

ProfDRV project newsletter



Issue III - October 2012

Professional driving - more than just driving!:

Qualification requirements and vocational training for professional drivers in Europe

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Turning professional driving into a real career choice

Well educated professional drivers are in short supply in Europe and the transport industry already spotted the implications of this shortage. Vocational education and training is one of the key-players who need to contribute to overcoming this shortage of skilled workers in the transport industry among others by providing training that leads to well prepared and competent professional drivers.



But the introduction of training that prepares for the real requirements of drivers' every day work is not only necessary in order to meet the needs of employers. It is also a question of the overall image and reputation of the occupation and of our current and future professional drivers. In the meantime professional driving is no longer an occupation that can be performed competently by everybody and without additional vocational training. Qualification requirements increased fundamentally among others in terms of techniques, information technology, internationalisation of transports and changes in the overall supply chain. Only if public awareness can be raised for the high qualification requirements of this occupation - that equal those of most other skilled occupations - the public perception of professional driving will be able to change. It can change into a reputable occupation that is no longer a last choice everybody can go for without special vocational abilities but a real career choice such as car mechatronic, cook or carpenter.

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

Well educated professional drivers - what does this mean?

The question what a competent professional driver should know and be able to do has been one of the major questions the ProfDRV project has been concerned with. In order to answer this question we investigated the tasks a professional driver has to perform in his/ her day-to-day work. For this purpose a number of qualification profiles on professional driving from around the world have been investigated and professional drivers, employers and trainers from the ProfDRV project countries have been surveyed. The result is a profile that defines the following work process related and cross cutting tasks to be implemented by professional drivers:

Driving and manoeuvring the vehicle

Performing pre-departure tasks

Loading and unloading (incl. prior and subsequent tasks)

Planning driving times and routes

Maintenance of vehicle and vehicle combinations

Work documentation and paper work

Cooperation with customers

Cooperation with supervisors, colleagues, controlling bodies and general public

Occupational health and safety and healthy lifestyle

Continuous vocational education and training





The ProfDRV profile describes what a well-educated/ competent professional driver should know, understand and should be able to do in terms of the EQF categories “knowledge”, “skills” and “competences” within this areas. An example with regard to performing departure checks:

- Knowledge - *“The professional driver knows the parts of vehicles that should be checked prior to a departure, ...”*

(“Knowledge” means the outcome of the assimilation of information through learning. It is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual.)

- Skills - *“The professional driver can implement a complete departure check on different vehicles and vehicle combinations, evaluate the checks results and introduce possibly necessary correction measures, ...”*

(„Skills“ means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive involving the use of logical, intuitive and creative thinking or practical involving manual dexterity and the use of methods, materials, tools and instruments.)

- Competence - *“The professional driver implements autonomously and self-dependently regular departure checks on his/ her vehicle/ -combination in order to ensure the vehicles safety.”*

(“Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the EQF, competence is described in terms of responsibility and autonomy.)



Qualification requirements on professional drivers changed fundamentally over the past years.

But how contributes such a learning outcomes based approach to “well-educated” drivers, what difference does it make compared to the current approaches and what would it mean for education practice in Europe?

The difference it would make: So far only the “input” for professional driver training is regulated by directive 2003/59/EC in terms of contents to be addressed, time to be spend in training or requirements on training providers, but there is nothing said about the abilities a professional driver should

have in order to perform competently on the workplace and therefore to meet the needs of the labour market. A learning outcomes based profile defines these abilities in terms of the “knowledge”, “skills” and “competences”. If it is therefore the aim to ensure that all professional drivers in Europe have for instance the competence to *“implement autonomously and self-dependently regular departure checks on his/ her vehicle/ -combination in order to ensure the vehicles safety”* a common minimum qualification level in Europe is achievable! However, the definition of these learning outcomes is only the first step and needs to be realised within education practice in order to be successful.

Consequences for education practice: Although the pre-defined learning outcomes are the most important, the achievement of a common qualification level for professional drivers in Europe based on a learning outcomes based profile has implications for different parts of education practice. Training as well as assessment needs to relate closely to the knowledge, skills and competences defined in the profile and it needs to be ensured that all kinds of learning outcomes are addressed. But the facilitation and testing of skill and competence development is a weak point in many education environments. Current education practice strongly focuses on the delivery of knowledge such as theoretical knowledge about fuel efficient driving, but supports only rarely the actual development of related skills and competences.



