

# ProfDRV project newsletter



Issue II - June 2012

Professional driving - more than just driving!:

Qualification requirements and vocational training for professional drivers in Europe

## newsletter content

- How can we ensure a common minimum level of professional drivers' qualification in Europe?
- Commonalities and differences within professional driver training in Europe
- The professional driver shortage in Canada and the measures being taken
- When in Rome, do as the Romans do: driver certificate of professional competence (CPC) in different European countries
- We are the ProfDRV consortium!
- We are looking for interview partners!
- Preview next newsletter issues
- Imprint

## How can we ensure a common minimum level of professional drivers' qualification in Europe?

**W**ell educated professional drivers are an essential contribution to make European roads safer and to keep Europe moving. But do current professional driver qualifications in Europe make this necessary contribution? Directive 2003/59/EC has been an important step into the right direction, but it is now time to review this ambitious goal and make a comparison with the measures that have been taken all over Europe. The ProfDRV results show that the way the directive 2003/59/EC is implemented all over Europe differs greatly, and due to these differences it is assumed that professional drivers (having received training based on the same European directive) do not have the same aspired minimum level of qualification after passing through initial and periodic training.



Road safety and a consistently moving Europe are of major importance to all of us; that's why we want to contribute to reaching the aspired common minimum qualification level of professional drivers. But how can this be realised? ProfDRV proposes the application of the European Qualifications Frameworks (EQF) approach as a possibility to make professional driver training comparable and transparent across national and institutional borders, and responsive to the requirements of the occupation. The EQF is currently integrated into the national education systems all over Europe; why not for the training of European professional drivers?

Dr. Peter Littig, Leiter Bildungspolitik und -strategie,  
DEKRA Akademie GmbH (DE)

## Commonalities and differences within professional driver training in Europe

**A**lthough it all goes back to one common European directive, the EU member states are free to decide about how they implement directive 2003/59/EC within their national systems. This leads to many commonalities, but even more differences. The major commonalities lead back to the factors directly regulated by directive 2003/59/EC, such as the contents to be addressed as initial qualification and defined in annex 1 of the directive or the time to be spent in periodic training. But beyond this regulated framework the implementation approaches are rather different.



All equal all different – driver qualification in Europe

For instance, the different EU member states make equal use of the different options for initial qualification. From the countries investigated within the ProfDRV project Italy, Spain





and the UK went for training and test, Austria, Hungary and the Netherlands for the test only option and Germany allowing both. Within periodic training only Hungary went for a final test. Partially these choices can be reasoned with the education traditions in the different countries such as the UK, the Netherlands and Hungary.

Major differences can be noted with regard to the handling of periodic training. While the Netherlands and UK allow a high degree of flexibility in the choice of topics (in the UK nearly 2.500 and in the Netherlands about 200 training courses are currently approved), all other investigated countries strongly regulate the topics to be covered by setting a fixed range of topics which need to be partially implemented within given timeframes. Differences also exist with regard to the eligibility of other mandatory training as part of periodic training. For instance, The UK and the Netherlands consider ADR-training as eligible, while this is not the case in all other investigated countries.

Besides these different approaches with regard to topics and time division within periodic training, differences appear when it comes to requirements on training providers and trainers, on the assurance of training quality and the way the assessment is implemented. Although all implementation approaches are in line with the requirements of the directive, the different specifications lead to major differences in both the implementation and the actual results of training, thereby missing comparability of professional driver training and its results in Europe.



Professional driving is more than just driving!

Additionally the overall organisation of training and the didactical approaches applied within training differs greatly. Training groups in Germany are quite big and accommodate between 20 and 40 participants, while the average group size in Austria, Italy or the UK usually ranges between 5 and 15 participants. Also the methods applied within training strongly differ and incorporate learner-centred approaches that work with active training methods and practice-related training, but also training approaches that focus on lecturing and have a strong emphasis on theory. The same applies for assessment, but also provisions/regulations have a strong influence on the implementation of training. Practical driving is only obligatory within periodic training in the Netherlands, in Sweden and in

Spain. Provisions/regulations with regard to simulators and computer based learning also strongly differ from country to country.\*

All these observations from only 7 countries lead to the assumption that these different approaches cannot lead to a common minimum qualification level of professional drivers in Europe, although all refer to the same directive. In some cases, interview results with employers and drivers even hint that there is no difference to the previous situation at all. One might argue that in this case it is necessary to even further harmonize and regulate professional driver training from a European level in order to reach this common minimum qualification standards. However, in light of the diversity of the national vocational education and training systems in Europe there is reason to doubt if this would lead to a desirable result.\*\*

The European Qualifications Framework (EQF) proposes the learning outcomes approach as a possible solution because input factors such as the ones described above are not comparable within vocational education and training and lead to different learning outcomes. Could this also be an option in order to ensure a common minimum qualification level for professional drivers in Europe? ProfDRV is investigating this question and makes suggestions for such a solution by drafting a professional driver profile in terms of learning outcomes and EQF-compatible quality standards for professional driver qualification.



