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TPI: Traffic Psychology International on a common European curriculum for postgraduate education in traffic psychology

* TPI - Traffic Psychology International

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1. Introduction

Objectives of the study

In 1995 the Standing Committee on Traffic Psychology of the European Federation of Psychology Associations promoted the Traffic Psychology Curriculum, which originated from the German approach summed up in the Psychologisches Gutachten Kraftfahreignung (Kroj et al., 1995). Since that time no concrete steps have been taken. This study seeks to describe the state of the art in terms of vocational education and training in traffic psychology and the legislation and competences in different EU countries, and to identify the needs for a common framework on the EU level and describe its basic characteristics.

The questionnaire constructed and distributed by the Traffic Psychology International group in 2012 was used for the collection of data. Data from 23 EU countries, Norway, Iceland, and Switzerland were collected. Of the EU countries we lack data for Portugal, Cyprus, Malta, and Lithuania. A total of 33 questionnaires were collected.

Figure 1: Participating countries.

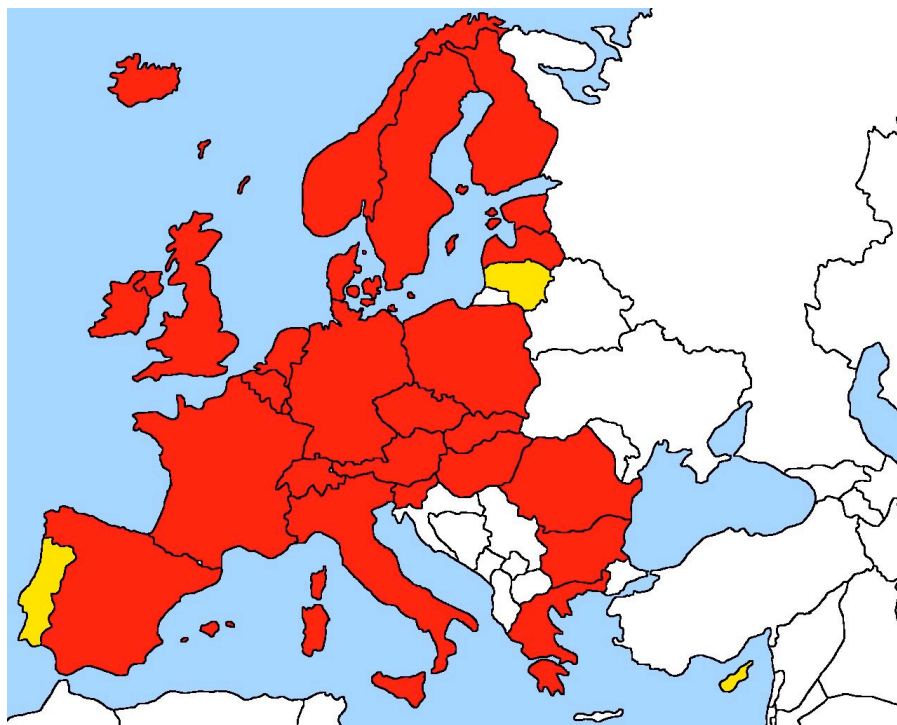


Table 1: Participating countries and respondents

Country	Name
Austria	HERLE Margit
Belgium	KLUPPELS Ludo
	TANT Mark
Bulgaria	GRASHNOV Emil
Czech Republic	SUCHA Matus
Denmark	MENG Anette
Estonia	ÜLLAR Lanno
Finland	SUMMALA Heikki
France	MERCIER-GUYON Charles
	ASSAILLY Jean-Pascal
Germany	DeVOL Don
Greece	TOULIOU Katerina
Hungary	BENCS Zsuzsanna
Iceland (non-EU)	GEORGSDÓTIR Claudia
Ireland	BIMPEH Yaw
Italy	CICERI Maria Rita
	INTURRI Giuseppe
	SIMONOVA Zuzana
Latvia	MUZIKANTE Inese
	SMIRNOVS Juris
Luxembourg	D'ONGHIA Francois
Netherlands	BROOKHUIS Karel
Norway (non-EU)	ULLEBERG Paal
Poland	Adam Tarnowski
Romania	CHRAIF Mihaela
	NICIPORUC Monica
Slovakia	KLEINMAN Karol
Slovenia	POLIČ Marko
Spain	SANCHEZ Fermina
Sweden	FORWARD Sonja
	WARNER Henriette
Switzerland (non-EU)	WIDMER Andreas
United Kingdom	DORN Lisa

We focused on the following main characteristics:

1. the competences of traffic psychologists (scope of activities);
2. education and vocational training in the field of traffic psychology;
3. common curriculum (needs and main characteristics);
4. legislation (profession of a traffic psychologist, laws, specialisations).

The data were collected online by means of a questionnaire which was available on the survey website.

In this article a summary and systematic overview of the EU member states is presented, divided according to their specifics in terms of vocational education and training. Each country is described with regard to its specific features and historical background. Legal

issues are presented. Groups of common approaches are created. Their attitudes and needs for a common curriculum and its basic characteristics are presented.

Traffic Psychology International

The project was implemented as part of the Traffic Psychology International (TPI) initiative – www.traffic-psychology-international.eu – and followed its first questionnaire survey, which was undertaken in 2010 and was on the subject of the state of the art in traffic psychology as a profession in EU countries.

Traffic Psychology International (TPI) was established in 2010, with its primary objective being to increase the influence of traffic psychology within the field of traffic safety. Every member state has the chance to stand up for the traffic safety benefits of the psychological measures developed to date.

TPI is determined to:

- create a common baseline for traffic psychology matters in the EU;
- spread the results of current research projects in traffic psychology;
- gather and share best practices concerning psychological traffic safety measures;
- convince European politicians to take advantage of the traffic safety benefits of traffic psychology.

