

Van Smart

Creating long-term behavioural change

Course Trainer Pack





Introduction

The Van Smart course trainer pack is part of a series of publications produced by Transport for London (TfL) to support the van sector in reducing work related road risk, improving safety and creating long-term behavioural change.

This training pack will provide all the information required; to prepare, deliver and administer Van Smart training courses.

What is Van Smart training?

Van Smart is a seven hour training course consisting two classroom-based theory modules and an on-cycle practical module.

Van Smart is DCPC accredited and fully aligned to meet the requirements of:

- Work Related Road Risk (WRRR)
- Fleet Operator Recognition Scheme (FORS) Silver level
- Construction Logistics & Cyclist Safety (CLOCS) Standard

Who should attend Van Smart training?

Van Smart is essential training for all van drivers, regardless of the area of operation, which will raise the levels of knowledge to enhance awareness of work related road safety, vulnerable road users and legal compliance matters relevant to the van sector.

The vast majority of van drivers are hard-working, reliable and dedicated individuals who look after their vans and are proud of their driving skills and their ability to share the road effectively with other users. However, because they are busy people, it is all too easy for some of them to forget some of the risks they may pose to themselves and vulnerable road users (VRUs) like pedestrians and cyclists. In London, vans cover 80 per cent of all road freight mileage, 10 per cent of road traffic incidents involve a van and 11 per cent of these incidents result in serious injury or fatality.





Contents

Section 1: Van Smart background and framework

About the Van Smart course trainer pack	1:1
Background to Van Smart training	1:3
Wider context of Van Smart training	1:4
Training objectives and learning outcomes	1:5
Van Smart course programme	1:7
Van Smart trainer competency	1:9
Frequently asked questions (FAQs)	1:13
References and further reading	1:15

Section 2: Trainer notes and lesson plans

Today's course	2:1
Welcome	2:5
Modules 1 and 2: In-class theory	
Lesson 1 – Prepare yourself	2:9
Lesson 2 – Check your vehicle	2:17
Lesson 3 – Plan your journey	2:23
Lesson 4 – Stick to the basics	2:31
Lesson 5 – Consider others	2:37
Lesson 6 – Act professionally	2:43
Closing session	2:57
Module 3: On-cycle practical	2:59
Before the module starts	2:60
Lesson 1 – Exchanging Places – driver attitude and perception	2:63
Lesson 2 – Introduction to active travel – driver fitness and health	2:66
Lesson 3 – Hazard awareness and cyclist behaviour	2:67



Course summary and evaluation	2:71
End of course procedure	2:71
Quiz papers and answer sheets	2:73

Section 3: Training administration

Driver CPC approval form	3:1
Joining instructions	3:7
Theory modules checklist	3:9
Theory modules risk assessment	3:11
Theory modules housekeeping and safety brief	3:15
Practical module checklist	3:17
Practical module risk assessment	3:19
Practical module safety brief	3:23
Participant registration	3:25
Driver licence/identity checks	3:27
Driver CPC overview	3:28
Fair processing notice	3:29
Course evaluation	3:30
Complaints procedure	3:35

Section 1

Van Smart

background and framework

- About the Van Smart course trainer pack
- Background
- Wider context of Van Smart training
- Van Smart training objectives and learning outcomes
- Van Smart course programme
- Van Smart trainer competency
- Frequently asked questions
- References and further reading

About the Van Smart course trainer pack

Purpose of the Van Smart trainer pack

This pack provides all the information and guidance for training providers to prepare, deliver and administer standard approved Van Smart training to the van sector on sharing the road safely with vulnerable road users (VRUs), reducing work-related road risks, on-cycle hazard awareness and to create sustainable behavioural change in the sector. The course trainer pack aims to:

- Provide a quality training resource to assist in the consistent delivery of Van Smart approved training courses across the UK
- Define the competency level, including qualifications, skills and experience, required by both theory and practical trainers
- Enable commercial and in-house training providers to subscribe to Van Smart training and offer the course as part of their standard training syllabus

Who is the pack for?

The Van Smart course trainer pack is for Driver Certificate of Professional Competence (CPC) training providers and in-house trainers within commercial fleet operators who:

- Intend to deliver Van Smart as part of their standard training syllabus
- Have completed the Van Smart Train the Trainer course

The course trainer pack can also be used by local authorities to promote Van Smart to local commercial fleet operators.

How should the course trainer pack be used?

This course trainer pack should be used to deliver Van Smart courses that are consistent with the Work Related Road Risk (WRRR) requirements, principles and objectives. The course trainer pack should only be used by trainers with relevant industry knowledge, skills and experience to deliver the course material.

The Van Smart course trainer pack is structured in three parts:

- Section 1 – Van Smart background and framework
- Section 2 – Trainer notes and lesson plans
- Section 3 – Training administration





Background

Increasing population

With the population of the UK expected to rise to 81 million by 2060, making the UK one of the most densely populated countries in Europe, our towns and cities are getting increasingly busy. A growing population means growing demand for places to live and work, and for leisure activities.

A growing population needs more goods and services to support it and these require transportation. In turn, this places considerable strain on already busy transport networks and this requires a change in travel behaviour and the types of transport that people use.

Increased van numbers

The number of vans has grown rapidly over the past decade and there are now nearly 3.3 million on the road. Van activity is predicted to double between 2010 and 2040. In London, vans account for 80 per cent of all road freight mileage. Vans are involved in 10 per cent of road traffic incidents in London and 11 per cent of these incidents result in serious injury or fatality.

More walking and cycling

The benefits of encouraging more active forms of travel, such as walking and cycling, are numerous: improving health and wellbeing, easing pressure on transport networks and reducing congestion and pollution.

Many UK cities and regional authorities are already promoting walking and cycling as healthy sustainable ways to travel. London has led the way, but eight Cycling Ambition Cities are now being funded by central Government to get more people cycling by improving and expanding cycle routes.

Cycling offers the fastest journey times and for some the most pleasant journey experience; hence it is an attractive mode of transport for many people. Transport for London (TfL) is aiming for five per cent of all journeys in London to be made by bike.

Changing cityscape

The increased numbers of people who cycle and walk in recent years has led to a change in London's cityscape to include pedestrian zones, cycle routes, chicanes, built-up areas, 20mph zones, speed bumps, school zones and rising bollards. Van drivers need to understand how their vehicle interacts with elements of London's cityscape and the appropriate driving techniques they should use to ensure they do their bit to increase safety for all users by sharing the roads safely with them.

In 2013, TfL and the Mayor of London published a document called *Safe Streets for London*. This acts as a road safety action plan; it sets out plans to reduce the number of people injured on our roads and includes a target of a 50 per cent reduction in people killed and seriously injured on London's roads by 2020.

Factors that increase the risk of incidents

There are a number of factors that increase the chance of an incident including vehicle breakdowns, excessive driving hours, insufficient driver breaks, not using defensive driving techniques, non-essential journeys, traffic jams, inefficiently planned or excessive delivery workload, and inexperienced or young drivers needing additional training.

MOT failures are higher for vans than HGVs. This means that a high number of vans are not roadworthy. 24 per cent of van operators have no knowledge of the Domestic Drivers' Hours rules. The percentage use of mobile phones while driving is almost twice as high for van drivers as car drivers.

Fleet operators and their clients are realising the value and necessity of taking ownership of WRRR – and Van Smart is another initiative from TfL that will help them to improve their safety record.



Wider context of Van Smart training

Van Smart training forms part of a range of road safety initiatives. It provides a default training solution that meets the requirements of:

- Construction Logistics and Cyclist Safety (CLOCS) Standard
- Contractual WRRR requirements
- Fleet Operator Recognition Scheme (FORS) silver level

Construction Logistics and Cyclist Safety (CLOCS)

The CLOCS programme represents a united response to road safety across the construction industry and a greater social responsibility, which aims to save lives.

CLOCS aims to achieve a change in the way the construction industry manages WRRR. This is being achieved by:

- Improving vehicle safety through design and manufacture of safer new vehicles and fitment of appropriate safety equipment to existing vehicles
- Addressing the imbalance in the industry by ensuring road safety is considered as important as health and safety on construction sites
- Encouraging wider adoption of best practice across the construction logistics industry by developing a common national standard and a new road safety culture

Implemented by construction clients through contracts, the CLOCS Standard provides a framework that enables ownership in managing road risk which can be adhered to in a consistent way by fleet operators.

Managing WRRR

Organisations such as TfL, local authorities and major construction projects such as Crossrail are using their buying power to ensure that all fleet operators working for them take measures to manage road risk. These organisations have mandated in all contracts that all suppliers and subcontractors adhere to WRRR contractual requirements. These requirements include:

- Meeting best practice standards such as FORS bronze accreditation
- Engaging with staff to improve their driving standards and professionalism
- Complying with the law and contractual requirements
- Recognising why and knowing how the streetscape in London is changing to improve the safety of VRUs
- Reporting and analysing collisions

Failure to meet these requirements is a potential breach of contract. Vehicles could be turned away from site and registered as a failed delivery.

Fleet Operator Recognition Scheme (FORS)

FORS is a voluntary accreditation scheme developed by TfL to help improve operators' performance in key areas – safety, fuel efficiency, economical operations and vehicle emissions.

FORS accreditation is a nationally recognised credential, giving assurance to existing and potential clients that operators are high performing, adhere to good practice and run a quality transport operation. It enables clients to take ownership of road risk within their supply chain by specifying FORS accreditation in the procurement process.



Training objectives and learning outcomes


Training objective		Learning outcomes
1	State the rules regarding driver licensing and training	<ul style="list-style-type: none"> Identify which vehicles they are permitted to drive with their current licence
2	List the key guidelines regarding fitness to drive	<ul style="list-style-type: none"> Explain how to remain physically and mentally fit to drive a commercial vehicle Describe how to adapt their vehicle for maximum safety and comfort
3	Specify the law relating to drivers' hours and breaks	<ul style="list-style-type: none"> State the rules on drivers' hours and taking breaks
4	Explain how to ensure that their vehicle is roadworthy	<ul style="list-style-type: none"> Explain the daily walkaround checks they need to carry out to ensure that a vehicle is clean, roadworthy and safe to drive
5	Describe safe loading procedures and what makes a load safe	<ul style="list-style-type: none"> Say how to load and unload a vehicle safely, securely and legally
6	Explain why journey planning is important and how to plan a journey effectively	<ul style="list-style-type: none"> Explain the need for journey planning before setting out, taking account of contractual restrictions Say how to plan a journey effectively Identify opportunities for switching off their engines to save fuel and improve air quality
7	Identify the importance of observing the basic safety rules for van drivers	<ul style="list-style-type: none"> Explain the basic principles of road safety State why tailgating is dangerous and illegal Identify the main items inside the cab that could distract them when driving
8	State the speed limits on different types of roads	<ul style="list-style-type: none"> State the speed limits for the types of vehicles that they drive
9	Explain why some other road users feel vulnerable and what would make them feel safer	<ul style="list-style-type: none"> Identify the most vulnerable road users Say why these vulnerable road users feel vulnerable Explain what they can do to help vulnerable road users feel less vulnerable
10	Identify the characteristics of a professional driver	<ul style="list-style-type: none"> Share the road and behave courteously with other road users Keep accurate records to ensure continuous improvement



11	Explain how defensive driving can help them to identify and avoid hazards	<ul style="list-style-type: none">• Perceive and anticipate hazards that may arise in urban environments
12	Gain first-hand experience as a vulnerable road user (VRU) through on-cycle hazard awareness and recognise why cyclists behave the way they do	<ul style="list-style-type: none">• Demonstrate control of a bike• Demonstrate where to ride on the road and the use and limitations of cycle infrastructure• Tackle challenging roads and traffic situations• Demonstrate how and when to pass queuing traffic• Identify and react to hazardous road surfaces








Van Smart course programme

Activity	Duration	Indicative timing
Registration and driving licence check	 30 mins	08.00-08.30









Module 1 – Plan and prepare

Activity	Duration	Indicative timing
Welcome and icebreaker	 10 mins	08.30-08.40
Lesson 1: Prepare yourself	 40 mins	08.40-09.20
Lesson 2: Check your vehicle	 30 mins	09.20-09.50
Lesson 3: Plan your journey	 35 mins	09.50-10.25
Break	 15 mins	10.25-10.40










Module 2 – Operate professionally

Activity	Duration	Indicative timing
Module 2 objectives	 5 mins	10.40-10.45
Lesson 4: Stick to the basics	 45 mins	10.45-11.30
Lesson 5: Consider others	 20 mins	11.30-11.50
Lesson 6: Act professionally	 40 mins	11.50-12.30
Summary and evaluation	 5 mins	12.30-12.35
Optional quiz	 10-20 mins	



Module 3 – On-cycle practical

Activity	Duration	Indicative timing
Welcome and objectives	 10 mins	13.10-13.20
Lesson 1: Exchanging places – driver attitude and perception	 20 mins	13.20-13.40
Lesson 2: Introduction to active travel – driver fitness and health	 70 mins	13.40-14.50
Lesson 3: Hazard awareness and cyclist behaviour	 120 mins	14.50-16.50
Module 3 summary and evaluation	 10 mins	16.50-17.00

Total training time

7 hours (420 minutes)



Van Smart trainer competency

Introduction

The competency of instructional staff is paramount in ensuring a consistent quality of training delivery. There is specific knowledge and skills required of both theory and practical module trainers. Instructional staff delivering Van Smart training need to evidence how their knowledge and skills fulfil the competencies. Evidence of training may be in the form of a certificate or inclusion on a recognised training register. Specific guidance for instructor training necessary to deliver Van Smart and qualifications needed to deliver Train the Trainer courses is included in this section.

Best practice

Instructional staff should strive to complete career professional development training for both modules.

