FORS Approved eLearning Guide

Criteria and application process for:

Achieving FORS Approved status for eLearning modules

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Introduction

If you are an eLearning provider, you may be able to achieve FORS Approved status for specific eLearning modules that meet the mandatory professional development requirements of the FORS Standard.

FORS Approved eLearning helps ensure:

- More variety for drivers, reducing annual repetition
- Flexibility for FORS accredited operators
- Time isn't wasted where duplication of eLearning exists

To achieve FORS Approved status your eLearning modules must:

- Cover at least one complete subject of the FORS eLearning syllabus in either vulnerable road user safety, reducing road risk, environmental awareness, or operational security
- Relate to current topical issues, industry best practice, regulations, and technology
- Meet the minimum quality requirements based on design, engagement, interaction, use of multimedia, and knowledge checks
- Meet the minimum technical requirements regarding accessibility, integration, and records capture

FORS Approved status is valid for 12 months.

Eligibility criteria

To gain FORS approval for your eLearning modules, your organisation must be either:

- an eLearning provider to the transport and logistics sector on a paid for basis (commercial delivery)
- a FORS Operator with eLearning provision internally to your own staff (in-house delivery)

You will achieve FORS Approved eLearning Provider status as part of the application process.

Your organisation must own the Intellectual Property (IP) to the eLearning and its content. If the eLearning is purchased or licensed from a third-party supplier or provider, the approval application must be made by the third-party as IP owner.

FORS Approved eLearning syllabus

The FORS Approved eLearning syllabus aligns to specific mandatory driver training requirements of the FORS Standard. Individual modules don't have to cover the full syllabus but must cover at least one complete subject or at least four of the learning objectives from one or more subjects. FORS also welcomes comment on the syllabus and will consider making amendments which are aligned to the objectives of the FORS Standard.

The subject areas that FORS Approved eLearning are required to cover are:

1. Work-related road risk (WRRR) – reducing road risk and improving the safety of vulnerable and other road users as required at FORS Bronze D4
2. Security and counter-terrorism – personal, vehicle, load and passenger security and the potential threat of terrorism as required at FORS Bronze D4
3. Fuel, emissions and air quality – reducing fuel consumption and vehicle emissions and promoting decarbonisation as required at FORS Silver S5

The subject matter must also be suitable for eLearning and the standard of learning must be at least at vocational level 2. Access to each eLearning module must be included when submitting for FORS Approved status and the module summary at Appendix 1 must be completed. The module summary must provide sufficient detail on the content being delivered and how this meets the syllabus. An example module summary is provided at Appendix 2.

Bronze D4 requirement – WRRR syllabus

Subject	Learning objectives
1. Safety of vulnerable road users	1.1 Types of vulnerable road user such as pedestrians, cyclists, motorcyclists and horse riders 1.2 Sharing the road safely with vulnerable road users 1.3 The Highway Code H Rules and the hierarchy of road users 1.4 Blind spots and the risks larger vehicles present to vulnerable road users
2. Reducing road risk	2.1 The risks presented on the road and how these can be reduced 2.2 Professional driving style and techniques used to reduce road risk 2.3 The issues that can affect the positive characteristics of a professional driver

	2.4 Dealing with challenging driving scenarios, controlling emotions and avoiding road rage
3. Fitness and health	3.1 The main human factors that affect driving performance 3.2 The law with regards to fitness, eyesight, alcohol and medication 3.3 The minimum medical standards for driving and sudden disabling events 3.4 Sleeping disorders, obstructive sleep apnoea and fatigue 3.5 Improving lifestyle through a balanced diet and physical activity
4. Mental health and well-being	4.1 Importance of maintaining positive mental health and wellbeing 4.2 Recognising mental health conditions and the common warning signs 4.3 Caring for your mental health, the ways to wellbeing and the support available 4.4 Supporting others through listening, reflecting and talking
5. Drivers' hours and working time	5.1 Drivers' hours and working time rules for driving, work and rest 5.2 Tachograph records, manual records, mode switches and equipment 5.3 Tachograph manual entries and when they are required 5.4 Exemptions to the rules and what constitutes an emergency
6. Vehicle roadworthiness	6.1 Systematic checks of a vehicle's interior and exterior components 6.2 Condition of wheels and tyres – including security, torque, tread and pressure 6.3 Reporting defects and identifying dangerous and safety critical faults 6.4 The role of roadside enforcement and actions during a roadside check
7. Safe loading and load restraint	7.1 The law with regards to, safe loading, unloading and load restraint