TPI is an initiative of the German Traffic Psychology Society (DGVP) and the German Association of Technical Inspection Agencies (VdTÜV) and invites as many authorities in the field of traffic psychology as possible to discuss the future of traffic psychology within the EU legislation.

Traffic psychology – how it can contribute to traffic safety

Accidents are caused by car drivers, truck drivers, train drivers, motorcyclists, cyclists, and pedestrians. In most cases human misbehaviour is the primary cause; only the secondary and tertiary causes are of physical origin. All theories and models of driving acknowledge driver behaviour as being the major contributory factor to accident causation. Objective epidemiological and experimental evidence clearly shows that the reality fits the theory.

The goal of inherently sustainably safe traffic is to prevent crashes and, where this is not possible, to reduce the chance of deaths and severe injury to zero. This approach recognises people's physical vulnerability, but also what they are capable of (people commit errors, after all) and what they are willing to do (people do not always abide by the rules) (SWOV, 2006). Education and training should optimally prepare people for the task of being in traffic.

Traffic psychology is primarily related to the study of the behaviour of road users and the psychological processes underlying that behaviour (Rothengatter, 1997, 223), as well as to the relationship between behaviour and accidents.

Human behaviour – whether “normal” or “deviant” – is explained, individually assessed, and altered by psychological means. Psychologists have developed concepts and instruments to assess individual drivers and other participants in road traffic and train drivers in order to assist them to drive safely.

Analyses have shown that mere psychomotor skills and physiological functions are not sufficient for good and safe performance as a driver. Rothengatter (1997) pointed out that in

fact not only performance factors but also, and even more so, motivational and attitudinal factors are important. This conclusion is in line with the notion in older research that driving is a self-paced task (Näätänen & Summala, 1974).

Whereas the scientific community is aware of the fact that human behaviour represents the major source of traffic accidents, the decision makers often rely on inadequate concepts, which do not take the human factor into account sufficiently.

Psychologists represent the professional group, which is offering support on a great variety of topics discussed in this article. European traffic psychologists have conducted corresponding research, which has yielded systematic knowledge on primary and secondary crash prevention. Unfortunately only little of this research is as yet considered appropriately by the European Union. There is an obvious need for research in the combined effects of physical and mental/psychological preconditions for traffic behaviour. For instance, the research presented by the epilepsy group clearly showed that it is not only necessary to conduct epidemiological studies in order to gain relevant data on the relative risk of diseases but also to map the relative risk of psychological factors. Therefore much more research on the outcome of combined measures and less evaluation of isolated single factor programs is needed. After all, human behaviour stands in the centre of our attention. Traffic science is not capable to describe and explain transportation issues without psychology.

The vocational education and training of traffic psychologists as an independent profession trained to assess and influence human behaviour in traffic must be standardised, scientifically based, and evaluated all across Europe. Only by delivering high-quality higher education and vocational education and training can the quality of the profession, which is key in tackling human behaviour in traffic and thereby traffic safety in general, be ensured.

2. Framework for Postgraduate Education in the EU

The framework for postgraduate education in the European Union is characterised by doctoral education and lifelong learning. Within lifelong learning vocational education and training (VET) is recognised. The framework is structured according to the European Credit Transfer and Accumulation System (ECTS) and the European Credit System for Vocational Education and Training (ECVET).

Because of the scope and aims of our study, we are not going to discuss the issue of doctoral education further and will focus on lifelong learning.

Lifelong learning is an activity undertaken throughout one's life which results in improving knowledge, know-how, skills, competences and qualifications for personal, social and professional reasons. For the purposes of this study, and broadly for postgraduate education in traffic psychology, what seems to be most relevant is the framework of vocational education and training (VET), which is part of lifelong learning.

Vocational education and training (VET) aims to equip people with the knowledge, know-how, skills, and/or competences required in particular occupations or on the broader labour market. As such, VET is an essential part of the EU's 'Education and Training 2020' work programme.

The most important features of the common curriculum must include flexibility, quality standards, and uniformity (according to the expected outcomes of learning). For this purpose a credit system is needed. The European Credit Transfer and Accumulation System (ECTS) is widely used in formal higher education and can be applied to other lifelong learning activities. If students have achieved learning outcomes in other learning contexts or

timeframes, the credits associated with these may be awarded after successful assessment, validation, or recognition of these learning outcomes (ECTS, 2009). ECTS allows the transfer of learning experiences between different institutions and programmes and it also aids in curriculum design and quality assurance. The European Credit System for Vocational Education and Training (ECVET) is a common methodological framework that facilitates the accumulation and transfer of credits for learning outcomes from one qualifications system to another. It aims to promote transnational mobility and access to lifelong learning. It is not intended to replace national qualification systems, but to achieve better comparability and compatibility among them. This initiative makes it easier for European citizens to gain recognition of their training, skills, and knowledge in another Member State. Member States are free to adopt this recommendation and implement the system. They are asked to gradually introduce measures voluntarily, with a view to using ECVET from 2012 (ECVET, 2009).

