



FORS Approved Training

Training renewal options for Silver (S5)

Work-related road risk (WRRR)

FORS Silver (S5) stipulates that WRRR training on road risk and the safety of vulnerable road users, must be undertaken upon initial qualification and at the Five (5) year refresher point. The mandated training requirements have now been amended to permit WRRR training to be undertaken, using differing training delivery methods, either by completing:

1. FORS Professional Safe Urban Driving (SUD) or Van Smart (VS) training course (as applicable to the vehicle type)
- or,
2. FORS Approved WRRR training course that includes on-cycle hazard awareness,
- or,
3. FORS Approved WRRR training that includes immersive interactive learning which meets the enclosed criteria

The alternative training Option Three (3) is subject to meeting the following approval criteria:

Alternative course approval criteria

The course material will be evaluated and approved based upon supplied evidence and will be approved to deliver initial or refresher training as follows:

Criteria for initial qualification approval

To be approved to deliver initial alternative training, in lieu of the SUD or VS course or approved equivalent:

1. The training provider applying to deliver the training must provide evidence to demonstrate the effectiveness of the course in achieving behavioural change outcomes that will result in improved VRU safety, as follows:
 - a. A minimum of One Thousand (1000) delegates have attended the course, evidenced by training records
 - b. Company collision data and supporting information to demonstrate the behavioural change outcomes
 - c. Client testimonials

Criteria for approval at the Five (5) year refresher point

- 1 The training provider must provide evidence to demonstrate effectiveness of the course in achieving behavioural change outcomes that will result in improved VRU safety.
2. Upon further continued delivery, the benefits are further realised and evaluated after Twenty-Four (24) months – based on this revised evidence, detailed below - re-approval can be considered for the course to be delivered initially, as an equivalent to the SUD or VS course or FORS approved equivalent:
 - a. A minimum of Five Hundred (500) delegates have attended the course, to be evidenced by training records
 - b. Company collision data and other supporting information must be provided to prove the behavioural change outcomes as a result of training
 - c. Client testimonials

The permitted alternative training delivery methodology is detailed below:

1. **Virtual Reality (VR) Training** – VR training is a simulated scenario using computer-generated images using a headset to project a visual and/or audio experience

Or,

2. **Immersive training** - is a learning experience using drama, classroom activities, physical props, actors and/or sets to create a live action scenario, using a simulated or artificial environment. This artificial environment enables the learners to become completely immersed in the learning - such as it creates a real time simulated scenario for training purposes.

Or,

3. A combination of the above

The FORS approved Training Objectives (TO) and Learning Objectives (LO) are at Annex 1 with risk assessments, trainer competencies and further definitions of training methodology at Annex 2.

All training providers wishing to have course material approved must meet these criteria.

Training approval

Courses will be required to meet a Three (3) stage approval process as follows:

1. Submit course material and approval fee to approving body
 - a. Course material and outline reviewed
 - b. Feedback given to applicant
 - c. Arrange for approving body to attend pilot course (if tacit approval to proceed is given)
2. Pilot live course & feedback
 - a. Approving body attend pilot course, review delivery methods and outcomes
 - b. Feedback provided
 - c. Confirmation of all required amendments post-course provided by training provider
3. Confirmation of 'live' delivery
 - a. Feedback closely monitored and reported via the FORS training reporting portal
 - b. All feedback and attendance uploaded within Five (5) working days
4. Training approval issued under licence
 - a. Licence issued for a validity of Twelve (12) months
 - b. Feedback and training delivery performance monitored by approving body,
 - c. Licence renewal process re-commenced at the Tenth (10) month point to provide seamless delivery upon successful renewal

Monitoring of training and delivery quality

This will be verified by using varying methodology, such as mystery shoppers, gaining of qualitative evidence and obtaining feedback from attendees. In the event of unsatisfactory results/feedback, this will then be addressed with the provider, with the following potential sanctions being imposed:

1. Suspension of all further training delivery until recommendations have been actioned

Or, in the instances of more serious breaches of standards;

2. Removal of FORS approved training licence

Criteria for training delivery

The training can be delivered in a combination of delivery methods to cover the Seven (7) hours training as specified by the DVSA for Joint Approvals Unit Periodic Training (JAUPT) approval purposes. The course must be delivered in an interesting, creative and interactive way, using either VR, immersive or drama-based training or a combination of each - the training objectives and learning outcomes, along with the performance criteria are detailed below:

Annexes:

Annex 1 - WRRR training objectives and learning outcomes

Annex 2 – Risk Assessments – Trainer Competencies and Definitions

Annex 3 - Immersive interactive learning definitions and performance criteria

Annex 1 - WRRR training objectives and learning outcomes

Training objective - No 1

1. Appreciate how and why road space is changing to accommodate increasing levels of active travel (i.e. walking and cycling)

Learning outcomes

1.1 Describe city growth in population, construction activity and traffic

1.3 Explain why there is an increase in walking and cycling and why roads are changing to accommodate this

1.4 Explain the rules associated with new urban traffic designs

1.5 Explain how an increase in construction activity presents risk to other vulnerable road users (VRUs) on urban and/or rural roads

Performance conditions

This Training Objective shall be undertaken in differing learning environments. This means physically or virtually replicating scenarios that meet the Learning Outcomes.