This means the transfer and application of the theoretical knowledge into/within real work practice. This is the major challenge for the implementation of such an approach. The facilitation of skill and competence development requires special learner focused and practice oriented training approaches, very well trained trainers in terms of their subject and pedagogical abilities to facilitate learning processes and the necessary facilities from education providers. A similar situation applies with regard to assessment. The currently predominantly used multiple-choice tests primarily test knowledge, but neither skills nor competences. However, the integration of practical tests and scenario discussions into professional driver CPC assessments is a first promising step with regard to assessing knowledge, skills and competences.

Canada’s involvement in the ProfDRV project has facilitated much sharing of resources, challenges, and best of all the sharing of potential solutions. In Canada, the business case to support the implementation of mandatory training has never been stronger – all key national associations in the industry have recently completed reports highlighting the recruitment challenges, and identifying that training is a key factor in

Canadian challenges

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Canada is also facing the same challenge as Europe: a severe lack of qualified drivers.

addressing these challenges. In Canada, for this to come to fruition, the industry needs to make it a top priority.

Our occupational standards for entry-level and professional truck driver provide an excellent foundation in this regard, however both are in need of updating. Again, this presents an opportunity for Canada to learn from what the ProfDrv produced as we work to embark on this initiative.

Recent research undertaken by CTHRC involved researching the links between licensing standards and safety. A summary of this report is available on CTHRC's new website at cthrc.com

Angela Splinter, CTHRC (CA)

ProfDRV meets Hungarian stakeholders in Pécs (HU)

On September 7th 2012 the ProfDRV consortium implemented its second European project workshop. This time the workshop has been hosted by our Hungarian Project partner DEKRA Akademie Kft.. The workshop has been attended by representatives of Hungar-



ProfDRV-workshop in Pécs/Hungary. Among the participants are the ProfDRV project-consortium and three new colleagues from Turkey.

ian transport companies, public/local authorities, VET providers and professional drivers from Hungary as well as from the ProfDRV project partners from all over Europe and Canada.

The qualification requirements on drivers with regard to loading and unloading the truck such as load security have been the major thematic focus of the workshop. But also more general aspects such as reaching a real common minimum qualification level of professional drivers in Europe have been on the agenda. The overall workshop was enriched by short inputs on professional driver training in Hungary contributed by Tamas Hima from the National Transport Authority (HU), on training for enforcement officers in the UK by James Tillyer from FTA (UK) and on professional driver qualification in Canada by Angela Splinter from CTHRC (CA).

Similar national workshops will be implemented by the ProfDRV project partners still until March 2013. Please get in touch with your national project contact (www.project-profdrv.eu) to find out when a workshop takes place. Long-term comparability could not be achieved yet.

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

Before the implementation of Directive 2003/59/EC, the option to become a professional driver in Italy was having Class C driving license or (drivers over 21 years old, driving a vehicle of over 7,5 t) a special license named KC. License C was easy granted also in the frame of the levy system.

Italy started implementing Directive 2003/59/EC in 2005. Till today a set of various legislative and ministerial decrees entered into force to finalize the implementation process. The competent authority responsible for implementation was the Government, specifically the Ministry of Transport. In 2012 the implementation has been fully completed and now CQC is overall an essential requirement to perform the professional driver's activity.

The CQC is issued: 1) by the competent "Motorizzazione civile" (local government office issuing driving licenses and registering vehicles); 2) only after training and final test. Training provides 260 h. theory + 20 h. practice or 130 theory + 10 practice, depending on driver's age and on the mass of the vehicle the driver wishes to drive. Final exam covers theory only.

Nevertheless, licenses related to carriage of goods issued within 2009 has been kept out from the training + final test constraint as they can be automatically converted in CQC within 2014.

To continue practicing the profession, drivers are however required to participate in mandatory five-yearly train-





ing courses (periodic training), with a total duration of 35 hours. Periodic training has to be done “from 6 months before”/ “to 2 years after” the CQC expiring date. Two years after CQC expiring date, drivers have to pass the exam besides attend the course.

Initial and periodic training are both provided by certified private single driving schools, driving schools’ associations or organizations functionally related to road transport associations /confederations.

In fact, new regulation and related training are perceived by main part of the branch (especially drivers and employers) as a duty and/or as obstacle instead as an opportunity to address shortage of professional drivers, increase road safety and employability. Lack of motivation and lack of faith in the directive and related implementation still represent the main challenge to be faced. Maybe more proactive role of trade unions as well as more incentives to support drivers training expenses, grants/benefits to employers providing training or high quality performances, would stimulate interest and effectiveness.

