Application process for FORS Approval of immersive interactive Work Related Road Risk (WRRR) training

Introduction

FORS Silver (S5) stipulates that WRRR training on road risk and the safety of vulnerable road users must be undertaken upon initial qualification and every five years. The mandated training requirements have been amended to permit WRRR training to be undertaken using differing training delivery methods, by completing:

1. A FORS Professional Safe Urban Driving (SUD) or Van Smart (VS) training course (as applicable to the vehicle type);
2. A 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.

Delivery method 3 - immersive interactive learning - may be delivered through:

- **Virtual Reality (VR) Training** – a simulated scenario using computer-generated images using a headset to project a visual and/or audio experience;
- **Immersive training** - 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 enables the learners to become completely immersed in the learning, creating a real time simulated scenario for training purposes;
- Or a **combination of the above**.

The training is required to cover the seven 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.

This guidance note also includes the following:

- Annex 1: The FORS approved training objectives and learning outcomes that the training is required to meet.
- Annex 2: Risk assessment and required trainer competencies.
- Annex 3: Immersive interactive learning definitions and delivery criteria.

Application/approval process

The application/approval process is as follows:

1. The applicant submits a completed application form and the supporting course materials to the approving body (**trainingapproval@fors-governance.org.uk**):
   - Application fees to be paid before the application is processed.
   - Course material is reviewed by the approving body and the non-VR elements assessed against the existing agreed training objectives/learning outcomes.
   - Feedback is given to the applicant, if necessary.
2. An 'Approvals Panel' is convened (virtually in the case of VR training) to assess the quality of the VR/Immersive elements of the course:
   - The panel is drawn from the current FORS Professional Development Working Group (PDWG) membership, consisting of any three members.
   - Panels are convened for each application and consist of any three members.

3. Once identified, the approving body provides the names and contact details of the Approvals Panel members to the applicant.
4. The Approvals Panel trials the VR/immersive elements of the training and assesses it against the agreed training objectives/learning outcomes:
   - In the case of VR training - the applicant arranges for relevant VR 'kit' to be delivered to the three confirmed members of the Approvals Panel and for an appropriate induction session to be provided.
   - Where VR is a complement to the course and not the only element - the applicant arranges for the members of the Approvals Panel to attend the training where it is being delivered.
   - In the case of Immersive training – the applicant arranges for the members of the Approvals Panel to attend the training where it is being delivered.
   - Following the trial, the applicant arranges for any VR kit to be collected from the members of the Approval Panel.
5. The Approvals Panel decision (and any feedback if relevant) is communicated to the applicant by the approving body. The aim is to provide a decision to the applicant no later than 35 working days from the initial date of application.

Key requirements

- The training provider must capture feedback from delegates post-training, regarding their perceptions and driver behaviour.
- All trainee feedback and attendance must be uploaded by the training provider to the freight portal within five working days of course delivery.
- Training provider delivery may be subject to a QA Audit by the approving body.

FORS-approved course status will be granted for a 12-month period. Renewal of FORS-approved course status should be commenced at the 10-month point, to enable it to be renewed before the FORS-approved status expiry date. Approvals Panel assessment will not be needed for renewal of FORS-approved status, if the course has not changed.

Quality Assurance

This will be verified in various ways, such as mystery shopping, qualitative information, and monitoring feedback. In the event of unsatisfactory results/feedback, this will then be addressed with the training provider, with the following potential sanctions being imposed:

- Suspension of all further training delivery until recommendations have been actioned;
- In the instances of more serious breaches of standards, removal of FORS Approved training status.

Annex 1: WRRR training objectives and learning outcomes

The relevant training objectives and learning outcomes, along with the performance criteria are detailed below.

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

Learning outcomes

- Describe city growth in population, construction activity and traffic
- Explain why there is an increase in walking and cycling and why roads are changing to accommodate this
- Explain the rules associated with new urban traffic designs
- 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 2: Identify the most vulnerable road users and how they interact with traffic

Learning outcomes

- Understand and be able to describe what makes a road user 'vulnerable'
- 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
- Recognise the types of places where there may be high concentrations of VRUs and the importance of route planning
- 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 3: Share the roads safely with others through applying defensive driving techniques

Learning outcomes

- Understand and be able to explain the hazards of driving on urban and/or rural roads and sharing the road with VRUs
- Understand and be able to explain the role of the professional driver and how to deal effectively with conflict with other roads users
- Understand and be able to describe the importance of space, road position, signalling and eye contact
- Able to conduct a hazard perception commentary of a busy urban street and/or a quieter rural road
- Able to describe hazard types and the hazard drill
- Understand and describe techniques of defensive and advanced driving
- 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 4: Know the use and limitations of supplementary vehicle safety equipment and how to maintain its effectiveness.

Learning outcomes

- Understand and be able to explain the vehicle requirements of the FORS Standard and why they are important
- Understand and be able to describe the blind spots on vehicles and how they can be minimised
- Able to explain and execute the proper adjustment and use of close proximity mirrors
- Knowledge and understanding of different types of vehicle safety technology and their various advantages and disadvantages
- Able to describe and undertake the daily inspection and use of audible turn alarms
- Able to describe and undertake the daily inspection, functionality and use of close-proximity sensors and camera monitoring systems
- 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 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.

- **Experience the viewpoint of other road users, particularly those that are most vulnerable such as pedestrians and cyclists**
- **Identify and predict hazards and hazardous situations in a range of live highway scenarios**
- **React to hazards and hazardous situations by applying anticipation, readiness and observation skills and a respect for other road users**

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

Learning outcomes

- 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 effects 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 assessment and trainer competencies

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 competences

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 (or replacement 1st4Sport qualification from 2024).
- 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 delivery criteria

Training type	Definition	Instructor: trainee ratio	Equipment ratio
On cycle training	On cycle training is a programme based on the National standard for cycle training. It helps gain practical skills and understanding of 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
Mixed Reality (MR) training	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. 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.	1:12	1:1
Virtual Reality (VR) training	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.	1:12	1:1
Drama-Based multi-media training	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.	1:12	n/a