Examples of immersive interactive learning are using physical interaction, group workshops, video content or alternative reality, drama based multi-media.

At least 15 minutes of the training module shall be either one of the above or a combination thereof.

Content

- Urban traffic and rural traffic
- Junction layout, use of Advanced Stop Lines (ASL)
- Use of cycle ways, segregated and non-segregated
- Potential and known hotspots - shoppers/school run/around schools
- Traffic flow and busy junctions, risks to all road users
- Sharing the road in urban and rural scenarios
- Cyclists/Pedestrians – recognising behaviours

- Weather
- Motorcyclists
- Low bridges
- Level crossings

Training objective – No 2

2 Identify the most vulnerable road users and how they interact with traffic

Learning objectives

2.1 Understand and be able to describe what makes a road user ‘vulnerable’

2.2 Understand and be able to describe different types of VRU and how they are likely to be present in various environments such as urban and/or rural road

2.3 Recognise the types of places where there may be high concentrations of VRUs and the importance of route planning

2.4 Understand and be able to explain why some VRUs may be unaware of you, your vehicle and the potential risks it poses

Performance conditions

This Training Objective shall be performed in differing learning environments. This means physically or virtually replicating scenarios that meet the Learning Outcomes.

Examples of immersive interactive learning are using physical interaction, group workshops, video content or alternative reality, drama based multi-media.

At least 15 minutes of the training module shall be either one of the above or a combination thereof

Content

- Risks to VRUs in urban and rural traffic
- Use of bridleways and potential risk when meeting traffic
- Horse riders and the risks

- Risks at level crossings to VRUs
- Risks of wild animals/livestock to vehicles
- Low bridges, potential risk to HGVs
- Agricultural machinery on urban roads
- Shoppers/School run
- Cyclists – recognising behaviours
- Weather – fog, road surfaces
- Dual carriageways/Motorways
- Motorcyclists

Training objective – No 3

3. Share the roads safely with others through applying defensive driving techniques

Learning objectives

- 3.1 Understand and be able to explain the hazards of driving on urban and/or rural roads and sharing the road with VRUs
- 3.2 Understand and be able to explain the role of the professional driver and how to deal effectively with conflict with other roads users
- 3.3 Understand and be able to describe the importance of space, road position, signalling and eye contact
- 3.4 Able to conduct a hazard perception commentary of a busy urban street and/or a quieter rural road
- 3.5 Able to describe hazard types and the hazard drill
- 3.6 Understand and describe techniques of defensive and advanced driving
- 3.7 Demonstrate defensive and advanced practical driving skills

Performance conditions

This Training Objective shall be performed in differing learning environments. This means physically or virtually replicating scenarios that meet the Learning Outcomes.

Examples of immersive interactive learning are using physical interaction, group workshops, video content or alternative reality, drama based multi-media.

At least 25 minutes of the training module shall be either one of the above or a combination thereof.

Content

- Understanding responsibilities towards VRUs
- Hazard drill and reading the road
- Consequences of actions
- Driver wellbeing
- Understanding the rules as a driver
- Highway Code
- Hazard perception training
- Road rage
- Defensive and advanced driving techniques

Training objective – No 4

4. Know the use and limitations of supplementary vehicle safety equipment and how to maintain its effectiveness.

Learning objectives

4.1 Understand and be able to explain the vehicle requirements of the FORS Standard and why they are important

4.2 Understand and be able to describe the blind spots on vehicles and how they can be minimised

4.3 Able to explain and execute the proper adjustment and use of close proximity mirrors

4.4 Knowledge and understanding of different types of vehicle safety technology and their various advantages and disadvantages

4.5 Able to describe and undertake the daily inspection and use of audible turn alarms

4.6 Able to describe and undertake the daily inspection, functionality and use of close-proximity sensors and camera monitoring systems

4.7 Knowledge and understanding of the health and safety offence associated with tampering, removing, misusing safety equipment

Performance conditions

This Training Objective shall be performed in differing learning environments. This means physically or virtually replicating scenarios that meet the Learning Outcomes. Examples of immersive interactive learning are using physical interaction, group workshops, video content or alternative reality, drama based multi-media.