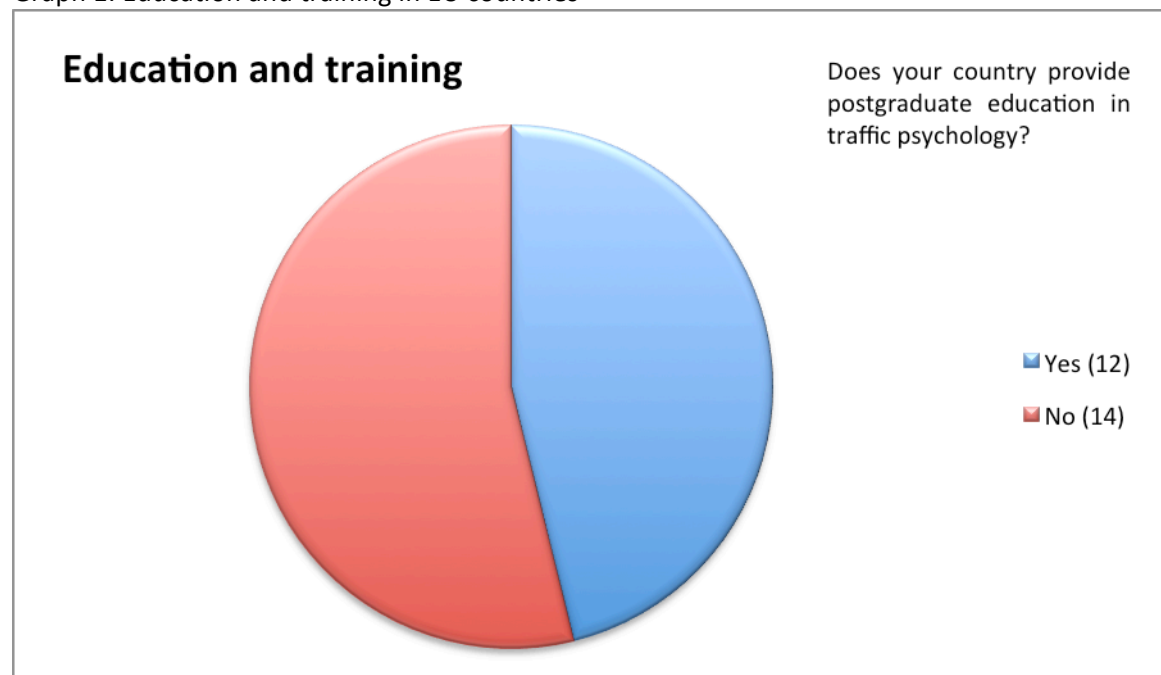
3. State of the Art – Vocational Education and Training, Legislation, and Competences

In this chapter we describe the state of the art in the area of vocational education and training in traffic psychology, the related legislation, and the competences of traffic psychologists in different countries. Common approaches and trends will be identified and described.

Vocational education and training is provided in 12 countries: Austria, the Czech Republic, Germany, Hungary, Italy, Poland, Romania, Slovakia, Slovenia, Sweden, Switzerland, and the United Kingdom. In the rest of the countries (14 countries) education or training is not provided (Belgium, Bulgaria, Denmark, Estonia, Finland, France, Greece, Iceland, Ireland, Latvia, Luxembourg, the Netherlands, Norway, and Spain).

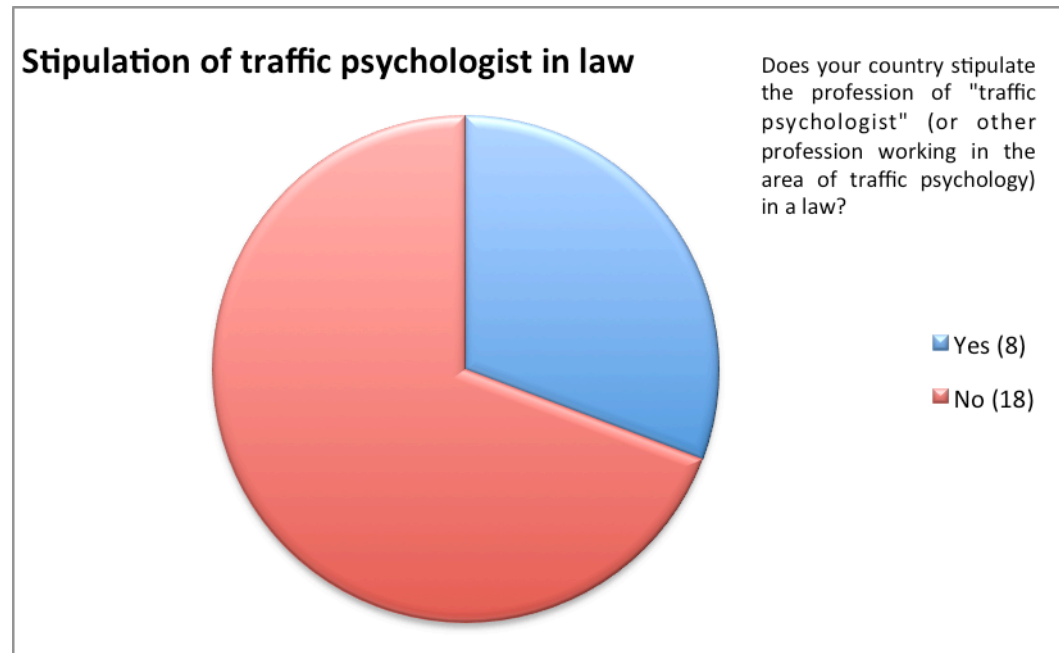
Out of the countries where education is not provided, in Belgium, Greece, and Slovenia beginner traffic psychologists work under supervision, while in the rest of the states they do not.

Graph 1: Education and training in EU countries



The majority of countries (18) do not stipulate the profession of a "traffic psychologist" (or other profession working in the area of traffic psychology) in a law; 8 countries do.