Competencies

Modules 1 and 2 – In-class theory

- Hold a valid full category B licence
- Have no more than three driving licence penalty points
- Hold a Driver CPC – Driver qualification card
- Have undertaken the Van Smart training course and associated e-learning
- Have at least two years' experience in transport operations
- Have knowledge of CLOCS, FORS and managing WRRR in contracts
- Have knowledge of the national standard for cycle training
- Have undertaken an approved Van Smart Train the Trainer course

Module 3 – On-cycle practical

- Hold a valid full category B driving licence
- Have no more than three driving penalty points
- Hold the National Standard Instructor qualification for cycle training
- Have undertaken the Van Smart or Safe Urban Driving course (the on-cycle practical is the same for both these courses)
- Have at least 35 hours' experience of cycle training delivery
- Have knowledge of CLOCS, FORS and managing WRRR in contracts
- Have knowledge of the Driver CPC
- Have undertaken an approved national standard for cycle training Train the Trainer course



Guidance for types of evidence

Modules 1 and 2

Competency	Evidence
Hold a full category B licence	Valid driving licence
Have no more than three driving licence penalty points	DVLA licence checking service
Hold a Driver CPC – Driver qualification card (authority discretion)	Complete 35 hours of periodic training – valid driver qualification card
Have undertaken the Van Smart course and associated e-learning	Certificate of an approved course/inclusion on a recognised training register
Have at least two years' experience in transport operations	Your CV/references from industry professionals
Have knowledge of CLOCS, FORS and managing WRRR in contracts	Member of an industry body/subscription to industry publications/receive CLOCS/FORS e-news
Have knowledge of national standards for cycle training	Authority discretion
Have undertaken an approved Van Smart Train the Trainer course	Certificate of an approved course

Module 3

Competency	Evidence
Hold a full category B licence	Valid driving licence
Have no more than three driving licence penalty points	DVLA licence checking service
Hold the National Standard Instructor qualification for cycle training	Certificate of an approved course
Have undertaken the Van Smart course	Certificate of an approved course/inclusion on a recognised training register
Have at least 35 hours' experience of cycle training delivery	<ul style="list-style-type: none"> • Assessment of prior learning – for instance, provide evidence of completed training of adults at level one, two and three in a busy urban environment • A minimum of supporting five Safe Urban Driving or Van Smart courses before instructor training organisation (ITO) sign off

Competency	Evidence
Have knowledge of CLOCS, FORS and managing WRRR in contracts	<ul style="list-style-type: none"> • Member of an industry body • Subscription to industry publications • Receive CLOCS/FORS e-news
Have knowledge of the Driver CPC	Authority discretion
Have undertaken an approved national standard for cycling Train the Trainer course	Certificate of an approved course

Recognised course programme – Train the Trainer courses

Approved courses will be recognised by FORS.

Courses should focus on improving the knowledge and skills of trainers to deliver consistent training.

The qualifications needed to deliver Train the Trainer courses are:

- **In-class theory** – Recognised instructional qualification
- **On-cycle practical** – Registered ITO

In-class theory

Objective	Learning outcomes
1 Know the rules associated with delivery of approved Driver CPC training and how to record training hours on the recording and evidencing system	<ul style="list-style-type: none"> • Explain the reasons why identity and previous training checks are needed • Describe the rules associated with recording training hours • Demonstrate how to complete a course registration form
2 Appreciate how the training instruction pack and the associated e-learning is structured and how it supports the training	<ul style="list-style-type: none"> • Explain how each section supports the training journey • List the supporting documents/appendices in the pack
3 Improve training techniques to address diverse learning needs	<ul style="list-style-type: none"> • Deliver a timed lesson/breakout session demonstrating trainer qualities • Demonstrate a variety of suitable training methods to support learner development • List the resources/techniques used for lesson confirmation



On-cycle practical

Objective		Learning outcomes
1	Manage challenging behaviour – negative and positive	<ul style="list-style-type: none">• Describe conflict reduction techniques (troubleshooting)• Understand core issues and be able to manage balanced discussions around road tax, cyclists' positioning, insurance, helmets, etc
2	Know the publications and schemes supporting freight in London	<ul style="list-style-type: none">• List the publications and explain which areas they support• Describe what the WRRR requirements are and how CLOCS/FORS can demonstrate operators meet the requirements• Understand how Van Smart focuses on driver outcomes and how these differ from National Standard outcomes
3	Conduct (cycle) training session – both theory and practical	<ul style="list-style-type: none">• Deliver a timed theory lesson/breakout session demonstrating trainer qualities• Conduct practical cycling lessons at levels one, two and three focusing on driver outcomes



Frequently asked questions (FAQs)

These FAQs are to help trainers answer some of the questions that are commonly asked during the Van Smart training. If you have any additional questions please email freight@tfl.gov.uk.

Why is Van Smart training important?

Cities across the UK are becoming increasingly busy, with a diverse range of traffic on the roads. Population growth, leading to more development and construction, alongside a big rise in the number of cyclists and pedestrians is increasing the risk of collisions on busy urban roads.

Van Smart training teaches drivers how to spot VRUs (such as pedestrians, motorcyclists and cyclists), understand how they interact with other traffic and how driving defensively can help to keep all road users safe. Driver training, such as Van Smart training, is now specified in WRRR contract clauses for some clients including TfL, Crossrail and some local authorities.

What is being done about cyclists?

All road users need education on the importance of considerate, responsible behaviour and road sense, and must follow the Highway Code in order to make the roads safe for everyone. Transport authorities and local authorities are working with the cycling community to educate cyclists of the hazards of cycling on busy urban roads.

Specific initiatives aimed at cyclists include Exchanging Places, run by TfL, which gives cyclists the opportunity to see the road from the driver's seat of an HGV, highlighting the blind spots that exist on this type of vehicle. Training for cyclists is also available, through local authorities and business workplace cycling schemes, to educate cyclists about the risks they face and raise awareness of the kind of incidents

that commonly lead to cyclists being killed or seriously injured.

Enforcement by the police is also taking place in cities to make sure that all road users (including cyclists) follow the Highway Code, tackling offences such as cycling without lights, running red lights and using the phone while driving or cycling.

Why don't cyclists have to wear helmets?

Research has been inconclusive in showing any benefit in wearing cycling helmets to safety.

Why don't cyclists pay road tax?

Road tax was abolished in 1937. Cars and lorries pay Vehicle Excise Duty (VED). VED is based on the size of engine and emissions and so bicycles, as ultra-low emission vehicles, are exempt. The Chancellor's recent announcement of reforms to VED will not change the charge for cyclists as they will continue to be exempt due to their zero emissions.

All tax-payers pay for roads as the majority of roads are funded by local councils, who get their money from central government, council tax and business rates. It is also worth noting that many cyclists also own a car and therefore may well pay VED.

How are the roads being designed to improve safer cycling?

Local authorities and transport authorities, such as TfL, are investing in improving cycling infrastructure and developing new designs to improve cycle safety in our cities.

These improvements include deeper advanced stop line (ASL) boxes, marking cycle lanes through junctions and segregating cycle lanes.



Why should I do the training if it isn't mandatory?

Because vans account for 80 per cent of all road freight mileage across the Capital. They are involved in 10 per cent of road traffic incidents and 11 per cent of these incidents result in serious injury or fatality. As a professional driver, you can never rely on other road users to behave as they should. This course both recognises, enhances and endorses your status and responsibilities as a professional driver. Finally, driver training courses like Van Smart is specified in WRRR contract clauses for some clients including TfL, Crossrail and some local authorities.

What are the benefits of having a FORS accreditation?

FORS accreditation shows that an organisation is committed to safety and efficiency. FORS accreditation is an easy way for fleet operators to show their customers that they meet a quality standard in safety, efficiency and environmental impact of their fleet operations. Some organisations will only work with fleet operators who have a minimum accreditation of FORS bronze.

What is the difference between FORS and CLOCS?

FORS and CLOCS are leading the way in ensuring that road safety is considered as important as workplace health and safety.

FORS is an accreditation scheme for road freight operators and allows operators to show that they meet a quality standard.

CLOCS allows construction clients to take ownership of managing road risk throughout their supply chain by demanding road safety measures, set out in the CLOCS Standard, as part of their contract with fleet operators.

CLOCS and FORS work together; FORS accreditation is the way fleet operators show they fulfil the requirements of the CLOCS Standard.

What is WRRR?

Organisations such as TfL, Crossrail and construction clients signed up to the CLOCS Standard have implemented an initiative to ensure that all businesses working for them take measures to manage road risk. These organisations have mandated in all new and existing contracts that suppliers and subcontractors adhere to WRRR contractual requirements.

TfL's own WRRR requirements include:

- Safe Urban Driving training
- Approved driver training
- Accreditation to FORS
- Enhanced vehicle safety equipment
- Regular DVLA licence checking
- Collision and incident reporting

Failure to meet these requirements could result in vehicles being turned away from TfL sites and could be considered a breach of contract.



References and further reading

[Better By Cycle – Greater Manchester’s Cycle City Programme: Transport for Greater Manchester](#)

[Bikeability delivery guide: Department for Transport \(DfT\)](#)

[Bristol Cycle Strategy: Bristol City Council](#)

[City Deals - Guidance on Applications for Cycle City Ambition Grants: DfT](#)

[CLOCS Standard for construction logistics: Managing work related road risk: CLOCS](#)

[CLOCS Compliance Toolkit: CLOCS](#)

[CLOCS Guide – Managing driver training and licensing: CLOCS](#)

[CLOCS Guide – Managing work related road risk in contracts: CLOCS](#)

[CLOCS Guide – Vehicle safety equipment: CLOCS](#)

[CLOCS Toolkit – Managing collision reporting and analysis: CLOCS](#)

[Cycle Safety Action Plan: TfL Cycle Safety Toolkit](#)

[Delivering a road freight legacy: TfL](#)

[FORS standard: FORS Community Partnership](#)

[Pedestrian Safety Action Plan: TfL](#)

[Road accidents and safety statistics: DfT](#)

[Royal Society for the Prevention of Accidents \(RoSPA\)](#)

[Safe Streets for London: TfL](#)

[The Highway Code: Her Majesty's Stationery Office \(HMSO\)](#)

[Tour de France legacy report: Leeds City Council](#)

[Van Excellence](#)

[Van Smart Manager Toolkit and Driver Handbook: FORS Community Partnership](#)

[Work Related Road Risk \(WRRR\) requirements: TfL](#)





Section 2

Trainer notes and lesson plans

- Today's course
- Modules 1 and 2: In-class theory
 - Welcome and Lesson 1: Prepare yourself
 - Lesson 2: Check your vehicle
 - Lesson 3: Plan your journey
 - Lesson 4: Stick to the basics
 - Lesson 5: Consider others
 - Lesson 6: Act professionally
- Module 3: On-cycle practical
 - Welcome and Lesson 1: Exchanging Places – driver attitude and perception
 - Lesson 2: Introduction to active travel – driver fitness and health
 - Lesson 3: Hazard awareness and cyclist behaviour
- Course summary and evaluation
- End of course procedure
- Quiz papers/answer sheets

Today's course

This training module forms part of our Van Smart initiative, a programme that aims to reduce work-related road risks and create long-term behavioural change in the van sector.

Preparation

It is recommended you have an approved course training pack with you at the training, including a printout of the presentation slides, to minimise potential disruption in the unlikely event of hardware (IT) failure occurring.

All supporting films are embedded in the presentation in mp4 format and are click to play. These should play without issue in PowerPoint 2013 and above, however they may not play without additional drivers/software in older versions of PowerPoint.

To preserve the integrity of the training and maintain consistent delivery, the presentations are password-protected. If you experience any issues with any aspect of the presentations, please email freight@tfl.gov.uk.

Before the course starts

1. Discuss health and safety issues with the venue co-ordinator, including emergency assembly areas, external break areas and toilet facilities.
2. If there are any visually or hearing-impaired participants in the group, find out whether or not they have any special requirements. Do this discreetly to respect any sensitivity.
3. Note the parts of the session that require participants to work in groups. Depending on numbers, the composition of the full group and the time available, you may decide to ask participants to form small sub-groups to tackle activities, topics or questions, or deal with these activities in the full group. In this case, simply encourage participants to volunteer answers or ideas – and note these on the flipchart.



Course objectives

At the end of the course, participants will be able to:







- State the rules regarding driver licensing and training
- List the key guidelines regarding fitness to drive
- Specify the law relating to drivers' hours and breaks
- Explain how to ensure that their vehicle is roadworthy
- Describe safe loading procedures and what makes a load safe
- Explain why journey planning is important and how to plan a journey effectively
- Identify the importance of observing the basic safety rules for van drivers
- State the speed limits on different types of roads
- Explain why other road users feel vulnerable and what would make them feel safer
- Identify the characteristics of a professional driver
- Explain how defensive driving can help them to identify and avoid hazards
- Gain first-hand experience as a vulnerable road user (VRU) through on-cycle hazard awareness and recognise why cyclists behave the way they do














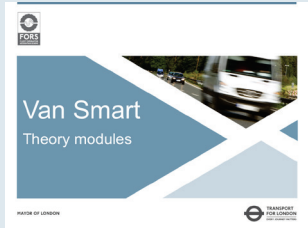
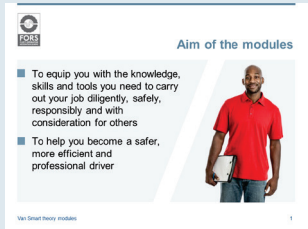
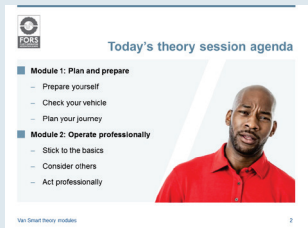
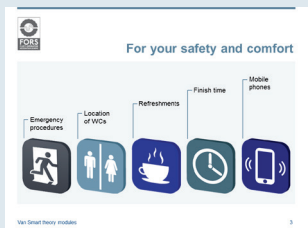
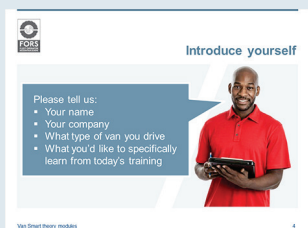
Modules 1 and 2: In-class theory – timetable

Time	Activity
 10 mins	Welcome, module 1 objectives and icebreaker
 40 mins	Lesson 1: Prepare yourself <ul style="list-style-type: none">• Driver licensing• Fitness to drive• Drivers' hours and breaks• Personal safety• Knowing your vehicle
 30 mins	Lesson 2: Check your vehicle <ul style="list-style-type: none">• Which documents do you require?• Walkaround checks• Safe loads and loading
 35 mins	Lesson 3: Plan your journey <ul style="list-style-type: none">• Journey planning• Loading and unloading• Anti-idling
 15 mins	Break
 5 mins	Module 2 objectives



Time	Activity
 <p>45 mins</p>	<p>Lesson 4: Stick to the basics</p> <ul style="list-style-type: none"> • Safety – the basics • In-cab distractions • Speed limits • Safe use of in-vehicle technology • Tailgating
 <p>20 mins</p>	<p>Lesson 5: Consider others</p> <ul style="list-style-type: none"> • Showing respect to other road users • Sharing the road • Vulnerable road users' behaviour
 <p>40 mins</p>	<p>Lesson 6: Act professionally</p> <ul style="list-style-type: none"> • What makes a professional driver? • Changing trends • Professional behaviour • Characteristics of a professional driver • Anticipating hazards • Record keeping
 <p>5 mins</p>	<p>Summary and evaluation</p>
 <p>10-20 mins</p>	<p>Modules 1 and 2 optional quiz</p>
<p>3.5 hours</p>	<p>Total training time</p>