	7.2 The effect of load weight, friction, inertia and dynamic forces
	7.3 Vehicle weight, axle weights, overloading and load distribution
	7.4 Load restraint systems and what to do in the event of a load shift
8. Avoiding bridge strikes	8.1 Appreciate the scale and consequence of bridge strikes
	8.2 Measure and determine a vehicle's overall travelling height
	8.3 Bridge types, restrictions and planning safe compliant routes
	8.4 Take emergency action in the event of a bridge strike to prevent further risk

Bronze D4 requirement – Security and counter terrorism syllabus

Subject	Learning objectives
9. Security and counter-terrorism	9.1 The threat of terrorism and why the transport sector is exposed to this
	9.2 Security vulnerabilities and responding to suspicious activity
	9.3 Identifying and responding to suspicious items or firearms and weapons attacks
	9.4 Deliberate use of a vehicle as a weapon

Silver S5 requirement – Fuel, emissions and air quality syllabus

Subject	Learning objectives
10. Fuel efficiency and environmental awareness	10.1 Air pollution, and the need reduce toxic emissions
	10.2 Climate change and the need to decarbonise
	10.3 Types of Low Emission and Clean Air Zones, their classification and standards
	10.4 Vehicle checks and technology designed to reduce emissions
	10.5 Fuel-efficient driving techniques, anti-idling and journey planning

	10.6 The latest renewable fuels available for commercial and passenger vehicles

Quality requirements

Each eLearning module presented for approval must meet minimum quality requirements, these include:

- Being creatively designed with professional photos, imagery and infographics
- Using learning interactions such as Q&A, animation, video, audio and web links for further information
- Meeting the required accessibility criteria listed in Appendix 3
- At least 20 minutes learning structured into a series of sessions with logical flow of learning objectives
- Checking knowledge with a scored assessment as part of the module
- Providing evidence of eLearning module successful completion, ie certificate and accessible record

It is recognised that eLearning quality can be subjective, therefore the FORS Professional eLearning modules will be used as a benchmark in assessing against these criteria.

Technical requirements

Any eLearning module presented for approval must be supported by a dedicated learning management system that meets minimum technical requirements, these include:

- Being designed for either web browser or mobile app use and enable eLearning modules to be undertaken on a range of different devices
- Providing a unique identification of the driver by providing full name, email address and driving licence number (FORS Driver ID), and verifiable proof they have successfully completed the module
- Capture and record driver progress and data
- Ensure successful module completion requires the learner to complete all module content and pass the assessment
- Allow learner to retake assessment after failure
- Show incorrect answers after assessment failure
- Record module ID and session start and complete (or dwell) times
- Record when a module is complete and show it was completed in full
- Transfer driver records and data to FORS Online via Application Programming Interface (API)
- Retaining attendance records and evidence for audit purposes

The learning management system will enable drivers to:

- Check on progress via session number or percentage complete

- Complete specific sessions throughout the module
- Save progress, leave a module and return at a later date

Applying for FORS approval

The application process for eLearning modules to be FORS Approved is conducted in three stages:

- Stage 1 – Subject approval, quality assessment and high-level technical review
- Stage 2 – Records transfer testing – manually or via API
- Stage 3 – FORS Approved agreement

Stage 1 - Initial application

To initiate an application, you must submit the following to training@fors-online.org.uk:

- Completed application form
- Summary of the eLearning module demonstrating how it:
    - Maps to the eLearning syllabus
    - Meets the quality requirements
    - Meets technical requirements
- Login details for the FORS Training Team to access and assess the relevant eLearning module(s)
- Your FORS ID, FORS Associate number, or FORS Affinity Partner details
- For FORS Associates – references of two FORS operators committed to using your eLearning services

We aim to notify you of the Stage 1 approval outcome within 20 working days of a complete application being submitted.

