



FORS
PROFESSIONAL
TRAINING, INFORMATION, KNOWLEDGE

Application for driver CPC course approval

Safe Urban Driving course
How to guide

The quality standard for all fleet operators

APPLICATION FOR DRIVER CPC COURSE APPROVAL - SAFE URBAN DRIVING COURSE - HOW TO GUIDE

Training Providers should use this guidance and information when applying to JAUPT for approval of the Safe Urban Driving Course. This guide DOES NOT APPLY to any other training courses nor will it be effective if you have added other modules for approval. The information in red will help you complete your application form.

Application for Driver CPC Course Approval

Section 1 - Approved Centre Details

1.1 - Name of approved Centre: The name of the Centre as shown on your Centre Approval letter and certificate

1.2 - Centre approval number (if known): The approval number as shown on your Centre Approval letter and certificate

1.3 - Proposed name of course: Safe Urban Driving

1.4 - Proposed approval start date: Enter the date you wish the training to start. Please note the proposed start date is an indication of when you would like the approval period to start; however, this cannot be guaranteed and JAUPT cannot be held responsible, should the approval period start after the date requested.

1.5 - Has this course been previously approved? This is applicable to your Centre having had the course previously approved.

If Yes - what was the course number? Submit the previous course number as shown on the course approval letter and certificate i.e. CRS00001/0002

If the course is modular how many 3.5hour modules are you submitting? Enter 0

Section 2: Course Details

2.1 - Sector(s) to which this course is to be delivered: LGV

2.2 - Training delivery location: Tick all 3 boxes

2.3 - Length of course (in hours): 7

2.4 - What is the anticipated driver/trainer ratio for this course?

Student to Trainer Ratios			
Theory	Maximum 24:1		
Practical	Up to 6 students, 1 Trainer	7-12 students, 2 Trainers	12+ students, 3 Trainers

2.5 - If this course is intended for delivery as part of another programme or qualification, please provide details. FORS Professional Training Programme and insert FORS Associate Number

2.6 - Subject area of the course (tick all that apply): 1.3a Managing Risks

2.7.1 - Course Summary. See Appendix 1 Example Course Summary which must also include a Route Map. Centres are to be aware that in the event of a Quality Assurance Audit taking place, on cycle practical element trainers must be able to communicate the route to the auditor. Ideally this will take the form of a copy of the route map and route details. The auditor is to be made aware of any changes to the route prior to setting out.

2.7.2 - Aims and objectives.

The following aims and objectives are to be submitted:

Aims

1. Appreciate how and why urban roads are changing to accommodate active travel
2. Share the roads safely with others by applying defensive driving techniques
3. Identify the most VRUs and how they interact with traffic
4. Hazard awareness and cyclist behaviour
5. Gain first-hand experience as a VRU through on-cycle training and recognise why cyclists behave the way they do

Objectives

- 1a) Describe city growth in population, construction activity and traffic
- 1b) Explain why there is an increase in walking and cycling and why roads are changing to accommodate this
- 1c) Explain the rules associated with new urban traffic designs

- 2a) Describe what makes a road user vulnerable
- 2b) List the types of VRUs
- 2c) Recognise the places where there may be high concentrations of VRUs and the importance of route planning
- 2d) Explain why some VRUs may be unaware of you, your vehicle and the potential risks

- 3a) Explain the hazards of driving on urban roads and sharing the roads with VRUs
- 3b) Explain the role of the professional driver and how to avoid conflict with other road users
- 3c) Describe the importance of space, road position, signalling and eye contact
- 3d) Describe hazard types and the hazard drill
- 3e) List the techniques of defensive driving and advanced driving
- 3f) Explain defensive driving and advanced practical driving skills

- 4a) Explain the vehicle requirements of the CLOCS standard and why they are important
- 4b) Describe the blind spots on vehicles and how they can be minimised
- 4c) Explain the proper adjustment and use of close proximity mirrors
- 4d) List the types of vehicle safety technology
- 4e) Describe the daily inspection and use of audible vehicle manoeuvring warnings
- 4f) Describe the daily inspection, functionality and use of close proximity sensors and camera monitoring systems
- 4g) Name the health and safety offence associated with tampering, removing or misusing safety equipment

- 5a) Demonstrate control of a bike
- 5b) Demonstrate where to ride on the road and the use and limitations of cycle infrastructure
- 5c) Tackle challenging roads and traffic situations
- 5d) Demonstrate how and when to pass queuing traffic
- 5e) Identify and react to hazardous road surfaces

2.7.3 - Trainer qualifications and fields of activity. The approved centre must guarantee that trainers have a sound knowledge of the most recent regulations and training requirements. As part of a specific selection procedure, the trainer must provide certification showing a knowledge of both the subject material and teaching methods. The required trainer competencies can be found in the current Safe Urban Driving Course Trainer Pack.