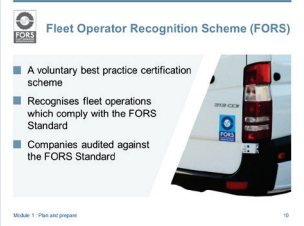
Welcome

Key	Method	Resources
<p data-bbox="167 275 295 304">Welcome</p>   <p data-bbox="240 461 331 492">2 mins</p>	<p data-bbox="432 275 948 306">Welcome drivers to the training course.</p> <p data-bbox="432 320 572 351">Facilitator:</p> <ul data-bbox="440 387 1134 837" style="list-style-type: none"> <li data-bbox="440 387 1023 421">• Welcome the group and introduce yourself <li data-bbox="440 454 1118 524">• Briefly outline the agenda and aims of the training event <li data-bbox="440 560 1134 667">• Go through 'For your safety and comfort' slide (emergency procedures, WCs, refreshments, finish time, mobile phones) <li data-bbox="440 701 1107 734">• Get participants to introduce themselves – briefly <li data-bbox="440 768 1054 837">• Ask for any questions or concerns, and try to resolve 	<p data-bbox="1173 275 1267 306">Slide 0</p>  <p data-bbox="1173 566 1267 598">Slide 1</p>  <p data-bbox="1173 857 1267 889">Slide 2</p>  <p data-bbox="1173 1149 1267 1180">Slide 3</p>  <p data-bbox="1173 1440 1267 1471">Slide 4</p> 



Key	Method	Resources
<p>Module 1 objectives</p>   <p>1 min</p>	<p>Show the Module 1 title slide and then move on to tell participants about the module objectives:</p> <ul style="list-style-type: none"> • State the rules regarding driver licensing and training • List the key guidelines regarding fitness to drive • Specify the law relating to drivers' hours and breaks • Explain how to ensure that your vehicle is roadworthy • Describe safe loading procedures and what makes a load safe • Explain why journey planning is important and how to plan a journey effectively 	<p>Slide 5</p>  <p>Slide 6</p> 
<p>Ice breaker: Myths about driving</p>    <p>5 mins</p>	<p>The slides show some common myths about the nature of safe driving.</p> <ul style="list-style-type: none"> • Show each item on the two slides one by one and ask the group to say and/or raise their hands if they agree or disagree with the statements as they come up • Show the 'myth' statement again, saying whether each is true or false and explaining why as you go • See slide notes for the answers • Follow with a discussion about these commonly held misconceptions 	<p>Slides 7 and 8</p>  
<p>Driver handbook</p>   <p>1 min</p>	<p>Tell participants that from time to time you will refer to the Driver Handbook which contains most of the points they will be hearing and discussing today. They should have a copy of the Handbook in front of them.</p> <p>Mention that you will also refer them to the Highway Code, which they may want to review after attending the training event!</p>	<p>Slide 9</p>  <p>Driver Handbook Highway Code</p>



Key	Method	Resources
<p>Fleet Operator Recognition Scheme (FORS)</p>   <p>1 min</p>	<p>Tell them that you will also refer to the FORS Standards from time to time. Explain what FORS is, with the help of the slide and the slide notes.</p> <p>Mention also the contractual requirements for Transport for London (TfL) suppliers regarding work-related road risk and the WRRR Standard.</p>	<p>Slide 10</p>  <p>Slide notes</p>



Lesson 1: Prepare yourself

Professional drivers need to be fit, healthy and qualified to drive their vehicles. This means that they need to look after themselves and hold a full and current driving licence that is valid in the UK. They need to avoid drinking and taking drugs or tablets just before or while driving because this could affect their own safety and that of other road users. In addition, it is illegal to be in charge of a vehicle while under the influence of alcohol or drugs – and the consequences of doing so could be serious and lasting.

This lesson aims to develop drivers' awareness of the different ways in which they can prepare themselves for professional driving.



Lesson 1 objectives

At the end of the lesson, participants will be able to:

- State the rules regarding driver licensing and driving
- List the key guidelines regarding fitness to drive
- Specify the law relating to drivers' hours and breaks



Lesson 1 learning outcomes

Participants will be able to:

- Identify which vehicles they are permitted to drive with their current licence
- Explain how to remain physically and mentally fit to drive a commercial vehicle
- State the rules on drivers' hours and taking breaks
- Describe how to adapt their vehicle for maximum safety and comfort



Key learning points

The importance of:

- Having the correct licence and training for your van and your job
- Being physically and legally fit to drive
- Observing the rules regarding hours and breaks
- Knowing the latest Highway Code rules
- Being aware of any contractual obligations and company road safety policies
- Being familiar with the van you're going to drive



Timing

- 40 minutes

It is important to stick to the timings detailed in the lesson plan.




Further information

Refer to the following documents and/or links for more information.



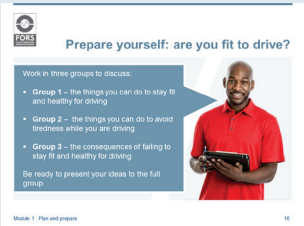
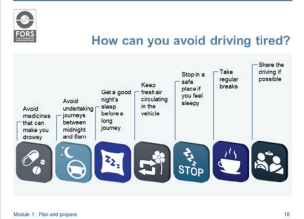
- Fitness to drive: Gov.uk
www.gov.uk/current-medical-guidelines-dvla-guidance-for-professionals
- Royal Society for the Prevention of Accidents (RoSPA)
www.rosipa.com/
- Healthy eating: NHS Choices
www.nhs.uk/livewell/healthy-eating/Pages/Healthyeating.aspx
- Health and Safety Executive
www.hse.gov.uk/






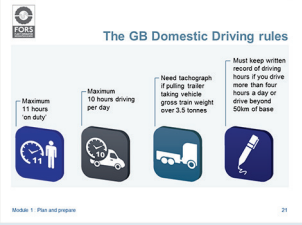






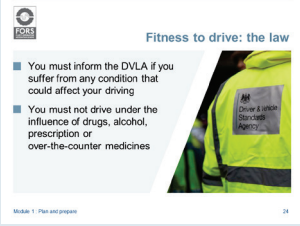
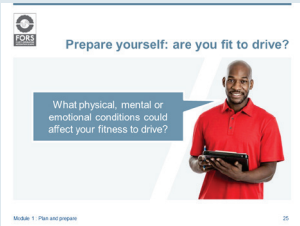


Suggested process




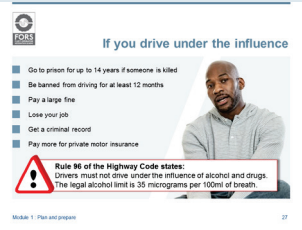
Key	Method	Resources
<p>Introduction</p>  <p>1 min</p>	<p>Show the title slide and explain why it is vital for professional drivers to prepare themselves for safe and efficient driving. Say that you are going to cover the different ways in which drivers can prepare themselves.</p>	<p>Slide 11</p> 
<p>Driving licence</p>  <p>8 min</p>	<p>Explain that an important aspect of being prepared to drive is simply knowing what type of licence they have, and which vehicles they are entitled to drive. Show Slide 12 and ask:</p> <ul style="list-style-type: none"> • What type of driving licence do you have? • Which types of vehicles are you entitled to drive with this licence? <p>Refer participants to Section 1.5 of the Driver Handbook which provides more information on licence categories.</p> <p>Show Slide 13 which talks about driver licensing law.</p> <p>Note that with a Category B licence they can drive vehicles up to 3,500kg Maximum Authorised Mass (MAM) with up to eight passenger seats (with a trailer up to 750kg). They can tow heavier trailers if the total weight of the vehicle and trailer isn't more than 3,500kg.</p> <p>Show Slides 14 and 15 and point out the key features of the licence and the licence codes. Note that:</p> <ul style="list-style-type: none"> • Section 1.5 of the Driver Handbook contains details of the licence categories and entitlement • The types of vehicles drivers are permitted to drive are displayed on the reverse of photocard licences <p>Explain that:</p> <ul style="list-style-type: none"> • It is vital to be aware of their company's driving licence validation process and know which vehicles their licence entitles them to drive 	<p>Slide 12</p>  <p>Slide 13</p>  <p>Driver Handbook Slide notes Slide 14</p>  <p>Slide notes Slide 15</p>  <p>Slide notes</p>



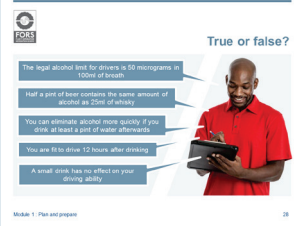







Key	Method	Resources
Driving licence [continued]	<ul style="list-style-type: none"> • They must tell their managers if they are disqualified from driving or get any endorsements or restrictions • The manager must check the licence when they first start work and at least every six months after that. They need to be aware of the procedure that their manager will follow for checking their licence 	
Fitness to drive    8 mins	<p>Explain that another important part of being prepared to drive is keeping physically and emotionally fit. Drivers often forget that it's not just their waistline that suffers if they fail to take care of their wellbeing.</p> <p>Then use Slide 16 to organise a short activity.</p> <p>Ask them to work in three groups to discuss:</p> <ul style="list-style-type: none"> • Group 1 – the things you can do to stay fit and healthy for driving • Group 2 – the things you can do to avoid tiredness while you are driving • Group 3 – the consequences of failing to stay fit and healthy for driving <p>Ask them to be ready to present their ideas to the full group.</p> <p>After a few minutes, go round the groups asking them for their ideas and discussing these.</p> <p>Use Slides 17, 18 and 19 to review and consolidate their ideas on staying fit and healthy, avoiding tiredness and the consequences of not looking after yourself.</p>	<p>Slide 16</p>  <p>Slide 17</p>  <p>Slide 18</p>  <p>Slide notes</p> <p>Slide 19</p> 

Key	Method	Resources
<p>Tiredness can kill</p>   <p>3 mins</p>	<p>Show Slide 20 and mention that:</p> <ul style="list-style-type: none"> • Tiredness has a huge impact on your driving and can affect your ability to drive safely, similar to the effects of drink-driving • Research conducted by the Royal Society for the Prevention of Accidents (RoSPA) has found that fatigue-related accidents kill over 300 people a year in the UK and causes 20 per cent of accidents, particularly on monotonous roads • The GB Domestic Driving rules limit the number of hours you can drive and the length of time you can be on duty in total 	<p>Slide 20</p>  <p>Driver Handbook</p>
<p>Drivers' hours rules</p>   <p>4 mins</p>	<p>Develop the theme of fatigued driving by explaining that the drivers' hours rules exist to cut down on fatigue-related crashes. They help ensure our roads are safe for people to use.</p> <p>Explain that currently these rules only legally apply to drivers operating vehicles weighing over 3.5 tonnes. At the time of writing, they are good practice only for people who drive smaller vehicles.</p> <p>Show Slide 21 (heading only) and ask:</p> <ul style="list-style-type: none"> • How many hours does the law allow you to work in any working day? • In what circumstances do you need to keep a record of how many hours you drive? • Who needs to use a tachograph? <p>Reveal the bullets on Slide 21 and use the slide notes to summarise the rules relating to drivers' hours and the importance of record keeping.</p> <p>Explain that 'hours driving' only refers to the hours they spend driving for work. It does not include the time they spend travelling to and from their place of work.</p>	<p>Slide 21</p>  <p>Driver Handbook</p> <p>Slide notes</p>

Key	Method	Resources
<p>Taking breaks and avoiding fatigued driving</p>  <p>2 mins</p>	<p>Use Slide 22 to summarise the importance of taking breaks. See the slide notes for additional information about the research and the effects of sleepiness.</p> <p>Point out that the EU Working Time Directive states that a worker is entitled to an uninterrupted break of 30 minutes when daily working time is more than six hours.</p> <p>Explain that the FORS Standard (Slide 23) exists to encourage good practice.</p> <ul style="list-style-type: none"> Fleet operators have to keep records to ensure that drivers' hours and working time regulations for applicable vehicle types are not infringed There is a drivers' hours record sheet example in the Driver Handbook 	<p>Slide 22</p>  <p>Slide notes</p> <p>Slide 23</p>  <p>Slide notes</p>
<p>Fitness to drive: the law</p>  <p>4 mins</p>	<p>Slide 24 - Introduce the law on fitness to drive and stress the importance of being aware that alcohol and drugs can seriously impair their fitness to drive.</p> <p>Show Slide 25 and ask: 'What physical, mental or emotional conditions could affect your fitness to drive?'</p> <ul style="list-style-type: none"> Note down their responses on the flipchart Expect some of the points written on the slide notes If they have any of these problems, they may have to take prescribed/over-the-counter drugs/medicines 	<p>Slide 24</p>  <p>Slide notes</p> <p>Slide 25</p>  <p>Flipchart</p> <p>Slide notes</p>
<p>Drug driving</p>  <p>2 mins</p>	<p>Show Slide 26, which lists some of the common drugs that people take to treat these problems. If they take any of these medications, it is important to be aware of any side effects such as drowsiness. Note the actual names of some common drugs on the slide notes.</p>	<p>Slide 26</p> 

Key	Method	Resources
<p>Drug driving [continued]</p>	<p>Explain that:</p> <ul style="list-style-type: none"> • It's illegal in England and Wales to drive with legal drugs in your body if it impairs your driving • It's an offence to drive if you have over the specified limits of certain drugs in your blood and you haven't been prescribed them • They should talk to their doctor about whether they should drive if they've been prescribed any of the drugs mentioned on the notes to Slide 26 • However, it's OK to drive after taking these drugs if: <ul style="list-style-type: none"> • They've been prescribed and healthcare professionals' advice has been followed on how to take them • They aren't causing drivers to be unfit to drive even if the dose is above the specified limits <p>Explain that the police can stop drivers and make them do a 'field impairment assessment' if they think their driving is impaired by drugs. This is a series of tests, eg asking someone to walk in a straight line. They can also use a roadside drug kit to screen for cannabis and cocaine.</p> <p>If the police think a driver is unfit to drive because of taking drugs, they'll be arrested and will have to take a blood or urine test at a police station.</p> <p>Drivers can be charged with a crime if the test shows they've taken drugs.</p> <p>Point out that the changes to the drug-driving law are explained in the first section of the Driver Handbook. See also:</p> <p>http://think.direct.gov.uk/drug-driving.html</p>	<p>Slide notes</p>
<p>Drinking and driving</p>    <p>5 mins</p>	<p>Show Slide 27 and discuss the consequences of driving 'under the influence'.</p> <p>Remind participants that Rule 96 of the Highway Code states: Drivers must not drive under the influence of alcohol and drugs.</p>	<p>Slide 27</p>  <p>Slide notes</p> <p>Highway Code</p>



Key	Method	Resources
<p>Drinking and driving [continued]</p>	<p>Slide 28 - Show the true/false statements to test participants' existing knowledge of drink-drive facts. Show each slide one by one and ask them to vote with a show of hands to say whether they agree or disagree with the statements. Show the slides again and use the slide notes to debrief the activity. Only the second statement is true, the others are false.</p>	<p>Slide 28</p>  <p>Slide notes</p>
<p>Knowing your vehicle and adapting it to your needs</p>   <p>2 min</p>	<p>Point out the vital importance of preparing themselves by setting the seat position properly and getting to know their van before setting off. Show Slides 29 and 30 and explain that many drivers have problems because they don't take time to familiarise themselves with their vehicles or make necessary adjustments.</p>	<p>Slide 29</p>  <p>Slide 30</p> 
<p>Company and road safety policy</p>   <p>1 min</p>	<p>Slide 31 - Finally, preparing themselves involves knowing their company road safety policy. Understanding company policy will enable drivers to become more professional and ensure that they comply with the law. The company needs to make sure that drivers adhere to the policy to improve the safety of drivers, vehicles and journeys and other road users.</p>	<p>Slide 31</p>  <p>Slide notes</p>



Lesson 2: Check your vehicle

A daily walkaround check helps to ensure that a vehicle is clean, roadworthy and safe to drive. This helps keep drivers, their vehicles and other road users safe by reducing the likelihood of an accident. A key benefit of the walkaround check is to highlight and fix any defects before they cause a more serious problem. In addition, a clean and well-maintained van looks professional and improves the company's image.