Caterina Boschi, TkF (IT)

“We are the ProfDRV consortium!”

Eleven partner organisations along with public institutions and scientific partners are active in the ProfDrv project. All in all there are 16 organisations from eleven countries contributing to the project. Here are three of them:

3s research laboratory is one of the leading VET-research organisations in Austria. The activities of 3s research laboratory focus on the interface between education and the labour market. Their research interests are: European Transparency Instruments (EQF, NQF, ECVET), Learning outcomes



ProfDRV project group and guests from Hungary at a meeting in Pécs (HU).

orientation, Validation of non-formal and informal learning, Permeability in education and training and lifelong learning, Development and quality assurance in vocational education and training, Financing of continuing vocational education and training in Austria and Europe and Labour market and qualification structures in Austria. Presently, 3s is providing expertise to the European Commission for the further development and implementation of the EQF and is involved in several European projects related to EQF/NQF/sectoral QF and ECVET. Within ProfDRV 3srl researches the effect a European introduced vocational education and training (VET) scheme has in the different national contexts and how the different VET systems cope with such a European VET scheme.



ASIMAG is a Spanish consultancy firm working on the field of training with more than 20 years of experience. It counts with highly competitive human resources represented by more than 300 professionals with different specializations such as pedagogy, computer sciences, sociology, design. Its experience includes the development of innovative learning materials, not only with regards to the contents but also with regards to the methodological and pedagogical approach. In this sense, apart from the training department, the project department



works on training and employment researches at national and European level.

Tk Formazione srl is an Italian VET and adult education provider (Florence-based) working in the field of education and training since 1992, planning custom-making courses, thematic seminars and training programs for individuals and teams of employers/employees in organizations, public sector and private companies. At European level, Tk Formazione has a valuable and broad experience in Lifelong Learning Programme 2007-2013, as partner or coordinator of Grundtvig, LdV or Transversal Programme’s projects.

The European ProfDRV conference „Professional driving – more than just driving“: 13/14 December 2012

The final European ProfDRV conference focuses on the current situation of professional driver qualification in Europe and discusses a number of questions related to professional driver training in general and to EC directive 2003/59 in particular.

- How is professional driver training put into practice in different European countries? What differences exist and what consequences do they have?
- How can professional driver training in Europe be further improved in order to meet the needs of the European transport industry and of professional drivers in Europe?
- What measures need to be taken in order to ensure a common minimum level of professional drivers’ vocational educa-



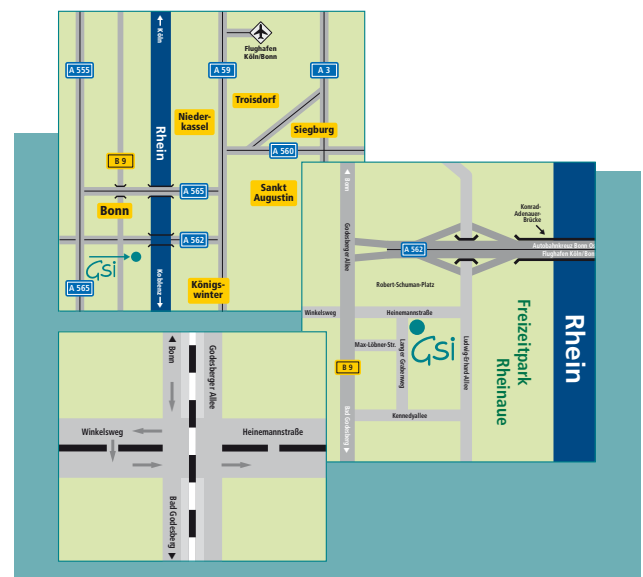
tion and training (VET) under consideration of the different VET systems and national implementation approaches of directive 2003/59/EC in Europe?

- What contribution can European vocational education and training tools such as the European Qualifications Framework make in order to ensure this common minimum qualification level through transparency and comparability of professional driver training across borders in Europe?

The conference offers opportunities for stakeholders coming from transport and education such as transport companies, VET providers, European, national and regional authorities and policy makers involved into professional driver qualification to exchange with experts and colleague from abroad, to receive up-to-date information about the status quo in Europe and to contribute to the improvement of professional driver training in Europe.

We are looking forward to welcoming you in Bonn (DE) in December. Further information such as the conference programme or how to register is available on www.project-profdrv.eu

Your way to the GSI in Bonn



The European ProfDRV conference
 „Professional driving –
 more than just driving“
 13/14 December 2012,
 Gustav-Stresemann-Institut, Bonn (DE)

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