Section 3: Publication

3.1 - Would you like this course to be publicised on gov.uk website? This is entirely your choice?

Section 4: Payment

4.1 - Choose your method of payment and ensure the name, position and date boxes are completed.

4.2 - Application checklist. Ensure that only boxes, 1-4 and importantly box 6 has been ticked. **Only tick box 5 if you are submitting this course with additional modules.**

Section 5: Additional Requirements

In addition to the above, the most common issues identified during JAUPT Quality Assurance Audits are highlighted below:

Recording ID and attendance for DCPC purposes

Timings

Timings for a course should not be prepopulated but entered at the actual start and finish times.

ID requirements for DCPC purposes - check the identity of drivers

You must check the identity of all drivers using one of these forms of photo ID:

- a photocard driving licence
- a valid passport
- a digital tachograph card
- a driver qualification card (DQC)

Comments section

The attendance register should include a comments section to record if the course was not delivered to a driver because of the following reasons:

- their licence wasn't valid
- the driver didn't finish the course because they were unwell
- or other reasons, for example, the driver was late for the course and was turned away

Write the details of an identity check in the comments section.

Write 'Do not upload' if the driver didn't finish the course and cross through the record.

The attendance record should show when your course runs over 2 consecutive days or if 2 modules are taken each day.

Check the driving licence entitlement

You must check that all drivers have the right entitlement on their licence. Only drivers with large goods vehicle (LGV) or passenger carrying vehicle (PCV) entitlement can have periodic training recorded for them.

Course duration

Centres are reminded that to qualify for DCPC, 7 hours of training must be delivered to drivers.

Appendices:

Appendix 1 - Example Course Summary

Appendix 2 - Example Route Map

Reference Documents

1. Application for Driver CPC Course Approval, Version: October 2018
2. JAAPT Appraisal Criteria Course Application, Version: February 2018
3. Current Safe Urban Driving Course Trainer Pack

SAFE URBAN DRIVING COURSE - FREQUENTLY ASKED QUESTIONS

1. Why are TfL and the DVSA producing information and guidance on the application process for the Safe Urban Driving course?

Following a recent round of trainer audits, it was found that in the last 12 months, 21 out of 22 submissions for this course required additional information for one reason or another. Working together, TfL and the DVSA understand that standardised applications will save JAAPT Account Managers and you time and effort when appraising applications and maintain consistency throughout the training.

2. Where do most applications go wrong?

The majority of applications go wrong because the amount of information submitted isn't sufficient or the application hasn't been completed correctly. The main areas are; course summary, title of the products and the confirmatory statement.

3. Is my application guaranteed?

No not necessarily, but if you follow the guide and provide the additional documents and evidence required then there should be no reason why not.

4. Will JAAPT still carry out a Quality Assurance Audit on me?

For a number of reasons, JAAPT still have a commitment to carry out Quality Assurance Audits for centres and courses, therefore, depending on when your last audit was there is a possibility you could be audited. You may also be audited more than once.

5. Can I add modules to the Safe Urban Driving course content?

You can choose to add modules to the Safe Urban Driving course, such as, an adverse weather module, however, the application cannot then be submitted under the title of Safe Urban Driving or conditions of the submission detailed in this guidance.

Appendix 1 COURSE SUMMARY (EXAMPLE) - FORS PROFESSIONAL SAFE URBAN DRIVING COURSE

Course Description	<ol style="list-style-type: none"> 1. Appreciate how and why urban roads are changing to accommodate active travel 2. Share the roads safely with others by applying defensive driving techniques 3. Identify the most VRUs and how they interact with traffic 4. Hazard awareness and cyclist behaviour 5. Gain first-hand experience as a VRU through on-cycle training and recognise why cyclists behave the way they do
Trainer Names and/or Qualifications Experience Required	Full Category C Licence, no more than 3 penalty points. Driver Qualification Card (DQC). Recognised training qualification or Train the Trainer Course. SUD course qualification. Minimum 2 years of experience within a transport operation role. Detailed knowledge of FORS, CLOCS, and managing WRRR and how they factor into contracts.