This lesson will help drivers to understand their personal responsibility for the vehicle's roadworthiness.



Lesson 2 objectives

At the end of the lesson, participants will be able to:

- Explain how to ensure that their vehicle is roadworthy
- Describe safe loading procedures and what makes a load safe



Lesson 2 learning outcomes

Participants will be able to:

- Explain the daily walkaround checks they need to carry out to ensure that a vehicle is clean, roadworthy and safe to drive
- Say how to load and unload a vehicle safely, securely and legally



Key learning points

- Is your van roadworthy? Make a walkaround check your first job everyday
- Be aware of the maximum weight and size you are legally allowed to carry and make sure your load is secured correctly
- Consider additional safety features to minimise the risk of an incident with a vulnerable road user (VRU) or another vehicle
- Make vehicle security a priority
- Follow correct procedures when carrying hazardous or dangerous goods
- Consider your delivery route and adjust your load order accordingly



Timing

- 30 minutes

It is important to stick to the timings detailed in the lesson plan.











Further information




Refer to the following documents and/or links for more information.

- Driver & Vehicle Standards Agency
<https://www.gov.uk/government/organisations/driver-and-vehicle-standards-agency>




Suggested process

Key	Method	Resources
<p>Walkaround checks</p>   <p>1 min</p>	<p>Show Slide 32 and introduce this topic by pointing out that daily walkaround checks help to ensure that vehicles are roadworthy, clean and safe to drive. This helps to keep drivers, vehicles and other road users safe by reducing the likelihood of an accident.</p> <p>Also, walkaround checks help to highlight and fix any defects before they cause a more serious problem. This can reduce maintenance costs as well as vehicle downtime.</p>	<p>Slide 32</p> 
<p>What do you need to check?</p>     <p>9 mins</p>	<p>Slide 33 - Ask participants to work in three groups to note things that they do (or believe they should do) as part of their daily routine checks.</p> <p>If possible, it would be helpful for participants to use a real van or vans at this point to do their walkaround checks. Each group would then check only one area of the van and make notes as below.</p> <p>If a van is not available ask the groups to write their ideas on pre-prepared flipchart paper stuck on the walls around the room.</p> <ul style="list-style-type: none"> • Group 1 – lists exterior checks • Group 2 – lists under the bonnet checks • Group 3 – lists in cab checks <p>Ask each group to present and discuss their ideas in turn.</p> <p>Expect from Group 1:</p> <ul style="list-style-type: none"> • No fuel/oil leaks • Clean windscreen • Tyres in good condition • Doors working and closing properly • Vehicle clean • Mirrors are clean and intact • Load secured adequately • Exhaust system secure and leak free • Body/wings secure 	<p>Slide 33</p>  <p>Flipchart paper for each group</p> <p>Driver Handbook: Vehicle Check Sheet</p>

Key	Method	Resources
<p>What do you need to check? [continued]</p>	<ul style="list-style-type: none"> • Number plates clean and undamaged • Warning signage (where fitted) clean and visible <p>Expect from Group 2:</p> <ul style="list-style-type: none"> • Battery clean and properly secured in tray • Leads in good condition and properly attached • Fluid levels adequate <p>Expect from Group 3</p> <ul style="list-style-type: none"> • Windscreen wipers and washers working • Fuel sufficient for journey • Horn working • Brakes in good working condition • Seat belts in good condition • Lights and indicators working • Driving aids (if applicable) fitted and serviceable • Gauges and warning systems working <p>Discuss and add to their ideas and ask if they don't do these things, why not?</p> <p>Stress the advantages of using the Drivers' Daily Check Sheet, a copy of which is included the Materials to Help section of the Driver Handbook.</p> <p>Use Slides 34 and 35 in this series to summarise the benefits of making regular checks and the consequences of failing to make checks.</p> <p>Slide 36 - Introduce and show the Driver & Vehicle Licensing Agency (DVSA) video embedded in Slide 36.</p> <p>When the video is finished, ask for any questions or reactions. Emphasise that to check the vehicle can take as little as seven minutes out of the day if done properly.</p> <p>Refer them to Section 2 of the Driver Handbook, which summarises the daily routine checks which drivers are required to undertake. There is a Vehicle Check Sheet/Defect Report in the Materials to Help section of the Driver Handbook.</p>	<p>Slide 34</p>  <p>Slide 35</p>  <p>Slide 36</p>  <p>Driver Handbook</p>



Key	Method	Resources
<p>Safe loads and loading [continued]</p>	<p>Slide 42 - Discuss each risk of unsafe loads with the group:</p> <ul style="list-style-type: none"> • Potential risk of injury to others • Makes the vehicle unstable • Damaging the goods being transported • Reputational damage to them or the company 	<p>Slide 42</p>  <p>Slide notes</p>





Lesson 3: Plan your journey

Journey planning is the process of deciding which vehicle to use, who will drive it, which roads will be used and the efficient scheduling of deliveries and collections, to ensure that our customer requirements are met.

Journey planning will mean vehicles are used as efficiently and effectively as possible. It also means drivers will be less stressed as they will know where they need to be, when they need to be there and that they are travelling on the optimum route. They will also know about en-route parking and fuelling facilities.



Lesson 3 objective

At the end of the lesson, participants will be able to:

- Explain why journey planning is important and how to plan a journey effectively



Lesson 3 learning outcomes

Participants will be able to:

- Explain the need for journey planning before setting out, taking account of contractual restrictions
- Say how to plan a journey effectively
- Identify opportunities for switching off their engines to save fuel and improve air quality



Key learning points

- Get it mapped out before you set off
- Be aware of loading and unloading restrictions and adhere to the rules
- Avoid penalty charge notices (PCNs), but keep a record of circumstantial evidence if you are issued with one
- Follow good practice on engine-idling and drive efficiently to reduce fuel consumption



Timing

- 35 minutes
It is important to stick to the timings detailed in the lesson plan.





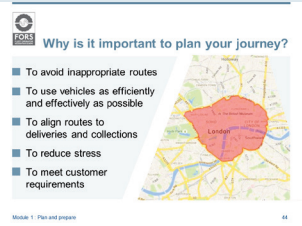

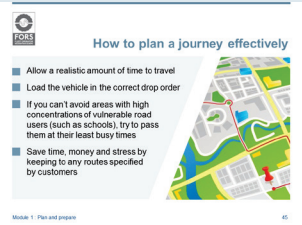
Further information

Refer to the following documents and/or links for more information.

- Transport for London
www.tfl.gov.uk
- The Highway Code
<https://www.gov.uk/guidance/the-highway-code>

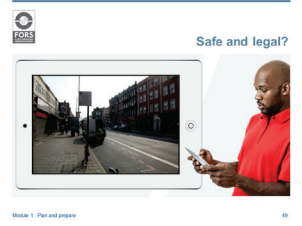
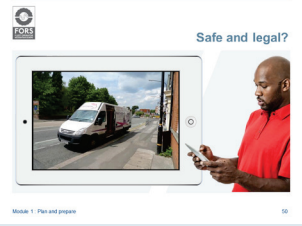
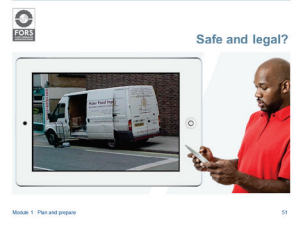


Suggested process



Key	Method	Resources
<p>Reasons for journey planning</p>  <p>5 mins</p>	<p>Introduce the lesson using Slide 43 stressing the need for effective journey planning to reduce stress, save money and meet customer requirements.</p> <p>Show Slide 44 (heading only) and ask participants why they need to plan a journey. Give them a couple of minutes to discuss this in groups or pairs then ask for their ideas. Note these on the flipchart, using the slide notes as a guide.</p> <p>Then consolidate by revealing the bullet points on Slide 44.</p> <p>Ask what they need to take into account when planning a journey. Write their answers on the flipchart which might include:</p> <ul style="list-style-type: none"> • The need to meet the driving hour limits and rest periods • The need to avoid driving at times that could lead to higher risk (eg very early morning, hours of darkness, rush hour, school arrival/leaving times) • Conditions that could affect vehicle safety and speed (eg adverse weather, road works, congestion) • Road restrictions (eg speed limits, constraints on vehicle size, road works, hazards) • Customer requirements (eg required delivery times) <p>Stress that, because of factors such as these, the shortest or usual route is not necessarily the best route.</p>	<p>Slide 43</p>  <p>Slide 44</p>  <p>Flipchart</p> <p>Slide notes</p>
<p>How to plan a journey</p>  <p>5 mins</p>	<p>Slide 45 (show heading only) - Ask about/discuss ways of avoiding or minimising the potential impact of some of the main risk factors, eg long journeys, poor weather, congestion, road works, school arrival and leaving times.</p> <p>Reveal the bullet points on Slide 45, pointing out that, although journey planning may seem like common sense, it is surprising how problems often arise because fleet managers and drivers fail to plan effectively in advance.</p> <p>Explain the WRRR requirements and FORS Standards mentioned in the slide notes.</p>	<p>Slide 45</p>  <p>Flipchart</p> <p>Slide notes</p>






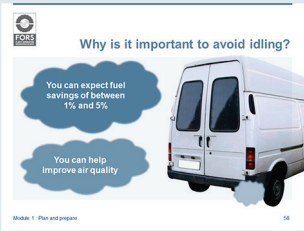

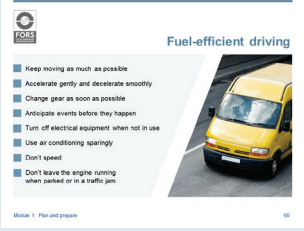
Key	Method	Resources
<p>Using the correct routes</p>  <p>5 mins</p>	<p>Show Slide 46 and stress the importance of using the planned routes or those specified by customers.</p> <p>Refer participants to Section 3 of the Driver Handbook, which gives more information about route planning.</p>	<p>Slide 46</p> 
<p>Parking and loading</p>  <p>10 mins</p>	<p>Show Slide 47 and ask: Do you know how to park and load/unload safely?</p> <p>Definition – Must be a continuous act!</p> <p>Trainer to explain each scenario with the group.</p> <p>Slide 48 – Safe and legal?</p> <ul style="list-style-type: none"> • Legal in some circumstances but not safe. Unloading or loading for commercial purposes is permitted on single or double yellow lines • Loading or unloading must be obvious and continuous and must not exceed 20 mins for cars or light goods vehicles, and there must not be waiting restriction kerb markings or signs in place • Note that the vehicle is parked on a pavement. Highway Code rule 244 says “You MUST NOT park partially or wholly on the pavement in London, and should not do so elsewhere unless signs permit it.” • Local authorities (in England) can make an order prohibiting parking on the pavement. If this is the case, then there will be signs that clearly point out on a particular road where parking on the pavement is specifically prohibited. The penalty for contravening this will be a fixed penalty notice • Parking a vehicle on the pavement could lead to an offence of obstruction being committed. This could result in a fixed penalty notice being issued to offending vehicles. It can also cause danger/nuisance for pedestrians and wheelchairs users <p>Note that in addition to parking on the pavement, the van is parked near a junction and causing an obstruction to vehicles turning into the road.</p>	<p>Slide 47</p>  <p>Slide 48</p> 

Key	Method	Resources
<p>Parking and loading [continued]</p>	<p>Slide 49 – Safe and legal?</p> <ul style="list-style-type: none"> • Safe and legal assuming conditions on red route signage are met <p>Slide 50 – Safe and legal?</p> <ul style="list-style-type: none"> • Safe and legal assuming conditions on any signage are met and the bay isn't marked as restricted in any way <p>Slide 51 – Safe and legal?</p> <ul style="list-style-type: none"> • Illegal and unsafe. Unloading or loading for commercial purposes are permitted on single or double yellow lines but vehicle is facing wrong direction • Loading or unloading must be obvious and continuous and must not exceed 20 mins for cars or light goods vehicles and there must not be waiting restriction kerb markings or signs in place • Note that the vehicle is parked on a pavement. Highway Code rule 244 says “You MUST NOT park partially or wholly on the pavement in London, and should not do so elsewhere unless signs permit it.” • Local authorities (in England) can make an order prohibiting parking on the pavement. If this is the case, then there will be signs which clearly point out on a particular road where parking on the pavement is specifically prohibited. The penalty for contravening this will be a fixed penalty notice • Parking a vehicle on the pavement could lead to an offence of obstruction being committed. This could result in a fixed penalty notice being issued to offending vehicles. It can also cause danger/nuisance for pedestrians and wheelchair users <p>Note that in addition to parking on the pavement, the van is parked near a junction, with the stop line visible.</p>	<p>Slide 49</p>  <p>Slide 50</p>  <p>Slide 51</p> 

Key	Method	Resources
<p>Parking and loading [continued]</p>	<p>Then look at the DOs and DON'Ts of loading/unloading and discuss why it's important to observe the law.</p> <p>Slide 52 – Safe and legal?</p> <ul style="list-style-type: none"> • Illegal and unsafe. Do not load or unload within 10 metres of a junction or within white zig zag lines. White zig-zag lines are classed as a dual enforcement restriction. You cannot park on these at any time and both the council and the police can issue tickets. The police fine also carries penalty points • Parking here will also seriously obstruct vehicles trying to pass the parked van <p>Slide 53 – Safe and legal?</p> <ul style="list-style-type: none"> • Safe and legal. Note – marked clearly as a loading bay <p>Slide 54 – Safe and legal?</p> <ul style="list-style-type: none"> • Legal and safe to park in a marked loading bay. Note, however, that it would be illegal to park in the bay behind it because it is marked and reserved for disabled drivers • If the bay is an on-street Blue Badge parking bay, it is an offence for anyone to park there without displaying a valid Blue Badge <p>Note that the van on the left is travelling, not parked.</p>	<p>Slide 52</p> <p>Slide 53</p> <p>Slide 54</p>