Stage 2 – Records transfer

If your Stage 1 initial application is successful, you are then required to test your eLearning records transfer. Records transfer may be conducted manually via the FORS training upload portal or automatically via the FORS Online API. You will be provided with IDs for your eLearning modules, which must be used in the eLearning upload CSV or coded into your dataset for the API.

The steps required to submit data manually are:

Step 1: Access the eLearning upload documentation. Login to FORS Online, you will be provided with username and password. Select the 'eLearning

upload' menu option and download the eLearning template CSV and declaration.

Step 2: Complete eLearning CSV and declaration. When submitting driver data manually you will need the FORS Driver ID. This requires the driver to be registered on FORS Online (with full name, email address and driving licence number). This can be done in advance or at the point of record submission. Fill in all required fields in the CSV file and complete the eLearning declaration (this will need to be saved as a PDF file).

Step 3: Upload eLearning records. Whilst logged in to FORS Online, use the relevant buttons to select the relevant CSV file and upload the declaration. If the FORS Operator has opted in for email updates they will be informed of the successful upload and the records can be viewed on the training register and their training dashboard.

This process will be required to be completed each time eLearning records are manually uploaded to FORS Online.

The steps required to submit data automatically are:

Step 1: API for retrieving course details. This API will return the list of approved eLearning courses along with their corresponding system IDs. Using this information, providers can map their courses to the FORS-approved courses and submit the appropriate course IDs to FORS Online.

Step 2: Identify the driver. When submitting driver data to the API you will need the FORS Driver ID. This requires the driver to be registered on FORS Online (with full name, email address and driving licence number). This can be done in advance or at the point of data submission. The recommendation is to carry out this step dynamically - at the point of submission. The suggested flow for identifying the driver is:

1. Send an API request to the 'Get by licence number' endpoint
2. If the API returns an active FORS Driver ID - Step 2 is complete. If the API returns no result go to bullet 3
3. Send an API request to 'Register Driver to FORS eLearning Portal' endpoint – this will return the FORS Driver ID

At this point you may store the FORS Driver Id in your eLearning management system and skip Step 2 in the future.

Step 3: Submit the score. Driver scores to the API on successful completion of an eLearning module. This is to be done at the point of eLearning module completion and a pass result using a trigger or polling system that runs

regularly and checks for completed modules that have not yet been submitted.

To submit the score for a module, use the 'API for feeding back Driver's training data to FORS' endpoint. This requires the following fields to be sent:

FORS_driver_id (from Step 2)
courseid
participationdate

Any technical development to achieve integration or successful data transfer is fully at the cost of the applicant. This includes any requirement for FORS to further develop FORS Online to achieve this.

Stage 3 – FORS Approved agreement

If your Stage 2 technical integration is successful or you have opted to upload eLearning records manually, you are required to sign the FORS Approved agreement and its terms. Your eLearning modules will be listed on FORS Online. You may use the FORS Approved logo in accordance with the FORS external design guidelines.

Renewals and additions

The three-stage process is also used for annual renewals and to add further eLearning modules to an existing FORS Approved agreement. However, only the steps necessary will be conducted to validate the renewal or addition.

Maintaining FORS Approved

To maintain FORS Approved for your eLearning modules:

- The content and quality of each module must be upheld
- Any changes in law or the FORS Standard that affect the content must be amended within 20 working days
- Any changes in industry practices that affect the content must be amended by the annual re-approval application
- The technical integration must be continuous and fully supported
- Completed modules must be submitted to FORS Online within 5 working days
- Auditable evidence of module completion must also be provided to drivers and their organisations

Failure to maintain these requirements may result in FORS Approved status being revoked.