Timing <i>In minutes</i>	Objectives/learning outcomes <i>e.g. What is the content that will be delivered. Please provide us with as much detail as possible</i>	Trainer Activities <i>e.g. What will the trainer be doing to show they are learning/participating</i>	Trainee Activities <i>e.g. What will the trainee be doing to show they are learning/participating</i>	Resources <i>e.g. Presentation, Student Notes, Practical activity Materials</i>	Location <i>e.g. Classroom, Yard, On Road, In Vehicle (please specify)</i>	Syllabus References Click here>
30 (not included within the 7 hours of training)	<p>Course registration and administration.</p> <p>Prior to start of course. Identity and eligibility checks conducted.</p> <p><i>Course start and finish timings to be input on the day and not prepopulated</i></p>	<p>Show the slide with the FORS logo on the screen as participants arrive and register.</p> <p>Check all licences, signatures and physical likeness of trainee.</p> <p>Follow the Centre procedure for checking trainee's identification</p>	<p>Provide Identification, sign attendance sheet</p>	<p>Presentation Registration Document Pens</p>	Classroom	N/A
10	<p>Welcome and introduction</p> <p>Health & safety briefing including fire evacuation procedures. Wellbeing e.g. toilet facilities, breaks, running times of the course.</p> <p>Fair Processing Notice (FPN).</p>	<p>As you open the course, show the next slide and welcome drivers.</p> <p>Also explain that today's course should be recorded as 'Other Work' if they are working on tachographs under European Union (EU) or domestic regulations</p> <p>Contributes to the 35 hours periodic training requirement that</p>	<p>Listen to the overview of the course</p> <p>Listen to the aims and objectives of the course</p>	<p>SUD Trainer Notes Presentation Participant Pack</p> <p>Pens FPN Notice</p>	Classroom	N/A

	<p>Aims and Objectives of the course.</p> <p>Establishing pre-existing knowledge of trainees (Ice breaker)</p>	<p>all drivers of heavy goods vehicles (HGVs) over 3.5 tonnes, buses, coaches and minibuses with more than eight passenger seats need to complete</p> <p>Say that there is more information about these points in the Participant Pack.</p> <p>Explain that this training focuses on the risks and hazards of driving HGVs in UK cities.</p> <p>Say that the course aims to equip participants with the knowledge and skills they need to share the road safely with vulnerable road users (VRUs), in particular pedestrians, cyclists and motorcyclists.</p> <p>Stress that the issue of HGV drivers and cyclists is a high-profile topic.</p> <p>Explain that SUD is the only training that encourages drivers to consider how their actions impact on cycle safety on busy urban roads and provides knowledge of how different road users may act in certain situations.</p> <p>Briefly run through the course programme for the two modules.</p> <p>Explain that SUD training is fully aligned to meet the requirements of:</p> <p>Construction Logistics and Community Safety</p> <p>(CLOCS) Standard</p> <p>Contractual Work Related Road Risk (WRRR)</p>	<p>Receive a copy of the FPN</p> <p>Take part in the ice breaker</p> <p>Participate in group discussion, demonstrations and activities, complete Participant Pack when required</p>			
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		requirements Fleet Operator Recognition Scheme (FORS) silver level				
50	Appreciate how and why urban roads are changing to accommodate active travel, i.e. walking and cycling	<p>Explain why there is an increase in walking and cycling and why roads are changing to accommodate this</p> <p>Explain the rules associated with new urban traffic designs</p>	<p>Listen to the description of city growth in population, construction activity and traffic</p> <p>Listen to and understand why there is an increase in walking and cycling and why roads are changing to accommodate this</p> <p>Watch the Video: The Mayors Vision</p> <p>Explain the rules associated with new urban traffic designs</p> <p>Participate in group discussion, demonstrations and activities, complete Participant Pack when required</p>	<p>SUD Trainer Notes Participant Pack Presentation</p> <p>Video: The Mayors Vision</p> <p>Flip Chart</p>	Classroom	3.9
45	Identify the most VRUs and how they interact with traffic	<p>Describe what makes a road user 'vulnerable'</p> <p>List the types of VRUs</p> <p>Explain the places where there may be high concentrations of VRUs and the importance of route planning</p> <p>Explain why some VRUs may be unaware of you, your vehicle and the potential risks</p>	<p>Listen to the description of what makes a road user 'vulnerable'</p> <p>Be able to list the types of VRUs in the Participant Pack</p> <p>Listen in order to recognise the places where there may be high concentrations of VRUs and the importance of route planning</p>	<p>SUD Trainer Notes Participant Pack Presentation Video: An Hour to Save a Life</p> <p>Quiz papers Pens</p>	Classroom	3.9