Key	Method	Resources
<p>Loading and unloading</p>    <p>5 mins</p>	<p>Slide 55 – Loading and unloading</p> <p>Notes:</p> <ul style="list-style-type: none"> You can usually park for up to 20 mins while making a delivery in dedicated loading bays Only load/unload from roads marked with single and double yellow lines if there are no loading restrictions You can load/unload from residential parking bays, meters and residents' parking bays (if you have to) You can load/unload on Red Routes and other specialist thoroughfares (specially marked bays and signs indicate when and where loading or unloading is permitted) <p>Discuss the PCNs: the need to avoid getting them in the first place and the importance of keeping a record of circumstantial evidence if you are issued with one.</p> <p>Slide 56</p> <p>Notes:</p> <ul style="list-style-type: none"> Where there are yellow stripes on the kerb, loading is prohibited at the times shown on the nearby plates Two stripes mean the loading restrictions apply during every working day One stripe means no loading or unloading at the times shown Don't use loading and unloading bays for waiting, parking or picking up or dropping off a passenger or remain in the bay when you have finished loading or unloading goods <p>Show Slide 57 and discuss PCNs: the need to avoid getting them in the first place and the importance of keeping a record of circumstantial evidence if you are issued with one.</p>	<p>Slide 55</p>  <p>Slide notes</p> <p>Slide 56</p>  <p>Slide notes</p> <p>Slide 57</p>  <p>Slide notes</p>



Key	Method	Resources
<p>Anti-idling</p>    <p>5 mins</p>	<p>Show Slide 58 and ask the group: 'Why is it important to avoid idling the engine?'</p> <p>Then reveal the reasons given and discuss – it's to save fuel and improve air quality.</p> <p>Depending on the nature of the operation and vehicle types, fleet operators can expect fuel savings in the region of 1 to 5 per cent.</p> <p>With modern vehicles, the cost of switching off the engine and starting up again after a minute or more is less than the cost of leaving the engine idling.</p> <p>Point out that if all drivers in central London switched off their engines, rather than idling unnecessarily, for one minute each day this could reduce PM10 (particulate matter) emissions by at least 286g per day (at least 90kg per year).</p> <p>Slide 59 – How can you avoid idling?</p> <ul style="list-style-type: none"> Ask the question in the header before revealing the answers <p>Slide 60 – Fuel-efficient driving</p> <ul style="list-style-type: none"> Ask how they can use fuel more efficiently before revealing the answers Note: <ul style="list-style-type: none"> Drive smoothly; read the road ahead so you can keep moving as much as possible, and avoid harsh acceleration and braking Change gear without labouring the engine (around 2,000rpm in a diesel van or around 2,500rpm in a petrol van) <p>Turn off heated rear windscreen, demister blowers and headlights when you do not need them.</p> <p>Trainer to explain the top tips and refer to relevant references.</p>	<p>Slide 58</p>  <p>Slide notes</p> <p>Slide 59</p>  <p>Slide 60</p>  <p>Slide notes</p> <p>Driver Handbook Flipchart</p>



Lesson 4: Stick to the basics

Sticking to the basics means operating within the essential framework of the law. These basic points might seem obvious but many drivers have forgotten about them or choose not to observe them. It is worth revisiting them today because there are serious consequences of not observing them.

This lesson aims to remind participants of the legal rules and common sense principles of professional driving.



Lesson 4 objectives

At the end of the lesson, participants will be able to:

- Identify the importance of observing the basic safety rules for van drivers
- State the speed limits on different types of roads



Lesson 4 learning outcomes

Participants will be able to:

- Explain the basic principles of road safety
- Say why tailgating is dangerous and illegal
- State the speed limits for the types of vehicles that they drive
- Identify the main items inside the cab that could distract them when driving



Key learning points

The importance of:

- Following good practice guidelines to keep you and any passengers safe during your journey
- Being aware of the speed limits that apply to the van you're driving
- Avoiding any distractions whilst driving
- Being aware it's illegal to use any type of hand-held technology whilst driving
- Not tailgating



Timing

- 45 minutes

It is important to stick to the timings detailed in the lesson plan.






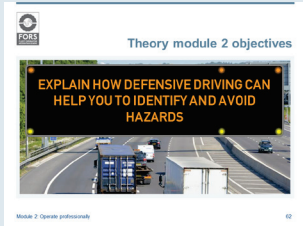





Further information






Refer to the following documents and/or links for more information.






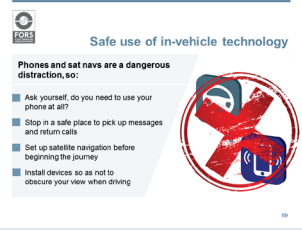
- Driver distraction: RoSPA
<http://www.rospa.com/road-safety/advice/drivers/distraction/fact-sheet/#effects>





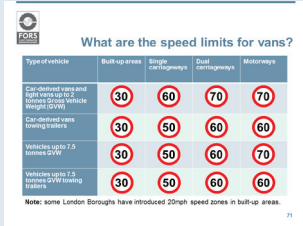






Suggested process

Key	Method	Resources
<p>Module 2 Welcome and objectives</p>   <p>5 mins</p>	<p>Welcome participants back from the break.</p> <p>Show the Module 2 title slide and then move on to tell participants about the module objectives:</p> <ul style="list-style-type: none"> • Identify the importance of observing the basic safety rules for van drivers • State the speed limits on different types of roads • Explain why some other road users feel vulnerable and what would make them feel safer • Identify the characteristics of a professional driver • Explain how defensive driving can help you to identify and avoid hazards 	<p>Slide 61</p>  <p>Slide notes</p> <p>Slide 62</p> 
<p>Safety – the basics</p>    <p>5 mins</p>	<p>Slide 63 - Introduce the lesson by saying that we all develop our own driving style and habits over time, and often do not realise that we could improve our driving. However, we would all benefit from reminding ourselves of the 'basics' to help make our driving safer, more environmentally friendly and less stressful.</p> <p>Acknowledge any of these basics that they already mentioned during the icebreaker activity. These will be noted on the flipchart.</p> <p>Slide 64 – Discuss options with the group. Ask for their top tips, explaining that there are no right or wrong answers to this question as everyone will have a valid opinion based on their years of experience.</p> <ul style="list-style-type: none"> • Give them a couple of minutes to write down their tips • Then go round the group asking them what they think and note these down on flipchart. It does not matter if two or more have the same tip – this just underlines the importance of that item 	<p>Slide 63</p>  <p>Slide 64</p> 

Key	Method	Resources
<p>Safety – the basics [continued]</p>	<p>Show Slide 65 – heading only – and ask ‘What are the basics of good driving?’ Give them time to come up with a few ideas and then reveal and discuss the bullet points.</p> <p>These are the ‘basic’ topics that will be covered in this part of today’s course.</p> <ul style="list-style-type: none"> • Then ask what might happen if they don’t stick to the basics • Note their responses on the flipchart • Use the slide notes to prompt and consolidate the points that participants may mention 	<p>Slide 65</p>  <p>Slide notes</p> <p>Flipchart</p>
<p>Keeping you and passengers safe</p>   <p>5 mins</p>	<p>Slide 66 - Again, (the DOs and DON'Ts) may well pick up on the ‘top tips’ activity that the group carried out at the beginning of the lesson.</p> <p>Show the slides and discuss the basics of keeping people safe.</p> <p>Acknowledge any relevant flipchart points that people brought up during the earlier ‘top tips’ activity.</p> <ul style="list-style-type: none"> • Only carry passengers if your company allows it • Only carry one passenger per seat • Drive safely – anticipate and adjust to road and traffic conditions • Drive smoothly, avoid sudden harsh braking and rapid acceleration • Ensure the van is in roadworthy condition – check that brakes, lights, engine and warning systems are all in working order • Concentrate on the road – driving ‘in a fog’ or ‘on autopilot’ increases the risk of collisions <p>Slide 67 - Use the following additional notes as you discuss the don’ts of safe driving:</p> <ul style="list-style-type: none"> • Any type of distraction can interfere with the driver’s ability to concentrate on the road • To keep you and any passengers safe, avoid eating, drinking, smoking, listening to loud music, arguing with or being distracted by passengers 	<p>Slide 66</p>  <p>Slide 67</p>  <p>Slide notes</p>

Key	Method	Resources
<p>Keeping you and passengers safe [continued]</p>	<ul style="list-style-type: none"> Using a phone hands-free while driving does not significantly reduce the risks – the issues are mainly caused by the mental distraction of taking part in a conversation at the same time as driving 	
<p>Distractions</p>   <p>10 mins</p>	<p>Slide 68 - Talk briefly about the importance of keeping concentration high while driving.</p> <p>Mention that RoSPA's report on Driver Distraction, which indicates that 78 per cent of crashes and 65 per cent of near crashes has inattention as a contributing factor. Distracted drivers underestimate the effects that distraction has on them, and do not perceive their reduced ability to spot hazards.</p> <p>Many of these distractions come from inside the vehicle.</p> <ul style="list-style-type: none"> Show the image of the inside of a van with various distractions Ask the group to identify the distractions in this image Give them a few minutes to make notes then find out who has identified the most distractions Bring the exclamation marks up one by one and debrief, using the slide notes as a prompt <p>Refer participants to Section 4.4 of the Driver Handbook, which gives more information about distractions.</p>	<p>Slide 68</p>  <p>Slide notes Driver Handbook</p>
<p>Safe use of in-vehicle technology</p>   <p>5 mins</p>	<p>Another 'basic' is safe use of mobiles and sat navs. Show Slide 69 and discuss the safe use of mobile phones while driving.</p> <ul style="list-style-type: none"> Point out that it is never safe to use a hand-held mobile phone or sat nav – even when driving slowly Mention Highway Code Rule 149 - You must not use a hand-held mobile phone, or similar device, when driving Even using a hands-free phone is likely to distract a driver's attention from the road <p>Refer participants to Section 4.3 of the Driver Handbook, which gives more information about in-vehicle technology.</p>	<p>Slide 69</p>  <p>Slide notes Driver Handbook Highway Code</p>

Key	Method	Resources
<p>Speed limits</p>    <p>10 mins</p>	<p>Speed limits are another ‘basic’ that drivers need to be aware of.</p> <p>Say that speed limits are there to maintain safety for all road users. If you break the speed limit you are putting yourself, your vehicle and other road users in danger.</p> <p>The Highway Code Rule 124 states that you must not exceed the maximum speed limits for the road and for your vehicle.</p> <p>We all think we know the speed limits – but do we really?</p> <ul style="list-style-type: none"> • Show Slide 70 and ask the questions, one by one • After discussing the group’s responses, show Slide 71, which summarises the speed limits • Point out that the speed limit is the absolute maximum - it doesn’t mean it’s safe to drive at }this speed in all conditions <p>Refer participants to Section 4.1 of the Driver Handbook, which gives more information about speed limits.</p>	<p>Slide 70</p>  <p>Slide notes</p> <p>Driver Handbook</p> <p>Highway Code: Rule 124</p> <p>Slide 71</p>  <p>Slide notes</p>
<p>Tailgating</p>    <p>5 mins</p>	<p>Slide 72 - Tailgating is a big problem on the roads and this is something that professionals would never do because it is dangerous and illegal.</p> <p>Show Slide 72 and ask:</p> <ul style="list-style-type: none"> • What is tailgating? • Why is it against the law? <p>Use the slide notes to review and consolidate the group’s responses.</p> <p>You could also ask them what to do if they are the victims of tailgating.</p> <p>Section 4.5 of the Driver Handbook gives more details on tailgating.</p>	<p>Slide 72</p>  <p>Slide notes</p>



Lesson 5: Consider others

Considering others, particularly vulnerable road users (VRUs), will make your journey safer and help to keep other road users safe. Aggressive driving not only looks bad, but it's dangerous and it is intimidating, particularly to VRUs who often need more time to cross the road or make a manoeuvre at a junction.

This lesson aims to encourage participants to understand what it's like to be a VRU and act as a precursor to their 'Exchanging Places' experience in Module 3.



Lesson 5 objective

At the end of the lesson, participants will be able to:

- Explain why some other road users feel vulnerable and what would make them feel safer



Lesson 5 learning outcomes

At the end of the lesson, participants will be able to:

- Identify the most vulnerable road users
- Say why these VRUs feel vulnerable
- Explain what they can do to help VRUs feel less vulnerable



Key learning points

The importance of:

- Showing respect to other road users
- Sharing the road safely with all other users
- Being aware of how VRUs may behave



Timing

- 20 minutes

It is important to stick to the timings detailed in the lesson plan.









Further information

Refer to the following documents and/or links for more information.

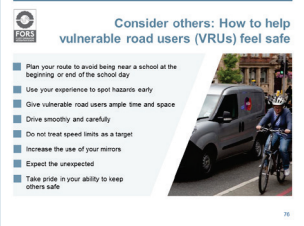
- Travel in London Report 7: <https://www.tfl.gov.uk/cdn/static/cms/documents/travel-in-london-report-7.pdf>
- Cycle superhighway programme: <https://www.london.gov.uk/what-we-do/transport/cycling-and-walking>
- Drivers and vulnerable road users: RoSPA <http://www.rospa.com/rospaweb/docs/advice-services/road-safety/drivers/vulnerable-roadusers.pdf>
- Protecting vulnerable road users: Brake <http://www.brakepro.org/assets/docs/practitioner-tools/FSFguidance-07-vulnerable-road-users.pdf>



Suggested process

Key	Method	Resources
<p>Put yourself in others' shoes</p>    <p>20 mins</p>	<p>Introduce the lesson by saying that considering others, particularly VRUs, is another vital aspect of a professional driver's approach. This will make drivers' journeys safer and help to keep other road users safe.</p> <p>To become more considerate, it helps to put yourself in others' shoes.</p> <p>The aim of this activity is to encourage drivers to become more aware of how it feels to be a VRU. It asks them to try to see the world from other points of view.</p> <p>Ask participants to work in four groups for this activity:</p> <ul style="list-style-type: none"> • Pedestrians • Motorcyclists • Cyclists • Horse riders <p>You can either:</p> <ul style="list-style-type: none"> • Distribute the illustrated cards and a piece of flipchart paper to the relevant groups so they can work round a table, or • Attach four sheets of flipchart paper at intervals round the walls and stick a different card at the top of each one. In this case they will stand in a group to make notes on the flipchart paper <p>Give them a few minutes to discuss the three questions (Who are you? What makes you feel vulnerable? What would make you feel safe?) and note their responses on the flipchart paper.</p> <p>Then ask them to report back in turn to the full group.</p> <p>Use the notes in Section 5 of the Driver Handbook and the 'possible responses cards' to help you review and prompt their responses.</p> <p>Use Slides 74 and 75 to summarise the reasons why people feel vulnerable and how to help them feel safer.</p> <p>Refer participants to Section 5 of the Driver Handbook, which gives more information about sharing the road safely with VRUs.</p> <p>Mention that Module 3 of this programme will be a practical opportunity to find out exactly what it feels like to be a cyclist out on the streets!</p>	<p>Slide 73</p>  <p>Slide 74</p>  <p>Slide notes</p> <p>Activity cards (see below)</p> <p>Flipchart paper</p> <p>Possible response cards (see below)</p> <p>Slide 75</p>  <p>Slide notes</p>



Key	Method	Resources
<p>Put yourself in others' shoes [continued]</p>	<p>Go through the bullet points on Slide 76.</p>	<p>Slide 76</p>  <p>Driver Handbook</p>





Put yourself in others' shoes – card activity

Pedestrians

- Who are you?
- What makes you feel vulnerable when you are on the road?
- What would make you feel safer?