Application fees

The application fee payable is determined by the number of eLearning modules you wish to be approved and whether you are providing:

- Commercial delivery - i.e. to customers on a paid for basis
- In-house delivery - i.e. as a FORS Operator delivering training internally to your own staff

	In-house (non-commercial) delivery	Commercial delivery
Per course	Free	£50 per module

Application fees are charged, on renewal, every 12 months.

Learning provider declaration

As a condition of FORS Approved status and the application process, learning provider will be required to declare and agree that:

- All eLearning content submitted for FORS approval will be kept up to date and regularly reviewed to ensure it remains accurate and aligned with current legislation, best practice and, where relevant the FORS Standard
- Where third-party content (such as video, data or imagery) is used, all necessary acknowledgements and/or credits are made
- The learning provider bears sole responsibility for the accuracy, legal compliance, and integrity of all content delivered under FORS Approved status
- Failure to meet these obligations may result in withdrawal of FORS Approved status and termination of the licence agreement

FORS disclaimer

Every possible effort must be made to ensure that the content contained in FORS Approved eLearning modules is accurate at the time of its approval, review and update. FORS and Sopra Steria do not accept responsibility for any errors or omissions, however caused. No responsibility for loss or damage occasioned to any person acting, or refraining from action, as a result of the content contained in FORS Approved eLearning modules can be accepted by FORS or Sopra Steria.

Appendix 1 – Module summary

FORS subject area	Module title

Overview

Assessment and certification

Learning alignment	Demonstration

Appendix 1 – Module summary

Appendix 2 – Module summary (example)

FORS subject area	Module title
1. Safety of vulnerable road users	The hierarchy of road users
Overview	
This eLearning module is designed to promote safe and responsible behaviour around vulnerable road users, particularly for those operating larger commercial vehicles. It provides professional drivers with a clear understanding of their responsibilities under the updated Highway Code, especially the H Rules, and encourages a safety-first mindset through real-world examples, Highway Code references, and practical guidance. • The content is structured into clearly defined sections, including: • Definitions and categories of vulnerable road users • The concept and implications of the road user hierarchy • The Highway Code H1, H2, and H3 rules • Practical driving guidance for sharing the road safely • Risk awareness around blind spots and vehicle manoeuvrability • Safe passing distances and overtaking techniques • Dutch Reach door-opening method • Legal and moral consequences of unsafe driving • Rules specific to cyclists and their responsibilities The module uses a mix of written content, case examples, and video (DfT's "Think! – Could you live with it?") to reinforce the moral and practical responsibilities of drivers.	
Assessment and certification	
At the end of the module, drivers are required to complete a knowledge check assessment consisting of 10 questions worth 16 marks. The pass mark is 75% (13 out of 16). All questions must be attempted, and some require multiple correct answers. On successful completion: • A certificate is automatically generated • Completed records and assessment results are centrally retained for audit tracking	
Learning alignment	**Demonstration**
1.1 Types of vulnerable road user such as pedestrians, cyclists, motorcyclists and horse riders	The module clearly identifies key vulnerable groups, including pedestrians, cyclists, motorcyclists, horse riders, and those with reduced mobility. It contextualises vulnerability by highlighting children, older adults,

	disabled people, tourists, and non-English speakers.
1.2 Sharing the road safely with vulnerable road users	Drivers are given detailed guidance on safe road sharing practices, including correct use of mirrors, blind spot checks, safe overtaking distances and speeds, hazard anticipation, and communication with vulnerable users. The importance of patience, visibility, and not using size or speed to intimidate is reinforced throughout.
1.3 The Highway Code H Rules and the hierarchy of road users	The module explains the revised Highway Code and the H Rules (H1, H2, H3), emphasising that drivers of larger vehicles hold a greater responsibility to protect those more vulnerable. Each rule is broken down to show how it applies in different road situations, such as junctions, crossings, and when turning.
1.4 Blind spots and the risks larger vehicles present to vulnerable road users	The module places strong emphasis on blind spot awareness, particularly during manoeuvres and at junctions. Drivers are encouraged to proactively manage visibility through correct mirror setup, blind spot checks, and use of the Dutch Reach technique to avoid dooring incidents.