			<p>Listen as to why some VRUs may be unaware of you, your vehicle and the potential risks</p> <p>Watch the video: An Hour to Save a Life Take part in the Group Activity: Route planning and VRUs</p> <p>Participate in group discussion, demonstrations and activities, complete Participant Pack when required</p>			
15	BREAK	BREAK	BREAK	BREAK	BREAK	N/A
45	Share the roads safely with others by applying defensive driving techniques	<p>Explain the hazards of driving on urban roads and sharing the road with VRUs</p> <p>Explain the role of the professional driver and how to avoid conflict with other roads users</p> <p>Describe the importance of space, road position, signaling and eye contact</p> <p>Describe hazard types and the hazard drill</p> <p>List the techniques of defensive driving and advanced driving</p> <p>Explain defensive and advanced practical driving skills</p>	<p>Listen to the hazards of driving on urban roads and sharing the road with VRUs</p> <p>Listen and understand the role of the professional driver and how to avoid conflict with other roads users</p> <p>Watch the Video: Sharing the Road</p> <p>Describe the importance of space, road position, signaling and eye contact</p> <p>Watch the video: Test Your Awareness</p> <p>Participate in and conduct a hazard perception commentary of a busy urban street</p> <p>Listen to the hazard types and the hazard drill</p> <p>Take part in the Group</p>	<p>SUD Trainer Notes</p> <p>Participant Pack Presentation</p> <p>Video: Sharing the Road</p> <p>Video: Test Your Awareness</p>	Classroom	3.9

			<p>Activity: The Hazard Drill</p> <p>Group activity: Responsibilities of a professional driver</p> <p>Take part in the Group Activity: The 4 C's</p> <p>List the techniques of defensive driving and advanced driving Explain defensive and advanced practical driving skills</p> <p>Participate in group discussion, demonstrations and activities, complete Participant Pack when required</p>			
45	<p>Know the use and limitations of supplementary vehicle safety equipment and how to maintain its effectiveness</p>	<p>Explain the vehicle requirements of the CLOCS Standard and why they are important</p> <p>Describe the blind spots on vehicles and how they can be minimised</p> <p>Explain the proper adjustment and use of close proximity mirrors</p> <p>List the types of vehicle safety technology Describe the daily inspection and use of audible vehicle manoeuvring warnings</p> <p>Describe the daily inspection, functionality and use of close proximity sensors and camera monitoring systems</p> <p>Name the health and safety offence associated with</p>	<p>Be able to understand the vehicle requirements of the CLOCS Standard and why they are important</p> <p>Watch the video: What is the industry asking for?</p> <p>Take part in Group Activity: How do FORS and CLOCS fit together?</p> <p>Understand where the blind spots are on vehicles and how they can be minimised</p> <p>Listen to and explain the proper adjustment and use of close proximity mirrors</p> <p>Listen to the types of vehicle safety technology Take part in the Group</p>	<p>SUD Trainer Notes Participant Pack Presentation</p> <p>Video: What is the industry asking for?</p>	Classroom	3.9