Graph 2: Stipulation of a traffic psychologist in law

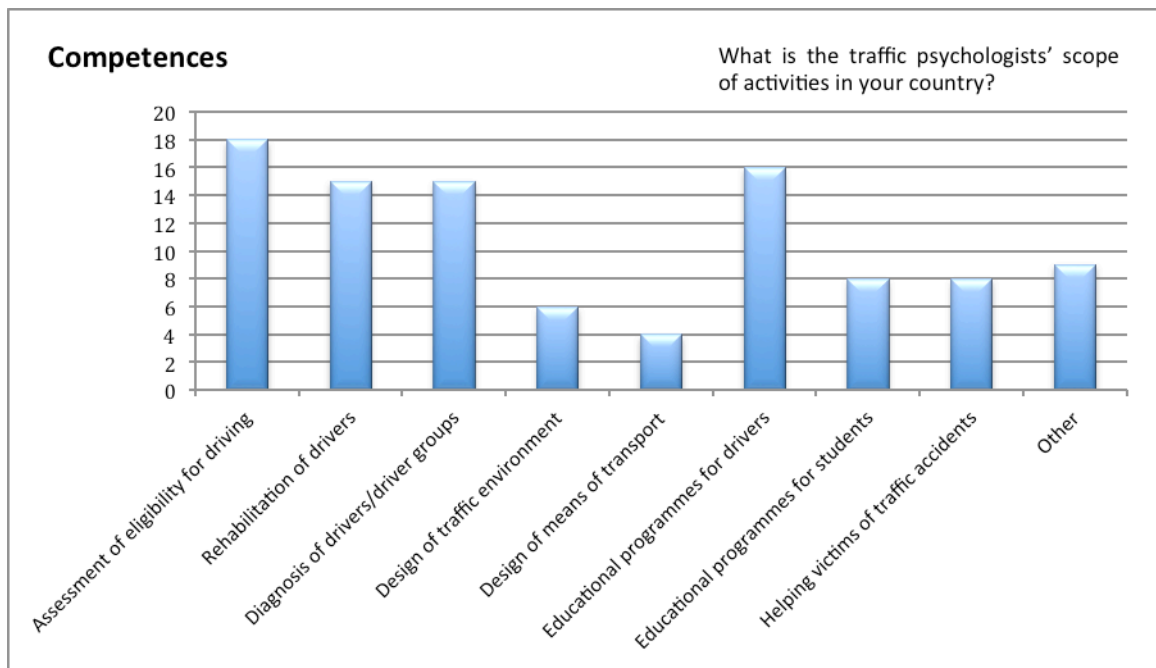


Yes: Austria, the Czech Republic, France, Germany, Poland, Romania, Slovakia, Switzerland

No: Belgium, Bulgaria, Denmark, Estonia, Finland, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Luxembourg, the Netherlands, Norway, Slovenia, Spain, Sweden, the United Kingdom

As for the scope of the activities of traffic psychologists in different countries, psychologists mostly offer the following activities: assessment of eligibility for driving, educational programmes for drivers, rehabilitation of drivers, and diagnosis of drivers/driver groups, and also, but less often, design of the traffic environment, design of means of transport, educational programmes for students, and helping victims of traffic accidents.

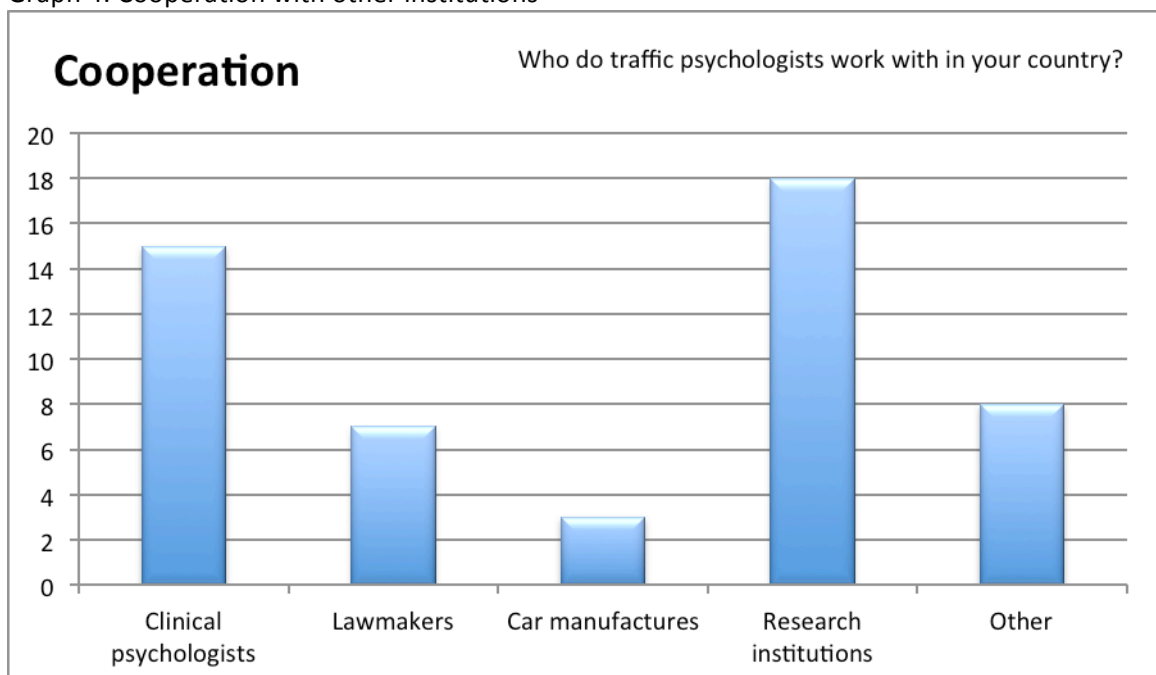
Graph 3: Scope of activities



The 'other' column refers to research (5x), expert witness work, educational programmes for instructors of drivers, and educational programmes for teachers in primary schools and kindergartens, which are mainly academic.