*\*Further information on these commonalities and differences can be obtained from the ProfDRV reports on "VET schemes for professional drivers in Europe" and "Methods and assessment in training for professional drivers" and from the country case studies on the directives implementation available at [www.project-profdrv.eu](http://www.project-profdrv.eu).*

*\*\*See also the ProfDRV case study on "2003/59/EC - standardised Europe-wide initial and continuous vocational education and training for professional drivers: Strategies, consequences, opportunities and threats", available at [www.project-profdrv.eu](http://www.project-profdrv.eu).*

## The professional driver shortage in Canada and the Canadian measures against the shortage

In Canada, the trucking sector will be facing a large demand to grow and maintain its workforce over the next ten years. The industry is facing challenges in meeting its growing workforce needs due to an aging workforce, high turnover rates and difficulties in finding qualified drivers.

Presently there are approximately 31,000 trucking firms that employ upwards of 290,000 individuals, the majority (68%) of whom are truck drivers (class 1/AZ). While licensing is a mandatory requirement in Canada, there are no other mandatory training or qualification requirements.

The current trucking sector workforce, like all industries, is





aging. The 2011 CTHRC survey of trucking employers revealed new statistics and which clearly show that the need has never been greater for employers to focus on HR planning, management, and workforce development.

As a means of addressing these HR needs, the CTHRC embarked on a number of initiatives to support the industry. We developed national occupational standards (NOS) for Professional Drivers and Entry-level Drivers, Driver Trainers, Dispatchers, Bulk Liquid Driver Specialty and Over-dimensional/



The tides are starting to turn in Canada's trucking industry.

Supersize Driver Specialty. A special website was developed on trucking careers as well as three guide books on human resource management within trucking. One new initiative involves the development of NOS for the occupations of licensed shunt drivers and cargo workers. These NOS assist the industry in defining consistent training needs and help support recruitment by providing a more clearly defined career path, and supporting labour mobility.

For drivers in particular, there currently exists no mandatory entry-level or ongoing training in Canada. This fact alone has been identified as a key issue – and the industry needs to carefully examine this issue if they are to effectively address their driver shortage. One constant complaint we hear from employers across Canada is that truck driving should be considered a skilled trade – and CTHRC could not agree more! And, with the industry becoming more and more concerned about the driver shortage, we are seeing a heightened interest mandatory training and we will elaborate more in the next issue.

For further information please check our website at [www.cthrc.com](http://www.cthrc.com).

Angela Splinter, CTHRC (CA)

## When in Rome, do as the Romans do: driver certificate of professional competence (CPC) in different European countries

**B**efore the implementation of directive 2003/59/EC there has been three options to become a professional driver in Austria: 1) Class C driving licence and an accident-free driving experience.

2) Three-year apprenticeship for cargo transportation. 3) An apprenticeship in a related profession and the C driving license allows for participating in the final apprenticeship exam to become a professional driver. The most common option of becoming a professional driver was the Class C driving license. This means that before the implementation of directive 2003/59/EC most drivers have not been subject to systematic training. Most training offered for professional drivers were in-company trainings on the company's discretion only. When directive 2003/59/EC was introduced several preliminary meetings were held to hear the opinions of stakeholders and experts. In 2008 the directive was legally anchored with a Federal Law Gazette regulating the CPC qualification, although the nine provincial governments are responsible for its implementation.

Austria has chosen the test-only option for the initial qualification. The final apprenticeship exam is accepted as equivalent with the initial qualification. The theoretical and practical tests are not standardised throughout Austria, since provincial governments are responsible for arranging the examination. Most interviewed experts regretted that the test-only option was chosen, since a minimum amount of vocational educational and training is perceived as more appropriate to achieve the objectives set-out in the directive. In order to continue practicing the profession, drivers must participate in periodic training courses every 5 years (35 hours). The modules are emphasizing traffic safety and rational fuel consumption and can be conducted theoretically or practically.