At least 25 minutes of the training module shall be either one of the above or a combination thereof.

Content

- DVS requirements
- Daily walkaround checks
- Camera/sensor functionality
- Different safety systems
- Relevant legislation

Training objective – No 5

5. Gain first-hand experience as a vulnerable road user, through immersive interactive learning of VRU hazard awareness and recognise how VRUs may behave in different circumstances.

- a. Experience the viewpoint of other road users, particularly those that are most vulnerable such as pedestrians and cyclists
- b. Identify and predict hazards and hazardous situations in a range of live highway scenarios

- c. React to hazards and hazardous situations by applying anticipation, readiness and observation skills and a respect for other road users

5.1 Appreciate the consequences and emotional impact of a serious road traffic incident

Learning objectives

- Demonstrate control of a bike (as/if required)
- Understand the use of the road through the eyes of a VRU and what makes different users vulnerable
- Know how riders tackle challenging roads and traffic situations
- Understand different pedestrian behaviours and how they may react to situations around them
- Know how and when riders can pass queuing traffic
- Know and employ techniques for minimising the risk to VRUs
- Identify and react to hazardous road surfaces and changing road conditions
- Understand the experience of riders in moving traffic to improve
- Understand the physical and sociological affects of being involved in a collision/incident

Performance conditions

This Training Objective shall be performed in an immersive interactive learning environment. This means physically or virtually replicating scenarios that meet the Learning Outcomes.

Examples of immersive interactive learning are using virtual reality, drama based multi-media or on-cycle hazard awareness. At least 45 minutes of the training module shall be direct immersive interactive learning content.

Annex 2 – Risk Assessments – Trainer Competencies and Definitions

Risk assessment

Any health and safety risks presented by the immersive interactive learning environment shall be assessed and the control measures documented.

Participants shall be fully familiarised with training resources as part of the training, such as the correct handling of virtual reality headsets or demonstrating control of a bike.

Hazards to be considered should include, but are not limited to:

- Over stimulation
- Sensitive content
- Balance and stability
- Motion sickness
- Strain and tension (eyes, neck)
- Contamination and hygiene
- Participant disability and impairment
- Participant health and fitness

The risk assessment shall include (or refer to) the setup of the training environment including participant control, safety distances, rehydration, etc

Trainer competence

In addition to the existing competence requirements to deliver FORS Approved training, training staff shall be appropriately competent on any equipment used for the immersive experience.

This includes:

- On cycle training - Hold the National Standard Instructor qualification for cycle training

- Drama based multi-media – Good dramatic techniques and vocal presence with the ability to enter into another character and engage with participants
- Virtual reality – Informed, proficient and accepting in the use of virtual reality software and hardware technology
- Must be aware of the risks associated with using virtual reality software and competent in assessing delegates behaviour during delivery

Annex 3 - Immersive interactive learning definitions and performance criteria				
Training type	Definition	Instructor ratio¹	Equipment ratio²	Additional information
On cycle training	On cycle training is a programme based on the National standard for cycle training. It helps gain practical skills and understanding how cyclists ride on today's roads.	1:6	1:1	
360-degree training	360 Degree Training is a simulated scenario using recorded images and video using a headset to project a visual experience. Physical movements are limited to the head only. Physical movement can be restricted.	1:12	1:1	
Augmented Reality (AR) training	Augmented Reality Training is a simulated scenario using text, animation or images using a headset or glasses to project a visual experience. Images or information are layered over reality to provide a blended visual experience. Physical movements are not replicated. Physical movement is not restricted.	1:12	1:1	

Annex 3 - Immersive interactive learning definitions and performance criteria

<p>Mixed Reality (MR) training</p>	<p>Mixed Reality Training is a simulated scenario using text, animation, computer-generated images or video using a headset to project a visual and/or audio experience.</p> <p>Images or information are layered over reality to provide a blended visual experience. Physical movements are replicated in a virtual environment. Physical movement is not restricted.</p>	<p>1:12</p>	<p>1:1</p>	
<p>Virtual Reality (VR) training</p>	<p>Virtual Reality Training is a simulated scenario using computer-generated images using a headset to project a visual and/or audio experience. Physical movements are replicated in a virtual environment. Physical movement is not restricted.</p>	<p>1:12</p>	<p>1:1</p>	
<p>Drama-Based multi-media training</p>	<p>Drama-Based Training is an immersive experience using physical props, actors and/or sets to create a live action scenario. Delegates may or may not take part in the scenarios.</p>	<p>1:12</p>	<p>NA</p>	