Motorcyclists

- Who are you?
- What makes you feel vulnerable when you are on the road?
- What would make you feel safer?

Cyclists

- Who are you?
- What makes you feel vulnerable when you are on the road?
- What would make you feel safer?

Horse riders

- Who are you?
- What makes you feel vulnerable when you are on the road?
- What would make you feel safer?



Put yourself in others' shoes – possible responses

Pedestrians

- **Who are you?**
Children, all ages, parents/pushchairs, schoolchildren, older/disabled people, commuters, tourists
- **What makes you feel vulnerable when you are on the road?**
No protection, disability, wheelchair, slow, being distracted, playing (games/music), bad weather, drivers not seeing me
- **What would make you feel safer?**
Drivers noticing me, slowing down, giving way, and giving me time and space

Motorcyclists

- **Who are you?**
Inexperienced riders, all ages, commuters, police, couriers, delivery riders
- **What makes you feel vulnerable when you are on the road?**
No protection, poor weather, being distracted, drivers not seeing me, drivers too close
- **What would make you feel safer?**
Drivers noticing me, slowing down, giving way, and giving me time and space, wearing Hi-Vis, info/training

Cyclists

- **Who are you?**
Young riders, older riders, occasional riders, tourists, commuters, police, couriers, delivery riders
- **What makes you feel vulnerable when you are on the road?**
No protection, poor weather, lack of confidence/skill, being distracted, drivers not seeing me, drivers too close
- **What would make you feel safer?**
Drivers seeing me, slowing down, more space, cycle tracks, Hi-Vis, info/training

Horse riders

- **Who are you?**
All ages, police, military
- **What makes you feel vulnerable when you are on the road?**
No protection, poor weather, lack of confidence/skill, drivers not seeing me, drivers too close, loud noises
- **What would make you feel safer?**
Drivers noticing me, slowing down, giving way and giving me time/space, Hi-Vis, info/training



Lesson 6: Act professionally

A professional van driver is someone that behaves in a positive, courteous and business-like way. These behaviours must embrace every aspect of the job from administration, driving style, to dealing with customers, colleagues and members of the public. Drivers must take care to keep their own appearance and that of their vehicle clean and professional.

This lesson aims to help drivers to develop their professionalism in all aspects of their jobs.



Lesson 6 objectives

At the end of the lesson, participants will be able to:

- Identify the characteristics of a professional driver
- Explain how defensive driving can help them to identify and avoid hazards



Lesson 6 learning outcomes

Participants will be able to:

- Share the road and behave courteously with other road users
- Keep accurate records to ensure continuous improvement
- Perceive and anticipate hazards that may arise in urban environments



Key learning points

The importance of:

- Behaving courteously at all times
- Being aware of the hazards of driving on urban roads and under different weather and traffic conditions
- Applying defensive driving techniques
- Demonstrating correct procedures when carrying, presenting and completing paperwork



Timing

- 40 minutes

It is important to stick to the timings detailed in the lesson plan.









Further information



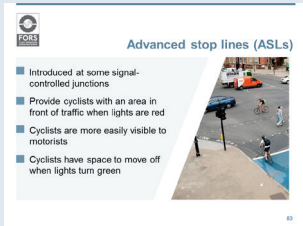
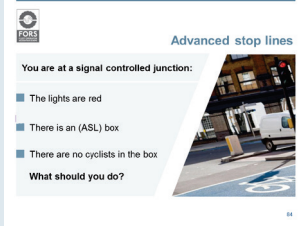

Refer to the following documents and/or links for more information.

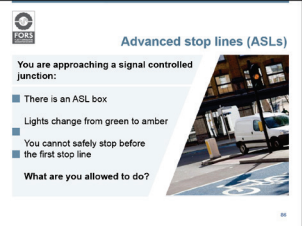
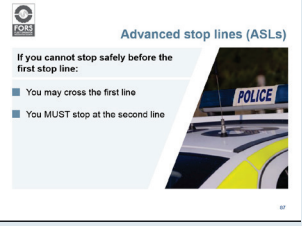


- FORS standard: FORS Community Partnership
<http://www.fors-online.org.uk>






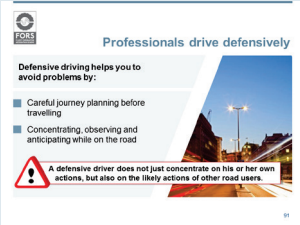







Suggested process

Key	Method	Resources
<p>What makes a professional</p>  <p>5 mins</p>	<p>Introduce the lesson by saying that sitting behind a wheel and being paid for it does not make a driver a professional. Professional drivers always show respect for themselves, other road users and the rules.</p> <p>Show the question at the top of Slide 78, ask for ideas then reveal the bullets. Next, lead a discussion on the differences between a non-professional and a professional driver. If appropriate, refer back to the top tips that they contributed at the beginning of the module.</p> <p>Reveal Slide 78 bullets to consolidate and add to the points they may have made.</p> <p>Then show Slide 79 and ask:</p> <ul style="list-style-type: none"> • Are there any professional road users in the photo? (elicit: van driver) • Who else is in the picture? (elicit: cyclist, pedestrians) • Would you describe them as professional road users? Do they have the same level of experience and training as you? (elicit: no or probably not) • Which vehicle in this photo is heaviest, can go fastest, and could cause the most damage? (elicit: the van) <p>It's good then that a professional is driving the van!</p>	<p>Slide 77</p>  <p>Slide 78</p>  <p>Slide 79</p> 
<p>Changing travel trends</p>  <p>5 mins</p>	<p>Show Slide 80 and explain that, like it or not, VRUs are here to stay and their numbers are set to increase over the next few years.</p> <p>So professional van drivers need to learn to share the roads safely with others through professional and courteous behaviour.</p> <p>Research carried out in 2014 showed that:</p> <ul style="list-style-type: none"> • Bikes made up around 16 per cent of traffic in central London, rising to around a quarter or even half of all journeys on some routes during peak hours • 2014 was also a record for hires on London's Cycle Hire scheme, with 10,023,987 journeys made - up five per cent on 2012 (the previous highest year) and 25 per cent on 2013 	<p>Slide 80</p>  <p>Slide notes</p>





Key	Method	Resources
<p>Changing travel trends [continued]</p>	<p>Slide 81 provides a good example of how cycling is being encouraged - Cycle Superhighways. These are cycle routes running from outer London into and across central London.</p> <p>They give cyclists safer, faster and more direct journeys into the city with routes which are:</p> <ul style="list-style-type: none"> • Clearly marked • Easy to follow • Continuous • At least 1.5 metres wide <p>The blue surfaces used to indicate the cycle routes are easy to recognise.</p> <p>Slide 82 - Follow with the true/false exercise on the rules relating to cyclists. Show the items one by one and ask participants to vote.</p> <p>Use the slide notes to review their responses.</p> <p>Finish this sub-session with a Q&A and discussion on advanced stop lines (ASLs), using Slides 83 to 87 and the slide notes.</p> <p>Note that ASLs provide an area for cyclists to wait in front of traffic when the lights are red. Cyclists in this area are more easily visible to motorists and have space to move off when the lights turn green.</p>	<p>Slide 81</p>  <p>Slide notes</p> <p>Slide 82</p>  <p>Slide notes</p> <p>Slide 83</p>  <p>Slide notes</p> <p>Slide 84</p>  <p>Slide 85</p>  <p>Slide notes</p>


Key	Method	Resources
<p>Changing travel trends [continued]</p>		<p>Slide 86</p>  <p>Slide 87</p>  <p>Slide notes</p>
<p>Share the road</p>  <p>10 mins</p>	<p>Slide 88 - Unfortunately, it's not always easy to behave courteously with cyclists and other road users! Show the video and discuss what they see. https://www.youtube.com/watch?v=4ppR5_jJLGs</p> <p>Note: Highway Code Rule 146 - Be considerate - Be careful of and considerate towards all types of road users, especially those requiring extra care.</p> <p>Discuss the need to:</p> <ul style="list-style-type: none"> • Try to be understanding if other road users cause problems; they may be inexperienced or not know the area well • Be patient and positive; remember that anyone can make a mistake • Not allow yourself to become agitated or involved if someone is behaving badly on the road. This will only make the situation worse. Pull over, calm down and when you feel more relaxed, continue your journey • Slow down and hold back if a road user pulls out into your path at a junction. Allow them to get clear. Do not over-react by driving too close behind to intimidate them 	<p>Slide 88</p>  <p>YouTube video Highway Code Slide notes Driver Handbook</p>

Key	Method	Resources
<p>Share the road [continued]</p>	<p>Use Slide 89 to consolidate key learning points from the film.</p> <p>Refer participants to Section 5.1 of the Driver Handbook, which gives more information about sharing the road safely with VRUs.</p>	<p>Slide 89</p> 
<p>Anticipate</p>    <p>5 mins</p>	<p>Develop the theme of anticipation by showing Slide 90. This slide also introduces the idea of defensive driving.</p> <p>Show Slide 90 (heading only) and:</p> <ul style="list-style-type: none"> • Ask if they know what defensive driving involves and the benefits of this approach • Then reveal the bullet points and text, and discuss • Point out that, even if they drive defensively, things do sometimes go wrong. If they have an accident, they must make sure they follow company processes including collecting evidence which can be used in case of a dispute <p>Refer participants to Section 6.5 of the Driver Handbook, which gives more information about defensive driving.</p> <p>Develop the theme of defensive driving by showing Slide 91 - Defensive driving.</p> <p>Note:</p> <ul style="list-style-type: none"> • Defensive driving is designed to heighten your awareness of everything happening around you while driving. If you realise that every time you get in a car there is risk involved, you increase your chances that you won't be involved in a collision • Defensive drivers are ever watchful and careful. They can quickly identify and predict potential road problems and then immediately decide and act appropriately to avoid dangers and accidents • Drivers who practice defensive driving are not easily affected by other drivers who may exhibit bad driving behaviour 	<p>Slide 90</p>  <p>Slide 91</p>  <p>Flipchart Driver Handbook</p>

Key	Method	Resources
<p>Anticipate [continued]</p>	<p>Slide 92 – How to drive defensively</p> <p>Note that drivers:</p> <ul style="list-style-type: none"> • Need to leave more distance in adverse weather conditions • Should use the horn in compliance with Rules 112 and 214 of the Highway Code <p>Defensive driving:</p> <ul style="list-style-type: none"> • Helps to save lives • Reduces driver stress • Leads to fewer incidents of road rage or aggressive driving • Saves money - driving smoothly and steadily is highly fuel efficient and gets you there just as quickly 	<p>Slide 92</p> 
<p>Hazard perception</p>    <p>10 mins</p>	<p>Introduce this activity by saying that defensive drivers are ever watchful and careful. They can quickly identify and predict potential road problems and then immediately decide and act appropriately to avoid dangers and accidents.</p> <p>Explain that they are going to do an activity that asks them to identify and avoid the potential hazards that they may have to deal with in urban environments.</p> <p>Don't distribute the cards till after you have explained what to do with them!</p> <p>Ask them to work in groups to:</p> <ul style="list-style-type: none"> • Look at the cards that describe situations that drivers often encounter in urban environments • Note down the thoughts that should be going through their minds if they were the person at the wheel <p>For example: 'A young person standing at the side of the road is talking on his mobile phone' What if ...? He crosses the road without looking.</p> <p>Distribute the cards round the group, giving one to each person if possible.</p>	<p>Slide 93</p>  <p>'What if...?' cards – set one</p> <p>Flipchart paper for each group for rough working</p>



Key	Method	Resources
<p>Hazard perception [continued]</p>	<ul style="list-style-type: none"> • Ask them discuss these situations in pairs or small groups and then note their responses • They should also discuss what action they could take to avoid problems that may arise • Then go round the group, asking for and discussing what they might anticipate happening in each set of circumstances, and how they might minimise the risks of something going wrong <p>Use the model answer cards to help in the debrief session. You may or may not choose to distribute these.</p> <p>Finish by discussing the benefits of defensive driving, which are that it:</p> <ul style="list-style-type: none"> • Helps to save lives • Reduces driver stress • Leads to fewer incidents of road rage or aggressive driving • Saves money (driving smoothly and steadily is highly fuel efficient and gets you there just as quickly) 	
<p>Professional behaviour</p>   <p>5 mins</p>	<p>Use Slides 94-96 to explain and discuss what is meant by professional and courteous behaviour. The slides detail three important aspects:</p> <ul style="list-style-type: none"> • Looking smart • Interacting courteously with others • Keeping accurate records <p>Slide 95 – Professional drivers are courteous</p> <p>Note:</p> <ul style="list-style-type: none"> • Mind how you talk to people – be polite even if they are not! • When unloading a vehicle, be considerate to other road users in choosing where and how you park the vehicle, as well as considering pedestrians on the pavement 	<p>Slide 94</p>  <p>Slide notes</p> <p>Slide 95</p>  <p>Slide notes</p>

Key	Method	Resources
Professional behaviour [continued]	<ul style="list-style-type: none"> • Don't block the pavement with boxes or unloading equipment. Less mobile pedestrians can find getting around you and your vehicle difficult. See Rule 247 of the Highway Code – Loading and unloading <p>Slide 96 – Professional drivers keep records</p> <p>Before presenting this slide, assess your audience and tailor your message to fit. This is because drivers and fleet operators keep different records.</p> <p>Note:</p> <ul style="list-style-type: none"> • The main purpose of record keeping is to identify and rectify any problems before they get out of hand • Drivers' hours rules: If drivers drive more than four hours per day or go beyond 50km of base, they must keep a record of driving hours. These records must be kept for two years • It is vital to keep accurate records/evidence of a road accident both to track any problems and for self-protection if there is a legal dispute • FORS Standard O5 – Record control: Fleet operators shall ensure that all records of accidents are retained and controlled 	<p>Slide 96</p>  <p>Slide notes</p>



What if?' cards – set one for completion

1. You are in a suburban street and are about to pass a bus halted at a stop with its left indicator flashing.

What if ...?

2. You are passing a row of parked cars.

What if ...?

3. You are in a slow moving traffic jam and you want to turn left.

What if ...?

4. You see an emergency vehicle ahead halted with its lights flashing.

What if ...?