Appendix 3 - Accessibility criteria

1. Text, language and readability

- Use plain English and short sentences.
- Avoid jargon where possible; explain any technical terms.
- Break content into small chunks with clear headings.
- Use left-aligned text (not justified).
- Allow users to resize text up to 200% without breaking the layout.

WCAG references:

- 3.1.1 Language of Page
- 3.1.5 Reading Level
- 1.4.4 Resize Text

2. Colour, contrast and visual design

- Ensure text has strong colour contrast with its background.
  - Normal text: minimum 4.5:1
  - Large text: minimum 3:1
- Do not rely on colour alone to convey meaning (e.g. red = wrong, green = correct).
- Avoid flashing or rapidly moving content.
- Use clear spacing between lines and paragraphs.

WCAG references:

- 1.4.1 Use of Colour
- 1.4.3 Contrast (Minimum)
- 2.3.1 Three Flashes or Below Threshold

3. Images, icons and visual content

- All meaningful images must have alternative text (alt text).
- Decorative images should be ignored by screen readers.
- Icons must have text labels or accessible names.
- Do not embed important text inside images.

WCAG references:

- 1.1.1 Non-text Content

4. Audio, video and animations

- All videos must include accurate captions

- Provide transcripts for audio-only content
- Do not autoplay audio or video
- Provide user controls to pause, stop, or replay media
- Avoid background music that interferes with speech

WCAG references:

- 1.2.1 Audio-only and Video-only
- 1.2.2 Captions (Prerecorded)
- 2.2.2 Pause, Stop, Hide

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5. Navigation and keyboard access

- All content and interactions must be usable with a keyboard only
- Ensure a clear tab order that follows the visual layout
- Provide a visible focus indicator (users can see where they are)
- Avoid complex interactions that require precise mouse control

WCAG references:

- 2.1.1 Keyboard

- 2.4.3 Focus Order

- 2.4.7 Focus Visible

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6. Assessments, quizzes and tests

- Instructions must be clear and simple

- Allow enough time to complete questions or let users extend the time

- Do not penalise users for taking longer due to accessibility needs

- Ensure buttons and answers are clearly labelled

- Provide clear error messages and guidance on how to fix mistakes

WCAG references:

- 2.2.1 Timing Adjustable
- 3.3.1 Error Identification
- 3.3.2 Labels or Instructions

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7. Forms, buttons and controls

- Every form field must have a visible label
- Buttons must clearly describe what they do (e.g. "Submit answers", not "Click here")

- Error messages should be easy to understand and not rely on colour alone

WCAG references:

- 1.3.1 Info and Relationships
- 3.3.2 Labels or Instructions

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8. Consistency and predictability

- Keep navigation, buttons and layouts consistent across modules
- Avoid unexpected changes (e.g. opening new windows without warning)
- Clearly indicate progress (e.g. "Step 2 of 6")

WCAG references:

- 3.2.3 Consistent Navigation
- 3.2.4 Consistent Identification

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9. Support for additional needs

- Clearly explain how users can request reasonable adjustments.
- Provide a contact email or phone number for accessibility support.
- Where possible, allow:
    - Pausing and resuming modules
    - Replaying sections
    - Downloading transcripts or materials

WCAG references:

- 2.2.1 Timing Adjustable
- 3.3.5 Help

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10. Compatibility with assistive technologies

- Content must work with:
    - Screen readers
    - Screen magnifiers
    - Voice control software
- Use proper HTML structure (headings, lists, landmarks)
- Do not rely on hover-only interactions

WCAG references:

- 1.3.1 Info and Relationships
- 4.1.2 Name, Role, Value

Recommended standard

- Aim to meet WCAG 2.2 Level AA as a minimum.
- Test modules using:
  - Keyboard-only navigation
  - Screen readers (e.g. NVDA, VoiceOver)
  - High zoom and high contrast modes

Optional closing statement you can reuse:

"Our eLearning modules are designed to meet WCAG 2.2 Level AA accessibility standards. If you need reasonable adjustments to complete a module, please contact us and we will do our best to support you."