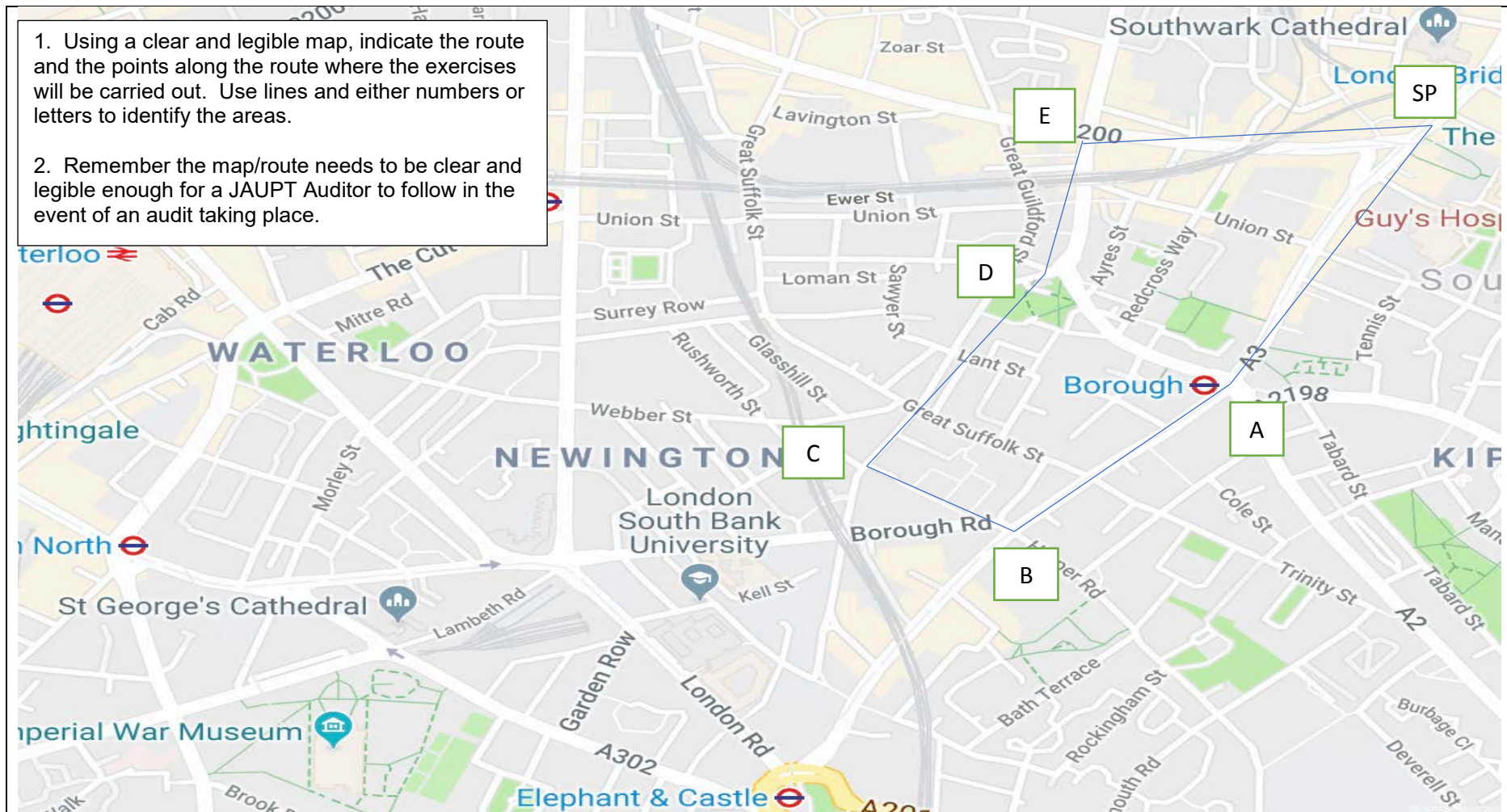
		tampering, removing or misusing safety equipment	<p>Activity: Types of Safety Equipment</p> <p>Listen and be able to describe the daily inspection and use of audible vehicle manoeuvring warnings</p> <p>Describe the daily inspection, functionality and use of close proximity sensors and camera monitoring systems</p> <p>Name the health and safety offence associated with tampering, removing or misusing safety equipment.</p> <p>Participate in group discussion, demonstrations and activities, complete Participant Pack when required</p>			
15	Summary and Evaluation	<p>Ask questions to confirm that drivers have achieved the topic objectives.</p> <p>Confirm that they can now:</p> <p>Describe city growth in population, construction activity and traffic?</p> <p>Explain why there is an increase in walking and cycling and why roads are changing to accommodate this?</p> <p>Explain the rules associated with new urban traffic designs?</p> <p>Finish this topic by summarising some of the key points of Topic 1</p>		SUD Trainer Notes Participant Pack	Classroom	N/A
30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	N/A