Most of the interviewed experts generally appreciated the measures set-out in the directive, but also indicated, that the directive means an additional burden to drivers, since they are responsible for achieving initial qualification. Although Trade Unions and the Chamber of Labour have tried to transfer the responsibilities from the drivers to the companies, this could just be realised for periodic training. Experts generally doubted that the measures set in the directive are capable of addressing the shortage of professional drivers and that the directives' aim of long-term comparability could not be achieved yet.

Tanja Bacher, 3srl (AT)

## “We are the ProfDRV consortium!”

**E**leven partner organisations along with public institutions and scientific partners are active in the ProfDrv project. All in all there are 16 organisations from 11 countries contributing to the project.

Here are two of them:

VTL is the specialised training institute in the Netherlands for the transport and logistics sector. It facilitates professional and vocational training for employees, managers and entrepreneurs. VTL offers permanent education to people who already work in this sector, and train skilled employees for all the branches within the sec-





tor. In close consultation and co-operation with the business community, VTL develops a range of training courses which is geared to the demand of the market. Optimum functioning of the labour market, in the interest of business and employers, is the first matter of importance. As the National Centre of Expertise on Vocation Education, Training and Labour market for



ProfDRV project group at a meeting in Florence (IT).

the transport and logistics sector, VTL bears the responsibility for the quality control for the professional component of the vocational education. VTL is the knowledge and expertise centre for employers and employees in the transport and logistics branch. It takes care of the inflow of qualified personnel in the transport and logistics branch and keeps the knowledge and skills of people working in this branch updated.

VTL led the implementation of the initial development work package (WP) within ProfDRV and elaborated in the framework of this WP the current status of professional driver training and of the implementation of directive 2003/59/EC in Europe.



UNIVERSITÄT  
ERFURT

Founded in 1392, closed in the 19th century, and reopened with an ambitious reform programme in 1994, the University of Erfurt (UEF) is both the youngest and one of the oldest institutions of higher education in Germany. One of two “Key Research Foci” is “Education”. The master programme “Further Education and Educational Technology” is one of the university’s best demanded master programs. In educational research the chair in Learning and Interactive Media is one of Germany’s most recognized in the domain of instructional design.



INSTITUTE  
TECHNOLOGY  
AND  
EDUCATION

ITB

INSTITUT  
TECHNIK  
UND  
BILDUNG



The UEF led the implementation of the task analysis on professional driving (freight transport) in the framework of the ProfDRV project. They analysed a number of different professional driver qualification profiles and curricula from different countries in this context and implemented, together with the ProfDRV partners, a questionnaire survey on professional drivers’ tasks with more than 150 participants. Currently, they are coordinating the development of an EQF-compatible profile that describes the tasks of a professional driver in terms of the EQF learning outcomes categories knowledge, skills and competence based on professional drivers’ tasks in practice.

## We are looking for interview partners!

We are implementing a number of survey and interview rounds with different groups of stakeholders concerned by or with professional driver qualification. The final and most important reaction representatives as well as subject matter experts. This round of interviews takes place between April and June 2012 and we seek consultation on two of our draft work results:

- a drafted core profile for professional drivers that is based on drivers’ tasks in work reality and defined in the EQF descriptors knowledge, skills and competences and
- drafted quality standards for professional drivers’ vocational education and training in the framework of directive 2003/59/EC

## Preview next newsletter issues

The next newsletter issue will be published in September and will focus on the ProfDRV EQF-compatible profile for professional drivers, on professional driver qualification and its integration into qualifications frameworks in other parts of the world and on interesting current developments within professional driver qualification in Canada.

### Imprint:

DEKRA Akademie GmbH  
Handwerkstrasse 15, 70565 Stuttgart (DE)  
Telefon: +49.711.7861-3687, Fax: +49.711.7861-2655  
E-Mail: EU-project.akademie@dekra.com  
Internet: www.dekra-akademie.de



Dieses Projekt wird von der Europäischen Kommission unterstützt. Die Pressemitteilung gibt jedoch lediglich die Darstellung der Autoren wieder. Die Europäische Kommission ist nicht für den Inhalt verantwortlich und kann für die Weiterverwendung jeglicher Art der darin enthaltenen Informationen nicht belangt werden.