What if?' cards – set one for completion (continued)

5. A cyclist is riding towards the middle of the road ahead.

What if ...?

6. A child is playing with a football on the pavement.

What if ...?

7. You are coming up to a T-junction at twilight.

What if ...?

8. After a long dry spell there is a sudden heavy rain shower.

What if ...?



What if?' cards – set one for completion (continued)

9. There is a large articulated lorry in front of you which is indicating that it wants to turn left.

What if ...?

10. When you are waiting at a junction, a vehicle coming from the right is signalling left.

What if ...?

11. You are following a car that is indicating right.

What if ...?

12. You are driving in adverse weather conditions and visibility is very poor.

What if ...?



What if?' cards – set one for completion (continued)

13. You are following a motorbike along a road that is pitted with potholes.

What if ...?

14. You are in a busy town centre. The pavements are crowded with pedestrians and there are shops, pubs and restaurants on either side.

What if ...?

15. An older person is crossing a side street ahead of you.

What if ...?

16. You are in a quiet suburban area on a hot day and see an ice cream van parked ahead.

What if ...?



What if?' cards – set one for completion (continued)

17. You are following a driver who is driving slowly and seems to be lost.

What if ...?

18. You are driving behind a vehicle that is indicating to turn left but the road on the left has a no entry sign at its entrance.

What if ...?

19. You are driving along a main road and see a cyclist approaching from a side street on your left, heading towards the junction line and indicating left.

What if ...?

20. You are approaching a crossroads and a car is parked on the corner of the junction.

What if ...?



What if?' cards – set one for completion (continued)





21. You are approaching a zebra crossing and notice that pedestrians are close by.




What if ...?

22. You are driving to your delivery point and you are in danger of missing your delivery time slot.

What if ...?

Closing session

Key	Method	Resources
<p>Review</p>  <p>4 mins</p>	<p>Slide 97 introduces closing session.</p> <p>Go round the group, asking participants to say:</p> <ul style="list-style-type: none"> • What they will take with them from the course • How they will implement their learning in their work <p>Slide 98 summarises key learning points.</p>	<p>Slide 97</p>  <p>Slide 98</p> 
<p>OPTIONAL if time permits</p> <p>Van Smart Quiz – check your knowledge</p>  <p>10-20 mins</p>	<p>If time permits, use either the paper-based sheets that follow or the Van Smart Quiz – Check your knowledge PowerPoint slides.</p> <p>The purpose of the multiple-choice quiz is to find out how much participants have learned during the course.</p> <p>There are 20 questions in total.</p> <p>Paper-based</p> <ul style="list-style-type: none"> • Ask them to note their name and today's date at the top of the quiz sheet • Tell them they simply put a line through an appropriate letter (A, B, C, D) to indicate their answer • When they have finished, go through the answers verbally and ask participants to mark their own papers • Ask participants to enter their score and return the completed quiz papers and pens to you 	<p>Paper copies of question sheets</p>

Key	Method	Resources
<p>OPTIONAL if time permits</p> <p>Van Smart Quiz – check your knowledge [continued]</p>	<p>Quiz PowerPoint slides</p> <ul style="list-style-type: none"> As a group activity, display each question on screen and ask participants to agree on the correct answer(s) After each question, the following slide shows the correct answer(s) 	<p>Slides 99-139</p> 
<p>Close</p>  <p>1 min</p>	<p>Explain to participants that there is a further module available (Module 3) where they can experience first-hand how it feels to be a vulnerable road user (VRU). Thank them for their attendance and participation today and close.</p>	<p>Slide 140</p> 

Module 3: On-cycle practical

This module is designed to help participants improve safety by increasing their hazard perception skills and adopting defensive and advanced driving skills.

Please use the guidance and information provided within this trainer pack to ensure that the course delivery is consistent and that the objectives and key learning points are achieved.



Module 3 objective

At the end of the lesson, participants will be able to:

- Gain first-hand experience as a vulnerable road user (VRU) through on-cycle hazard awareness, and recognise why cyclists behave the way they do.



Module 3 learning outcomes

Participants will be able to:

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



Timing

- 210 minutes

It is important to stick to the timings detailed in the lesson plan.

Notes

- All training sessions are fully risk assessed and there is a ratio of one cycle instructor for every six riders. Any risks are taken with control measures in place and in the knowledge that providing realistic experience significantly decreases future risks to both VRUs and drivers.
- The training takes place mainly on single carriageway roads, near the training centre. Roads used normally have a 20 or 30mph limit.
- An alternative classroom-based module is available if weather conditions (heavy rain, ice or snow, strong winds) are too hazardous for riding.
- Drivers' ability to cycle is established before the start of the training by means of a signed declaration. Their current competence is assessed off-road, and those without adequate riding skills are advised to observe at drill sites or attend a theory-only course.
- Participants' health is established before the start of the training by means of a signed declaration.

Materials

- Registration document
- Consent forms
- Pens
- Completed risk assessment
- Bikes, helmets and Hi-Vis (for 12 trainees)
- Feedback forms



Before the module starts

1. Discuss health and safety issues with the venue co-ordinator, including emergency assembly areas, external break areas and toilet facilities.
2. If there are any visually or hearing-impaired participants in the group, find out whether or not they have any special requirements. Do this discreetly to respect any sensitivity.
3. Read out the following safety brief:

This training is designed to be insightful, enjoyable and achievable. We will be stopping at regular intervals to discuss the learning points of each scenario. You are expected to take part in all activities. Should you have any concerns, please discuss these with the trainers. If you feel you cannot complete the session, you must inform one of the trainers immediately, who will arrange for you to be taken back to the training centre.

Dynamic risk assessments will be conducted by the instructors throughout this training. All cycle trainers are trained to observe you (the participants), the training environment and the bicycles during the session.

DOs and DON'Ts

Do

- Use the personal protective equipment (PPE) provided
- Keep an eye out for each other
- Ride in the manner described by the instructors
- Ask questions

Don't

- Ride off on your own
- Perform any tricks or stunts
- Make adjustments to your bicycle on the move



Module 3: On-cycle practical – timetable

Time	Activity
 20 mins	Welcome and Lesson 1: Exchanging Places – driver attitude and perception
 70 mins	Lesson 2: Introduction to active travel – driver fitness and health
 120 mins	Lesson 3: Hazard awareness and cyclist behaviour
 10 mins	Module 3 summary and evaluation
3.5 hours	Total training time





Lesson 1: Exchanging Places – driver attitude and perception

The purpose of this lesson is to help drivers to appreciate why increasing numbers of people are riding bikes in urban environments. The lesson also sets out to emphasise the driver's role in reducing risks for cyclists.

Location: Classroom

Time: 20 minutes

Key	Method	Time
Welcome	Welcome participants, introduce yourself and run through housekeeping issues: fire, toilets, refreshments and so on. Then briefly outline the module timetable so that they know what to expect.	3 mins
Introductions	Ask each person to tell the group a little about themselves and the job they do. Try to keep the mood light-hearted, as some people may be nervous.	3 mins
Benefits	<p>Ask the group if they have noticed an increase in cycling and why this is.</p> <p>They may say that cycling in the city is much safer nowadays because of investment by the UK Government. This has brought infrastructure changes such as cycle superhighways, advanced stop lines (ASLs) and quietways.</p> <p>Try to elicit a range of benefits of cycling, such as:</p> <ul style="list-style-type: none">• Saving money• A convenient and fun way to get fitter• Quicker journey times• Health improvements (obesity, diabetes, heart problems, wellbeing)• The switch from car use reduces congestion, and air pollution is improved• More cycling has a positive influence on climate change <p>Sum up by saying that active travel brings benefits to both individuals and society. It is widely acknowledged that cycling is one of the best ways for people to achieve good health and fitness.</p>	5 mins



Key	Method	Time
Driver/cyclist interactions	<p>Discuss driver/cyclist interactions such as making eye contact. The effects of this can be positive or negative!</p> <p>Mention that both riders and drivers demonstrate differing standards. Both poor driving and cycling can cause potential conflict.</p> <p>Cyclists trying to reduce their own risk may annoy drivers without knowing it.</p>	3 mins
Common misconceptions about cycling	<p>Address some common misconceptions about cyclists.</p> <p>Ask: <i>'What annoys you?'</i></p> <p>Using the information give the following factual answers:</p> <ul style="list-style-type: none"> • Cyclists don't always wear helmets and Hi-Vis In the UK there is no law regarding this, it's personal choice. • Cyclists don't always use cycle lanes In some circumstances it's more risky to ride in the cycle lane. This will be covered in the practical session. • Cyclists don't pay road tax Tax is on vehicle emissions. Low emission vehicles (including electric cars) are exempt. • Cyclists are not insured While many have third party insurance, cyclists (and pedestrians) are not legally bound to be insured. Statistically these road users are less likely to harm others. • Cyclists often ride in the middle of the lane Yes - to minimise risk, not to annoy drivers. This will be covered in the practical session. • Cyclists run red lights Yes - some do break the law. In the same way, some drivers speed or talk on mobiles while driving. • Cyclists sometimes listen to music while riding Yes - this may reduce concentration and it is not advised while riding or driving. <p><i>Note that some participants may feel that cyclists' behaviours are negative. You will have the opportunity to explore possible reasons during the on-road training.</i></p>	5 mins



Key	Method	Time
Exchanging Places	<p>Read out the following to explain what Exchanging Places does:</p> <p>The Exchanging Places programme brings together the Metropolitan Police Service, London boroughs and operators to educate cyclists of vehicle blind spots. The Metropolitan Police Service and City of London Police hold regular Exchanging Places sessions. These events give cyclists the opportunity to sit in the driver's seat of a HGV or bus. This allows the cyclist to see what the driver can and cannot see at the kerbside and directly in front of their vehicle. 97 per cent of cyclists who have taken part in these events say they will change their behaviour as a result.</p>	1 min



Lesson 2: Introduction to active travel – driver fitness and health

The purpose of this lesson is to show drivers how to control and ride a bike safely and efficiently.

Location: Outdoor off-road training area with hard-standing or tarmac

Time: 70 minutes

Key	Method	Time
Bike safety check	<p>Explain and demonstrate safety checks. The principle is the same as checking your vehicle:</p> <ul style="list-style-type: none">• Limit mechanical failure• Demonstrate how to adjust helmets and saddles	10 mins
Basic skills	<p>Explain and demonstrate the following skills:</p> <ul style="list-style-type: none">• Getting on and off a bike• Starting and stopping (using both brakes)• Basic bike handling <p>Tell participants they are now going to experience riding as individuals and in a group, using circle and linear riding activities as appropriate.</p> <p>Discuss guidelines for group riding (which will inform the snaking activity).</p>	20 mins
Using gears	<p>Explain and demonstrate:</p> <ul style="list-style-type: none">• How to change up and down the gears to select the most appropriate for the road conditions• Use circle and linear riding activities to practice changing gears as appropriate	10 mins
Emergency stop	<p>Explain that looking ahead and good road sense will minimise the need for emergency procedures. However, to protect themselves participants need to know how to perform an emergency stop.</p> <p>Demonstrate the steps of an emergency stop:</p> <ul style="list-style-type: none">• Apply the brakes• Keep your weight to the rear <p>Ask participants to practise until proficient.</p>	10 mins
Observations and signalling	<p>Explain the importance of giving signals for turning in good time. At this stage you will need to decide whether participants are competent to join the snake to a drill site.</p>	10 mins



Key	Method	Time
Controlled cycling	Next ask drivers to warm up by participating in some controlled cycling in preparation for the main part of the course. A good warm up prevents injury. As they do this, note each rider's ability. Be careful not to stretch the abilities of weaker riders.	5 mins
People and bike checks	Finally, ask participants to carry out a secondary check of self and bike. This is good practice to prevent injury or mechanical failure.	5 mins

Lesson 3: Hazard awareness and cyclist behaviour

The purpose of this lesson is to give riders an opportunity to ride in a variety of urban environments. In this way they gain first-hand experience of being a vulnerable road user (VRU).

Location: Two or three on-road locations

Time: 120 minutes

Key	Method	Time
Ride to drill site	The drill site should be an urban location with enough traffic for riders to interact with other road users. This is an opportunity for participants to experience cycling in a group, in single and/or double formation. They will find out how other road users react to a group. When you arrive at the drill site, stop and discuss the experience of riding as a group and how they feel about this.	20 mins
On-road journey	Observe other road users in the training location, using them as teaching aids. Encourage the group to observe and comment on each other's riding. Lead an on-road journey, having explained how to start and end the ride, pass a side road and pass parked vehicles. Riders must make sure they leave enough space to pass parked vehicles so they do not risk colliding with an opening door. Tell them when and where to ride in the road (primary position) and when to ride to the left of the traffic stream to allow drivers to pass. Explain the importance of good communications from a rider; signal only when someone may be affected by a manoeuvre.	20 mins



Key	Method	Time
Junction drills	<p>The location for junction drills needs to be busier than the last location and be trafficked by lorries/buses if possible. It should be a single lane road (level 2).</p> <p>Ask participants to observe and comment on how other road users negotiate junctions. Then discuss and demonstrate all the level 2 junction drills, telling riders:</p> <ul style="list-style-type: none"> • To ride centrally in a lane for all drills • When to look back and when to signal others • To be aware that some riders will be in a vehicle's blind spot <p>Encourage all participants to attempt at least one junction drill, using U-turns to join up turns. Consider riding with participants who are concerned about riding in this environment.</p> <p>At the end of this section ask participants:</p> <ul style="list-style-type: none"> • <i>Why is it risky to overtake cyclists at junctions?</i> • <i>Will you behave differently at junctions when driving?</i> 	25 mins
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.</p> <p>If you are using multi-lane roads, you need to tell participants how to use bus lanes. If you are teaching at a roundabout, tell riders to position themselves centrally in the appropriate lane, as they would in a car.</p> <p>Explain carefully how to negotiate ASLs, mentioning the following key points:</p> <ul style="list-style-type: none"> • The risks/benefits of entering an ASL • The importance of filtering carefully through a stationary queue of traffic • The advantages of filtering to the right of a traffic queue at lights 	25 mins

Key	Method	Time
Using a cycle lane	<p>If possible, choose cycle lanes where there may be a reason for a rider not to use them.</p> <p>Reiterate that riders do not have to use cycle lanes and may choose to ride in the carriageway. For example, the lane may pass parked cars or be close to a junction. However, these lanes can make a cycle journey safer, depending on the rider's experience and skills. This is because drivers are not allowed to enter the cycle lane (which has a solid white line).</p> <p>When cycling:</p> <ul style="list-style-type: none"> • Keep within the lane whenever practicable • Check that it is safe before leaving a cycle lane and signal your intention clearly to other road users <p><i>Note:</i> CYCLE LANES – Highway Code for Drivers: 140 <i>These are shown by road markings and signs. You MUST NOT drive or park in a cycle lane marked by a solid white line during its times of operation. Do not drive or park in a cycle lane marked by a broken white line unless it is unavoidable.</i> <i>You MUST NOT park in any cycle lane whilst waiting restrictions apply.</i> <i>[Law: RTRA sects 5 & 8] 63</i> <i>Cycle lanes are marked by a white line (which may be broken) along the carriageway.</i></p>	10 mins
Return ride to site	Encourage participants to put into practice what they have learned during the session. Try to keep the group together.	20 mins





Course summary and evaluation

Key	Method	Time/Resources
Course summary	<p>Close the day by reading out the following:</p> <p>Thank you all for your commitment today, I hope you enjoyed the training and have either been reminded of something or have learned something new. This training is designed to raise your awareness of vulnerable road users and I hope we achieved that today. You can make sure this training has been recorded for Driver CPC and contractual purposes by visiting the DVSA and FORS websites.</p> <p>Driving is one of the most dangerous work activities, and is compounded further with a growing population, many of which are vulnerable road users. You as professional drivers will make a difference to the opinions of people by driving defensively, with the right attitude and giving consideration to all road users.</p>	Course summary
Evaluation	Use the evaluation form and ask participants to complete the remaining parts relevant to this module.	Evaluation form (from Section 3)

End of course procedure

Key	Method	Resources
Lessons learned	<p>Through the continuous delivery of training we learn lessons and discover opportunities for improvement.</p> <p>Review the evaluation forms, record any lessons learned and inform FORS in accordance with your company's course close down procedure.</p>	





Quiz papers/ answer sheets

If you chose not to run the quiz via the PowerPoint slides, these can be printed or copied from the pages that follow and the quiz conducted manually.

