules can take place before the recruit is officially accepted into initial training and can be designed to give them a better appreciation of the daily work of an examiner (observation of tests, homework, weekend training, etc).

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3. Initial training and testing

1. For the sake of uniformity of assessment of driving test candidates, which is very important for the driver testing sector, initial training of the core skills for driving examiners should be organised and carried out by a single organisation.

3. Initial training and testing (2)

1. Initial training should have a heavy practical bias and consist of a mixture of observation (of real tests) and role play. Role play allows for:

- more involvement on the part of the trainee in the learning process (than simply observing tests in isolation)
- coverage of a wider range of possible test scenarios in a shorter period of time than by observing real practical tests
- ‘breaking down’ the test into its constituent parts, thereby exposing the trainee examiners to a building block approach, starting from simple functions and skills and becoming more complex over time
- trainees gain a lot of insight into how it feels to be assessed, because the role plays involve them simulating candidates.

3. Initial training and testing (3)

1. Observation of real tests allows for a realistic appreciation of the daily work of an examiner and avoids a new examiner setting too high standards for candidates because they have only learned through role plays.

3. Initial training and testing (4)

1. Theory should be interwoven with hands-on experience and not addressed in isolation from the real world of driver examining.
2. Continual assessment is highly advisable throughout the training programme, with regular self-evaluation and peer-to-peer evaluation included. Continual assessment can be performed via knowledge tests and practical tests.

3. Initial training and testing (5)

1. The potential for the use of e-learning systems as a support mechanism within initial (and periodic) training should be explored, based on the experiences of the CBR (Netherlands).
1. New examiners should ideally be gradually exposed to the full requirements of the job and be supervised during the initial period of independent examining.

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4. Quality assurance and quality control

1. Pro-active quality assurance measures (choosing the right persons for the job, comprehensive training, opportunities for career development, adequate remuneration, decent working hours, etc) must come before quality control (e.g. statistical monitoring and in-car observation). It is unreasonable for a driving test organisation to impose stringent quality control measures on their driving examiners if their initial training, ongoing training and general working conditions are not sufficient to ensure a minimum level of quality in the first place.

4. Quality assurance and quality control (2)

1. Statistical monitoring should, at least, compare the pass-fail rates of examiners at the same driving test centre. Examiners with a significant deviation from the test centre norms should be identified in case corrective training is required. To help identify the cause of the deviation, other data could be collected, such as gender of candidate, training type, candidate's driving school, driving time and reason(s) for failure.

4. Quality assurance and quality control (3)

1. Statistical monitoring should take place on an ongoing basis with regular reporting to the test centre manager in order to identify abnormal pass/fail rates and take the necessary action.
1. Statistical monitoring should be conducted by a central body at regional or national level. This central body should not be linked to individual test centres and should be outside the line management of the daily organisation of driving tests.

4. Quality assurance and quality control (4)

1. The official in-car observations required by the 3rd Directive should only be conducted by independent and specially trained observers. They should be organised in a way that allows the examiner to behave normally and the feedback given is seen as support rather than criticism. In the knowledge that 'nobody likes being observed', it should be standard policy that the observer makes an effort to fully explain to the examiner the rationale and procedure of the in-car observation (prior to observation) and that he/she fully justifies the assessment made of the examiner (orally or in writing, after observation). It is advisable to give both positive and critical feedback, and the examiner should ideally have the means to respond to the conclusions drawn.

4. Quality assurance and quality control

- A system for corrective actions should be in place, whereby underperforming examiners are 1) explained what the problem is (e.g. by the test centre manager) and 2) given the appropriate, tailored training to address the problem. It is important to continue to follow-up on the standard of driving tests conducted by individual examiners who have undergone corrective action.

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5. Periodic training

1. Periodic training should not only consist of updates on legislative and policy changes: refresher training on core examiner skills and the development of new skills are also essential parts of quality assurance.
1. The examiners themselves should be regularly surveyed in order to determine the kinds of training that they think they need.

5. Periodic training (2)

1. Periodic training should consist of a mixture of pre-determined training modules (to apply to all examiners) and self-selected training modules (which individual examiners choose for themselves). With regard to self-selected modules, and in the interest of career development and personal motivation, examiners should be required to choose a training module from a catalogue of modules provided by the testing organisation.
1. Periodic training, with the exception of the assessment of candidates which should remain centrally organised, can be outsourced to external training bodies.

5. Periodic training

1. **Other opportunities for career development include:**
 - a. **Promotion to supervisor or deputy manager of test centre**
 - b. **Coaching new recruits /‘mentors’ for new examiners**
 - c. **Be responsible for quality assurance (e.g. observation of other examiners)**
 - d. **Be responsible for designing test routes**
 - e. **Driver quality monitoring (e.g. for local bus /coach services)**
 - f. **Involvement in the development of periodic training for examiners**
 - g. **Become an examiner trainer**
 - h. **Get involved in school education days.**

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6. General conditions for examiners

- For examiners to conduct consistently valid and reliable tests on a daily basis, they need to be given:
 - A feeling that they are part of a team and hierarchy which listens to their needs
 - Basic infrastructure to carry out their job (local test centre)
 - A salary which corresponds to the technical, demanding and stressful nature of the job
 - Working hours which do not lead to low motivation and burnout
 - Opportunities for career development.
- The costs of providing these conditions should be passed on to the driving test candidate in the form of a higher test fee.

Conclusions

- The 3rd European Driving Licence Directive provides an opportunity to rectify weaknesses and to establish systems which:
 - recruit the right people to become examiners
 - give them the initial training they really need
 - provide a decent working environment
 - ensure their continuing ongoing professional development, and
 - assure their performance (quality control)

Thank you for your attention.