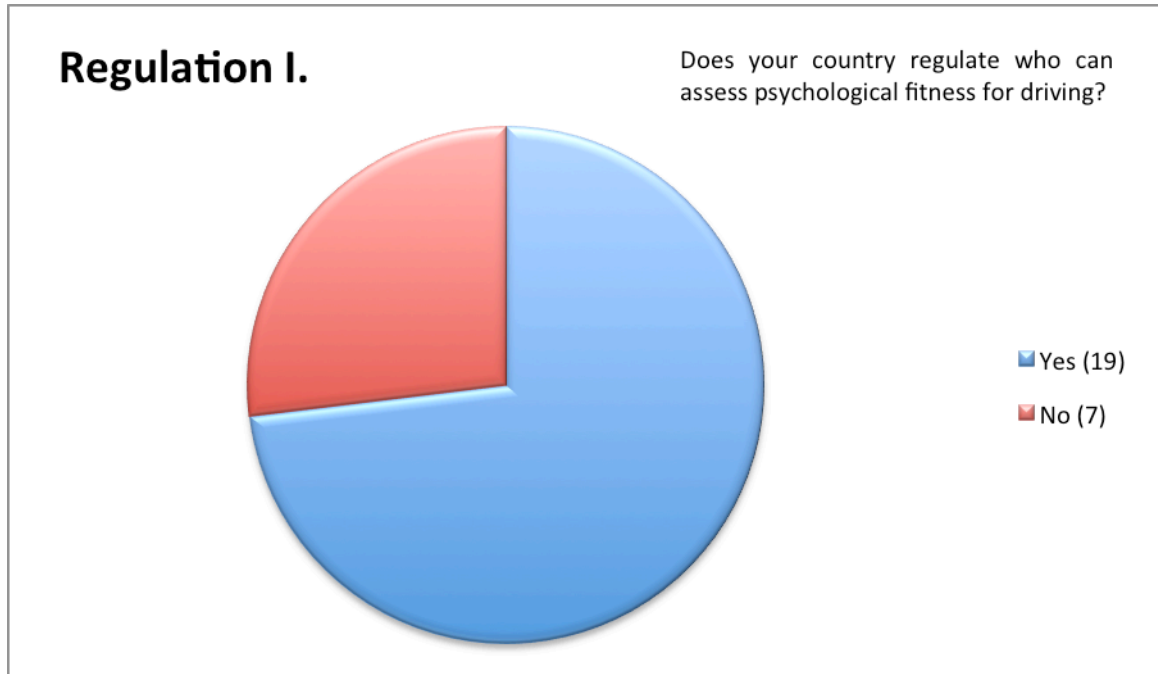
Cooperation is mostly realised with research institutions, clinical psychologists, lawmakers, and car manufacturers. The 'other' column refers to medical doctors (2x), driving improvement workshops, road administration, the police, driving schools (2x), and official road traffic organisations.

Graph 4: Cooperation with other institutions

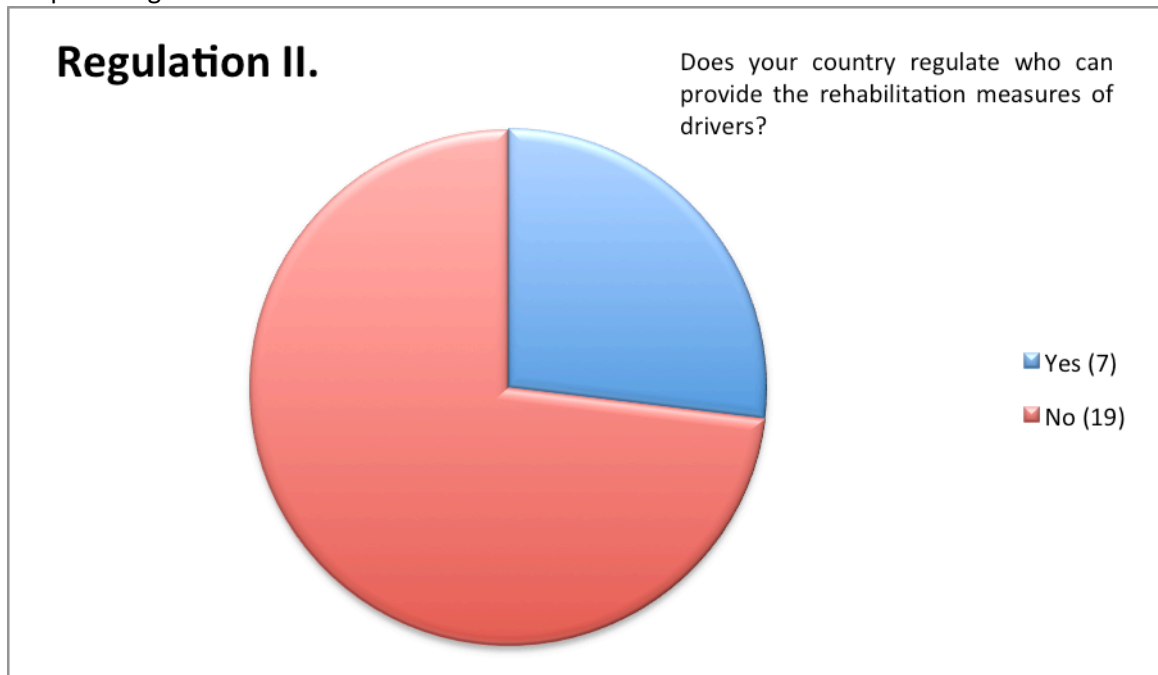


Very different results are expressed with regard to the legal regulations and restrictions on who can assess psychological fitness to drive and run rehabilitation and driver improvement courses. In the case of traffic psychology assessment the majority of states (19) report that they have regulations, while in the case of rehabilitation only 7 states do so.

Graph 5: Regulations – assessment of psychological fitness to drive.



Graph 6: Regulations – rehabilitation of drivers.



The main features of vocational education and training in countries where it is provided are described below, country by country.