<p>(220)</p> <p>10</p>	<p>Gain first-hand experience as a VRU, through on-cycle hazard awareness, and recognise why cyclists behave the way they do</p>	<p>Welcome and introduction</p> <p>Safety briefing – including do’s and don’ts while out cycling</p> <p>How to choose PPE</p>	<p>Listen to the welcome and ask any questions</p> <p>Listen to the safety briefing and ask questions if anything isn’t understood</p> <p>Listen to the briefing on how to choose PPE</p>	<p>Student to instructor ratio as per guidance provided</p> <p>SUD Trainer Notes</p> <p>Exchanging Places Statement</p> <p>Safety Brief</p> <p>Risk Assessment</p> <p>Route Map</p> <p>Cycle, (one per student and instructor)</p> <p>Cycle Helmets</p> <p>High Visibility Vests/Jackets</p>	<p>Classroom/Yard/On road</p>	<p>3.9</p>
<p>10</p>		<p>Exchanging Places – driver attitude and perception</p> <p>Driver/cyclist interactions</p> <p>Common misconceptions about cycling</p>	<p>Listen and participate in the discussion about cyclists</p>			<p>3.9</p>
<p>(70)</p> <p>10</p> <p>20</p> <p>10</p> <p>10</p> <p>10</p> <p>5</p> <p>5</p>	<p>Introduction to active travel – driver fitness and health</p>	<p>Explain and demonstrate control of a bike</p> <p>Bike safety check</p> <p>Basic skills</p> <p>Using gears</p> <p>Emergency stop</p> <p>Observations and signaling</p> <p>Controlled cycling</p> <p>People and bike checks</p>	<p>Listen to the explanation and demonstrate control of a bike</p> <p>Watch what the other students are doing and provide feedback when asked questions</p>			<p>3.9</p>
<p>30</p>		<p>Explain and demonstrate where to ride on the road and the use and limitations of cycle infrastructure</p>	<p>Listen to the explanation and demonstrate where to ride on the road and the use and limitations of cycle</p>			<p>3.9</p>

			infrastructure. Discuss other students cycling			
40		Tackle challenging roads and traffic situations	Demonstrate how to tackle challenging roads and traffic situations			3.9
30		Explain and demonstrate how and when to pass queuing traffic	Demonstrate how and when to pass queuing traffic			3.9
20		Explain how to identify and react to hazardous road surfaces	Identify and react to hazardous road surfaces Participate in group discussion, demonstrations and activities, complete Participant Pack when required			3.9
10	Course Summary and evaluation	Read out the statement from the Course Summary section	Listen to the Course Summary Statement and provide feedback if required	SUD Trainer Notes Course Evaluation Form	Classroom	3.9
Not included within 7 hours of training	End of course procedure: lessons learned and optional quiz	Distribute quiz papers Initiate discussion	Complete quiz Participate in group discussion	SUD Trainer Notes Quiz paper	Classroom	N/A
420						

Appendix 2 FORS PROFESSIONAL SAFE URBAN DRIVING COURSE EXAMPLE ROUTE MAP

When submitting an application for course approval a copy of the intended route to be used is to be submitted. The following template provides an example of the detail required.



Item	Comments
Start/finish Point	
Total distance	
Total Time on route	

Example

The route card must include the exercises shown below. Depending on the route available and suitable locations, exercises 4, 5, and 6 can be carried out in any order. If you intend to have a short break, ensure that it is covered on the route card.

Serial	Training	Exercise	Location	Route	Comments	Time
1	Introduction to active travel, driver fitness and health	Bike safety check, basic skills, emergency stop, observations and signalling, controlled cycling, people and bike checks	Insert outdoor off-road training area with hard-standing or tarmac - SP	N/A	Insert comments that relate to what students are doing at this time	Insert allocated cycling and talk times
2	Hazard awareness and cyclist behaviour - L2	Ride to drill site	Where on the route you intend to start from and finish and the area where the exercise will be carried out – A	Insert planned route	Insert comments that relate to what students are doing at this time	Insert allocated cycling and talk times
3	Hazard awareness and cyclist behaviour - L2	On road journey	Where on the route you intend to start from and finish and the area where the exercise will be carried out – B	Insert planned route	Insert comments that relate to what students are doing at this time	Insert allocated cycling and talk times
4	Hazard awareness and cyclist behaviour - L2	Junction drills	Where on the route you intend to start from and finish and the area where the exercise will be carried out – C	Insert planned route	Insert comments that relate to what students are doing at this time	Insert allocated cycling and talk times

5	Hazard awareness and cyclist behaviour - L3	Negotiate Advanced Stop Line (ASL)	<p>Simply discuss ASLs if there is no suitable location within reasonable distance of the training location</p> <p>In this case, you could lead a different level 3 drill, for example negotiating roundabouts or changing lanes on a multi-lane road – D</p>	Insert planned route	Insert comments that relate to what students are doing at this time	Insert allocated cycling and talk times
6	Hazard awareness and cyclist behaviour - L3	Using a cycle lane	<p>Simply discuss using a cycle lane if there is no suitable location within reasonable distance of the training location</p> <p>In this case, you could lead a different level 3 drill, for example negotiating roundabouts or changing lanes on a multi-lane road – E</p>	Insert planned route	Insert comments that relate to what students are doing at this time	Insert allocated cycling and talk times
7	Hazard awareness and cyclist behaviour - L2	Return to Training Centre		Insert planned route		Insert cycle time
8						Total time