Austria

Education is governed by law; 160 hours of instruction are needed. Areas that need to be covered – introduction to traffic psychology – min. 30 hours, “risk groups” (e.g. elderly drivers, children) – min. 30 hours, legislation – min. 7 hours, psychodiagnostics – min. 16 hours. Knowledge and skills are not tested in Austria; confirmation of having attended the course is enough. Trainers have to be accredited in training in traffic psychology or they have to be experts in a special field of application. Theoretical courses have to be accredited by the “EKOM” (Expert Commission for traffic psychology). Such courses can be provided by anyone. Nowadays there is a full curriculum provided by AAP and occasional *ad hoc* courses which have to comprise at least 10 units. In Austria there are from 1 to 3 such full-curriculum courses provided by AAP and Sigmund Freud University. *Ad hoc* courses are provided by BÖP and GKPP. The course costs about 200 Euros (16 courses of 10 hours each are needed). The instruction involves 10 hours of education and 8 hours of skill enhancement; every traffic psychologist has to undergo 8 hours of skill enhancement per year. In Austria, the educational programme also includes practical training – 1600 hours at traffic psychological institutes. This training is completed by the affirmation of such an institute. Lifelong training in traffic psychology is mandatory in Austria and it includes 8 lessons per year for a traffic psychologist, 8 lessons per year for a driver improvement courses trainer, supervision (8 lessons), and intervention (8 lessons). Beginner traffic psychologists work under supervision in Austria.

Czech Republic

Education in traffic psychology is provided in the Czech Republic and it is governed by law (but no limits of hours or duration is set). The education consists usually of 150 - 200 hours of instruction and lasts 1 -2 years. The following subjects are covered: general traffic psychology theory, ergonomics, education and counselling concerning transportation, the assessment of psychological aptitude to drive, legal issues. The cost of the educational programme varies between 300 - 1000 Euros. Lifelong training in traffic psychology is not mandatory in Slovakia. Beginner traffic psychologists do not work under supervision.

Germany

Education in traffic psychology is provided in Germany but it is not governed by law. There are 2 courses provided by the Psychologische Hochschule Berlin and Institut für Psychologie Abteilung Sozial- und Rechtspsychologie Universität Bonn. Courses cost from 5000 to 10,000 Euros.

The educational programme also includes practical training in the form of 1 or 2 internships in companies that conduct assessment or driver improvement courses. The practical training is completed without a final exam. Lifelong training in traffic psychology is mandatory in Germany – 3 days of continuing education per year. Beginner traffic psychologists work under supervision.

Hungary

In Hungary education is governed by law. It consists of 120 ECTS credit points and lasts 4 semesters (2 years). Areas that need to be covered: concepts, theoretical approaches, history, domestic and foreign legislations, institutional background, methodology, methods for analysis/interventions, field studies, professional practice with supervision. The course is completed by written and oral exams and a thesis. There is only one provider: Budapest University of Technology and Economics Faculty of Economic and Social Sciences Department of Ergonomics and Psychology. The educational programme costs 900 Euros per semester. A course participant has to get 120 credit points (78 general plus 42 special traffic psychology credit points): 60 theoretical contact hours + 60 practical contact hours. Practical training is part of this programme – 60 hours at the National Transport Authority Department for Psychological Testing for Drivers. Lifelong training in traffic psychology is not mandatory. Beginner traffic psychologists work under supervision in Hungary.

Italy

Education in traffic psychology is provided in Italy, and it is governed by law. 144 hours of instruction are needed. Areas that need to be covered: theory and models of traffic psychology driver skill assessment, psychological tools (tests, questionnaires etc.), and educational programmes. Knowledge and skills are tested in the form of discussion and reports. Courses are provided only by the Department of Psychology of Università Cattolica di Milano. The educational programme costs 1200 Euros for 144 hours. There is also practical training that lasts 20 hours and is undergone at schools, driving schools, and in public transport services. Practical training is completed by a report. Lifelong training in traffic psychology is not mandatory in Italy. Beginner traffic psychologists do not work under supervision.

Poland

In Poland education in traffic psychology is governed by law. 150-200 hours of instruction are needed. Courses are provided by universities running MA studies in psychology; there are 8 of them in Poland. These courses differ in the number of hours and proportion of practice. The educational programme costs 1000-1100 Euros for 150-200 hours. It also includes practical training at labs at universities or cooperating traffic psychology labs. Completion of the training depends on the exact programme. Lifelong training in traffic psychology is mandatory in Poland. Beginner traffic psychologists do not work under supervision.

Romania

Postgraduate education in traffic psychology is provided in Romania and it is governed by law. The education lasts for 2 years. The following areas need to be covered: traffic psychology in theory, the psychology of accidents, legislation, personnel selection, and assessment. There are 3-4 providers of such courses. The educational programme costs 700 Euros per year; it consists of 56 hours of seminars and courses or labs for each subject. Practical training at laboratories is also included. Lifelong training in traffic psychology is not mandatory in Romania. Beginner traffic psychologists work under supervision.

Slovakia

Education in traffic psychology is provided in the Slovak Republic and it is governed by law.

The education consists of 150 hours of instruction and lasts 1.5 years. The following subjects are covered: general traffic psychology theory, ergonomics, education and counselling concerning transportation, methodology and psychodiagnostics-related issues, the assessment of psychological aptitude to drive, the history of traffic psychology, legal issues, analysis of accidents in different transport systems (road, track, air, water), and transport equipment. Knowledge and skills are tested in the form of oral/written tests and a thesis also needs to be written. The educational programme is provided by the Slovak Medical University in Bratislava. There is no other provider in the Slovak Republic. The cost of the educational programme is 362 Euros and it lasts 150 hours. Practical training is included, and may be done at any traffic psychology workplace, and it is completed by receiving a certificate of practice. Lifelong training in traffic psychology is not mandatory in Slovakia. Beginner traffic psychologists do not work under supervision.

Slovenia

Education in traffic psychology is provided in Slovenia but it is not governed by law. There is more than one provider and the programme includes practical training.

Sweden

In Sweden traffic psychology education is not governed by law. University education is free of charge in Sweden. Only universities are allowed to run postgraduate courses. According to Sonja Forward there is only one university that provides a postgraduate programme, which lasts over half a year and does not include practical training. Lifelong training in traffic psychology is not mandatory in Sweden. Beginner traffic psychologists do not work under supervision.

Switzerland

Postgraduate education in traffic psychology is provided in Switzerland but it is not governed by law. Switzerland provides only 20% of the educational programme; the rest is provided by Germany. Practical training is included; its extent depends on the workplaces. Lifelong training in traffic psychology is mandatory – about 10 lessons every year, interventions, supervisions, and expert validation by means of exchange of case studies. Beginner traffic psychologists work under supervision.

United Kingdom

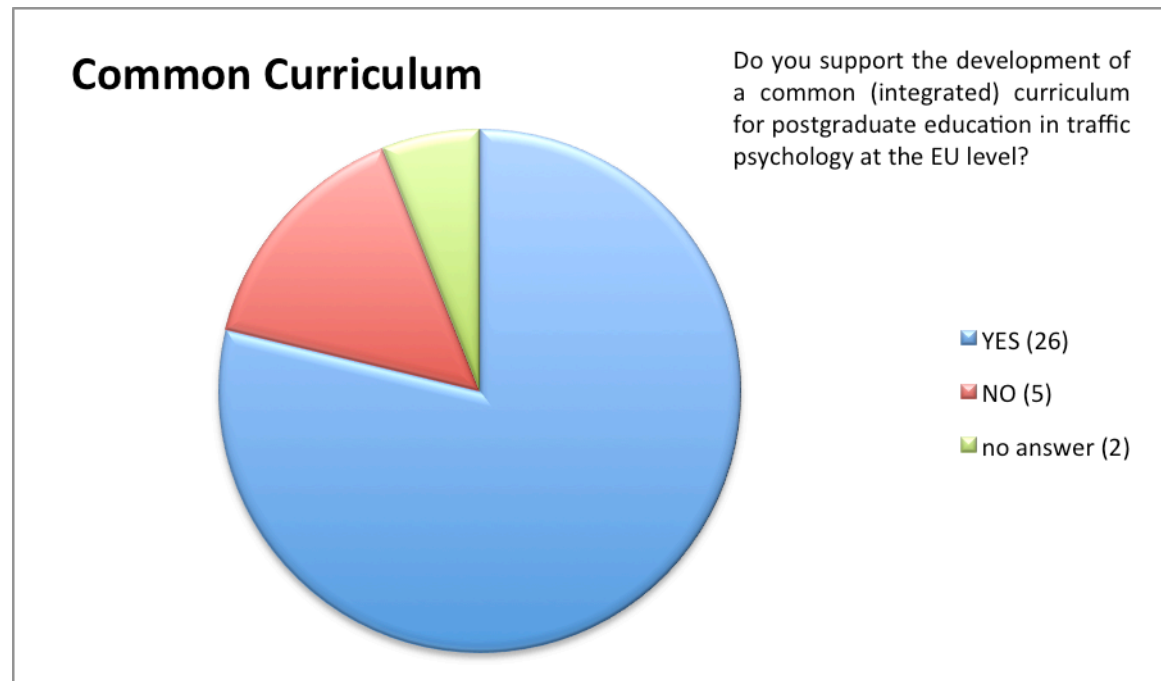
Vocational education in traffic psychology is provided in the United Kingdom, but it is not governed by law. There is only one course; it costs approximately 8000 Euros for a full-time course. The course lasts 1000 hours and it does not include practical training. Lifelong training in traffic psychology is not mandatory. Beginner traffic psychologists do not work under supervision.

4. Common EU Curriculum for Vocational Education and Training in Traffic Psychology

In the next section of the questionnaire we explored attitudes towards a common EU curriculum in terms of whether the countries' representatives support the development of a common (integrated) curriculum or not and, if they do, what its characteristics should be. In this part we sum up the data from all the respondents (33), not only for countries, as we asked for opinion (not facts or an argued standpoint for each country).

The great majority of respondents answered positively and stated that they support the idea of a common curriculum (26 respondents), 5 respondents do not support a common curriculum, and 2 respondents gave no answer. When we look at the countries, no uniform standpoint was present for all of them (in some cases respondents from one country gave different opinions). The majority of countries support a common curriculum (20), 4 countries do not, and for 2 countries we have no answers.

Graph 7: Common curriculum – attitudes of respondents.



The main arguments (grouped together) presented to support a common curriculum were (in order according to the frequency of answers):

harmonisation, cooperation, uniformity, equal opportunities, securing a minimum standard (assurance of quality and quality control), pushing the research forward, a common knowledge base, facilitation of development, improving the quality of training (TP needs well-educated specialists), helping TP to be a prestigious profession, and increasing employability.

The main arguments presented that did not support the curriculum were: too many cultural differences and that discussing the topic is relevant for medical (psychiatric) services.

Formal terms and content of curriculum

The programme should be provided by universities and research institutes with close collaboration with training facilities. Only tutors and supervisors with at least 5 years' practice in traffic psychology or certified trainers should provide the courses. Only graduates

or equivalent should gain entry. The duration of the training should vary from 1 year to 4 years, including practical training.

Areas that should be covered in terms of subject matter in the curriculum:

- Introduction to fundamental traffic psychology (theoretical models)
- History of traffic psychology
- Driver's personality, different groups of road users, risk perception
- Psychological fitness to drive and diagnostics
- Rehabilitation for drivers
- Behaviour change models
- Driving under the influence of drugs (DUI)
- Psychiatric disorders
- Domestic and foreign legislation
- Relations between psychological processes and infrastructure
- Design and mechanical aspects
- Audit and road safety
- HMI and ITS – road design and environment
- Communication between road users
- Concepts of social psychology and community
- Research and evaluation, accident research
- Education and training in traffic psychology
- Prevention and promotion of safety, promotion of healthy lifestyles.

Competences the course participants should acquire should depend on their specialisation:

1. Assessment: diagnostic competences
2. Rehabilitation: clinical competences
3. Consulting: technical competences
4. Research: methodological competences.

Participants should acquire competences to meet EU needs for personnel working in areas related to road safety with advanced skills and knowledge across all levels of the Goals for Driver Education hierarchy to reduce the risk of road traffic accidents. Education should equip students with systematic knowledge and skills to undertake independent research to allow them to critically analyse various types of information, including research methodologies and statistical interpretations. Students should be provided with systematic knowledge and skills to recognise impaired and deviant driver behaviour and critically evaluate countermeasures.

The education should be completed by integrated work – an oral exam (knowledge), a thesis (research), and supervision of actual cases (counselling, therapy).

The majority of states suggested that the course should include practical training (16 countries), while two countries (Luxembourg and the Netherlands) do not consider this necessary. Practical training should include a daily routine of working directly with clients in the training facilities. It should be a sort of internship.

The majority of counties declare that some kind of state authority (Ministry of Education or Ministry of Transport), a university or state research body, or a national association (psychological or traffic psychology) should guarantee the education.

5. Conclusions

Summary

The study presented here was implemented as part of the Traffic Psychology International (TPI) initiative and followed its first questionnaire survey, which was undertaken in 2010. A questionnaire constructed and distributed by the Traffic Psychology International group in 2012 was used to collect data. Data were collected from 23 EU countries, Norway, Iceland, and Switzerland. In terms of EU countries we lack data for Portugal, Cyprus, Malta, and Lithuania. A total of 33 questionnaires were collected. The study focused on these issues:

1. the competences of traffic psychologists (scope of activities);
2. education and vocational training in the field of traffic psychology;
3. a common curriculum (needs and main characteristics), and
4. legislation (the profession of a traffic psychologist, laws, specialisations).

Vocational education and training is provided in 12 countries, which are Austria, the Czech Republic, Germany, Hungary, Italy, Poland, Romania, Slovenia, Slovakia, Sweden, Switzerland, and the United Kingdom. In the rest of the countries (14), including Belgium, Bulgaria, Denmark, Estonia, Finland, France, Greece, Iceland, Ireland, Latvia, Luxembourg, the Netherlands, Norway, and Spain, neither education nor training is provided.

The majority of countries (18) do not stipulate the profession of a "traffic psychologist" (or other profession working in the area of traffic psychology) in a law; 8 countries do.

As for the scope of the activities of traffic psychologists in different countries, psychologists mostly offer the following activities: assessment of eligibility for driving, educational programmes for drivers, rehabilitation of drivers, and the diagnosis of drivers/driver groups. Cooperation is mostly realised with research institutes, clinical psychologists, lawmakers, and car manufacturers.

Very different results are expressed with regard to legal regulations and restrictions on who can assess psychological fitness to drive and run rehabilitation and driver improvement courses. In the case of traffic psychology assessment the majority of states (19) report regulations, while in the case of rehabilitation only 7 states do so.

The great majority of respondents answered positively and stated that they support the idea of a common curriculum (26 respondents), 5 respondents do not support a common curriculum, and 2 respondents gave no answer. When we look at the countries, the majority of countries support a common curriculum (20), 4 countries do not, and for 2 countries we have no answers.

The main arguments for a common curriculum were expressed as the following: uniformity of education, securing minimum quality standards, and the facilitation of the development and prestige of the profession of a traffic psychologist. The main argument against a common curriculum was great cultural differences.

To sum up, vocational education and training is presently provided in a minority of EU countries (12), while the majority do not provide such education. A majority (18 countries) do not stipulate the profession of a traffic psychologist in a law either. The main interests of traffic psychologists are assessment of eligibility for driving, educational programmes for drivers, and the rehabilitation of drivers. According to the legal regulations, in the majority of countries there are restrictions in the field of the assessment of the psychological fitness of drivers, but not rehabilitation. The great majority of countries support the idea of a

common curriculum, mainly because of uniformity of education, quality standards, and raising the prestige of our profession.

Limitations of the study

The main limitation of the study is its design, which relied on self-reporting by the selected country representative. In most cases only one answer per country was available, which did not allow us to verify the data. The background of the country representative was not checked either, and this may lead to various biases.

According to the resources available we conducted a study which collected data and without any further exploration we only analysed the data. This may lead to wrong interpretations and misunderstandings.

Additionally, not all EU countries responded and we lack data for Portugal, Malta, Lithuania, and Cyprus in the study. Those countries which did respond did not answer all the questions in all cases or did not answer the question that was put to them. This leads to inconsistent data, which significantly complicated the data analysis.

Future developments and next steps

The present study is an initial (but still not comprehensive) description of the state of the art in selected EU and EEA countries (and Switzerland) and its approaches to a common curriculum on vocational education and training in traffic psychology. In order to gain a better understanding and for the possible preparation of a common curriculum further exploration is needed. This would consist of the precise selection of country representatives who are respected authorities in the field. Structured interviews to be conducted on the basis of the outcomes of this study are needed. This exploration and deep analysis of the state of the art and the needs for a common curriculum is crucial for the next appropriate steps, which would consist of the preparation of a first draft of such a common curriculum in vocational education and training in traffic psychology.

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