A full set of answer sheets is also included.





Van Smart

Theory modules: Final confirmation of knowledge quiz





Name:

Date:

Score:

Van Smart: test your knowledge quiz

Welcome to the Van Smart – check your knowledge quiz.

Now you've completed the training, you'll be asked to answer 20 questions to test what you've learnt.

Read each question carefully before selecting your answer. Some questions require you to select more than one correct option.

1	Most fatigue-related collisions occur at night time. Choose one correct answer.
a	True
b	False

2	What is the legal alcohol limit for drivers in England? Choose one correct answer.
a	15 micrograms per 100ml of breath
b	22 micrograms per 100ml of breath
c	35 micrograms per 100ml of breath
d	107 micrograms per 100ml of breath

3	What does the Highway Code recommend for taking breaks when driving? Choose one correct answer.
a	15 minutes every 2 hours
b	30 minutes every 2 hours
c	20 minutes every 3 hours
d	20 minutes every hour

4	You have a Category B driving licence. Does this entitle you to drive a 3.5 tonne van? Choose one correct answer
a	Yes
b	No
c	Only with supervision
d	Additional training would be required

5	How often should you check your van's fluid levels? Choose one correct answer.
a	Before every journey
b	Once a day, before your journey
c	Once per week
d	This is checked in servicing and isn't my responsibility

6	When loading, where should the heaviest items be placed? Choose all that apply.
a	Nearest the centre line of the vehicle
b	Spread evenly on top of other items
c	Along one side of the van only
d	On the bottom, below other items

7	Which of the following should you consider when planning a route? Choose all that apply.
a	Cycle routes and road works
b	Weather conditions
c	When and where you can take a break
d	Road restrictions (speed restrictions, vehicle size)

8	In which of the following locations can you legally load and unload? Choose all that apply.
a	Roads marked with single yellow lines
b	Parking bays with an 'out of order' parking meter
c	Within zig-zag white lines
d	Residential parking bays



9	You suspect your load has shifted in transit. What should you do? Choose one correct answer.
a	Find the designated parking area and check the load
b	Pull over in a safe place and inform your employer immediately
c	Find the designated parking area, assess the risks and inform the site safety manager immediately of your concerns
d	Stop as soon as it is safe to do so and check the load for stability

10	You are stuck in slow moving traffic. What is the most fuel efficient thing to do? Choose one correct answer.
a	Keep the engine on; it wastes more fuel to switch the engine off then back on again
b	Its efficient to keep moving where possible
c	Turn the engine off when it's obvious you'll be stationary for some time
d	Turn off the air conditioning but leave the engine running

11	You and any passengers must wear a seatbelt if one is fitted. How much can you be fined if you don't? Choose one correct answer.
a	Up to £1,000
b	Up to £500
c	Up to £800
d	Up to £200

12	A colleague calls your mobile when you are driving. What should you do? Choose one correct answer.
a	Pull over and answer the call with the engine running
b	Ignore the call and deal with it when stopped and it is safe to do so
c	Answer but keep the conversation as short as possible
d	Answer as long as the phone is on hands-free



13	You are driving a van with a Gross Vehicle Weight (GVW) of 5 tonnes on a dual carriageway. What is the maximum speed you can travel at if conditions allow? Choose one correct answer.
a	40mph
b	50mph
c	60mph
d	70mph

14	You have a faulty passenger seatbelt. A colleague asks for a lift to the nearby station. What do you do? Choose one correct answer.
a	Offer them a lift, after explaining it isn't working, so that they can take the decision
b	Say no because it is illegal to carry passengers without fully functioning seatbelts
c	As long as the fault has been reported, it is fine to carry passengers
d	Offer them a lift – it is only just down the road

15	What is a safe distance between vehicles travelling on the same road with a 30mph limit? Choose one correct answer.
a	5 seconds
b	10 seconds
c	2 seconds
d	1 second

16	Which of the following actions can you take in order to protect vulnerable road users (VRUs)? Choose all that apply.
a	Increase your use of mirrors
b	Allow extra time if your route has a high concentration of VRUs
c	Increase speed when driving past VRUs to get out of their way
d	Always drive to the speed limit to mirror other road users



17	You are at a road junction, turning into a minor road. There are pedestrians crossing the road you wish to turn into. What should you do? Choose one correct answer.
a	Carry on – the pedestrian should wait for you
b	Give way to the pedestrians already crossing the road
c	Sound your horn to let them know you are there
d	Stop immediately and wave the pedestrians across the road

18	You are following another road user who is indicating right. However, you believe the signal should have been cancelled. What should you do? Choose one correct answer.
a	Trust your instincts and overtake them quickly
b	Exercise caution and wait for the signal to be cancelled before acting
c	Overtake them slowly so they can see what you are doing
d	Sound your horn and flash your lights to alert the other driver

19	You are approaching a school in a busy urban area during the morning rush. What hazards should you look out for? Choose all that apply.
a	Vehicles emerging from junctions
b	Car doors opening and children getting out
c	Children running out from between parked cars into the road
d	School crossing patrols

20	Which of the following are defensive driving techniques? Choose all that apply.
a	Planning your journey
b	Making daily walkaround checks of your vehicle
c	Pointing out the mistakes other road users make
d	Keeping a safe distance from other vehicles

Thank you for completing the check your knowledge quiz.

Remember, getting your head in gear, completing your daily van checks and planning ahead, you're helping yourself and others stay safe. Also, relying on the rules, keeping an eye out for others and leading by example, can help you be a safer driver.

You can refer to your Van Smart Driver Handbook for guidance and advice.





Van Smart

Theory modules: Final
confirmation of knowledge
quiz

Answer sheets





Van Smart: test your knowledge quiz - answers

The correct answers are shown in bold below for reference. If running the check your knowledge activity on-screen, please note the correct answers are shown on the slide after each question.

1	Most fatigue-related collisions occur at night time. Choose one correct answer.
a	True
b	False
2	What is the legal alcohol limit for drivers in England? Choose one correct answer.
a	15 micrograms per 100ml of breath
b	22 micrograms per 100ml of breath
c	35 micrograms per 100ml of breath
d	107 micrograms per 100ml of breath
3	What does the Highway Code recommend for taking breaks when driving? Choose one correct answer.
a	15 minutes every 2 hours
b	30 minutes every 2 hours
c	20 minutes every 3 hours
d	20 minutes every hour
4	You have a Category B driving licence. Does this entitle you to drive a 3.5 tonne van? Choose one correct answer
a	Yes
b	No
c	Only with supervision
d	Additional training would be required



5	How often should you check your van's fluid levels? Choose one correct answer.
a	Before every journey
b	Once a day, before your journey
c	Once per week
d	This is checked in servicing and isn't my responsibility

6	When loading, where should the heaviest items be placed? Choose all that apply.
a	Nearest the centre line of the vehicle
b	Spread evenly on top of other items
c	Along one side of the van only
d	On the bottom, below other items

7	Which of the following should you consider when planning a route? Choose all that apply.
a	Cycle routes and road works
b	Weather conditions
c	When and where you can take a break
d	Road restrictions (speed restrictions, vehicle size)

8	In which of the following locations can you legally load and unload? Choose all that apply.
a	Roads marked with single yellow lines
b	Parking bays with an 'out of order' parking meter
c	Within zig-zag white lines
d	Residential parking bays

9	You suspect your load has shifted in transit. What should you do? Choose one correct answer.
a	Find the designated parking area and check the load
b	Pull over in a safe place and inform your employer immediately
c	Find the designated parking area, access the risks and inform the site safety manager immediately of your concerns
d	Stop as soon as it is safe to do so and check the load for stability



10	You are stuck in slow moving traffic. What is the most fuel efficient thing to do? Choose one correct answer.
a	Keep the engine on; it wastes more fuel to switch the engine off then back on again
b	Its efficient to keep moving where possible
c	Turn the engine off when it's obvious you'll be stationary for some time
d	Turn off the air conditioning but leave the engine running

11	You and any passengers must wear a seatbelt if one is fitted. How much can you be fined if you don't? Choose one correct answer.
a	Up to £1,000
b	Up to £500
c	Up to £800
d	Up to £200

12	A colleague calls your mobile when you are driving. What should you do? Choose one correct answer.
a	Pull over and answer the call with the engine running
b	Ignore the call and deal with it when stopped and it is safe to do so
c	Answer but keep the conversation as short as possible
d	Answer as long as the phone is on hands-free

13	You are driving a van with a Gross Vehicle Weight (GVW) of 5 tonnes on a dual carriageway. What is the maximum speed you can travel at if conditions allow? Choose one correct answer.
a	40mph
b	50mph
c	60mph
d	70mph



14	You have a faulty passenger seatbelt. A colleague asks for a lift to the nearby station. What do you do? Choose one correct answer.
a	Offer them a lift, after explaining it isn't working, so that they can take the decision
b	Say no because it is illegal to carry passengers without fully functioning seatbelts
c	As long as the fault has been reported, it is fine to carry passengers
d	Offer them a lift – it is only just down the road

15	What is a safe distance between vehicles travelling on the same road with a 30mph limit? Choose one correct answer.
a	5 seconds
b	10 seconds
c	2 seconds
d	1 second

16	Which of the following actions can you take in order to protect vulnerable road users (VRUs)? Choose all that apply
a	Increase your use of mirrors
b	Allow extra time if your route has a high concentration of VRUs
c	Increase speed when driving past VRUs to get out of their way
d	Always drive to the speed limit to mirror other road users

17	You are at a road junction, turning into a minor road. There are pedestrians crossing the road you wish to turn into. What should you do? Choose one correct answer.
a	Carry on – the pedestrian should wait for you
b	Give way to the pedestrians already crossing the road
c	Sound your horn to let them know you are there
d	Stop immediately and wave the pedestrians across the road



18	You are following another road user who is indicating right. However, you believe the signal should have been cancelled. What should you do? Choose one correct answer.
a	Trust your instincts and overtake them quickly
b	Exercise caution and wait for the signal to be cancelled before acting
c	Overtake them slowly so they can see what you are doing
d	Sound your horn and flash your lights to alert the other driver

19	You are approaching a school in a busy urban area during the morning rush. What hazards should you look out for? Choose all that apply.
a	Vehicles emerging from junctions
b	Car doors opening and children getting out
c	Children running out from between parked cars into the road
d	School crossing patrols

20	Which of the following are defensive driving techniques? Choose all that apply.
a	Planning your journey
b	Making daily walkaround checks of your vehicle
c	Pointing out the mistakes other road users make
d	Keeping a safe distance from other vehicles





Section 3

Training administration

- Driver CPC approval form
- Joining instructions
- Theory module checklist
- Theory module risk assessment
- Theory module housekeeping and safety brief
- Practical module checklist
- Practical module risk assessment
- Practical module safety brief
- Participant registration
- Driver licence/identity checks
- Driver CPC overview
- Fair processing notice
- Course evaluation
- Complaints procedure

Driver CPC approval form

Before arranging the course, you could complete the application for Driver CPC Course Approval. To access and download this form please go to: <https://www.jaupt.org.uk/>

Alternatively, complete the form on the following pages.

Note: Van drivers do not need to complete the mandatory 35 hours' periodic training every five years as defined in the EU Directive 2003/59.







Application for Driver CPC Course Approval

Section 1: Approved Centre Details

1.1 Name of approved centre:

1.2 Centre approval number (if known):

1.3 Proposed name of course:

1.4 Proposed approval start date:

Please note that 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. Should the application be processed prior to the proposed approval date, the approval will commence as requested.

Please note that all approval documentation will be sent to the person responsible for Driver CPC at the approved centre.

1.5 Has this course been previously approved? Yes No

Please note that previous approval of this course does not guarantee that it will be granted approval again.

If **Yes** – what was the course number?

Please note that a course is approved for 12 months starting at the date shown on the course approval certificate. If you deliver the course before this date the training will not count towards Driver CPC, JAUPT will send a courtesy reminder email when the course is due to expire and a further notification once the course has expired. Once expired, the course cannot be delivered as periodic training.



Section 2: Course details

- 2.1 Sector(s) to which this course is to be delivered: LGV PCV
- 2.2 Training delivery location: Classroom On Road / In Vehicle Yard / Outside Area
- 2.3 Length of course (in hours):
- 2.4 What is the anticipated driver/trainer ratio for this course?
- 2.5 If this course is intended for delivery as part of another programme or qualification, please provide details.
-

- 2.6 Subject area of the course (tick all that apply):

The numbers below are syllabus reference numbers as stated within the European Directive 2003/59 EC.

- | | |
|--|--|
| <input type="checkbox"/> 1.1 Vehicle Systems (Transmission System) | <input type="checkbox"/> 3.1 Health, Safety and Emergencies |
| <input type="checkbox"/> 1.2 Vehicle Systems (Safety Controls) | <input type="checkbox"/> 3.2 Prevention of Criminality and Trafficking |
| <input type="checkbox"/> 1.3 Safe and Fuel Efficient Driving | <input type="checkbox"/> 3.3 Personal Health and Wellbeing |
| <input type="checkbox"/> 1.4 Loading/Unloading (LGV) | <input type="checkbox"/> 3.4 Physical/Mental Health and Wellbeing |
| <input type="checkbox"/> 1.5 Customer Service / Disability Awareness (PCV) | <input type="checkbox"/> 3.5 First Aid |
| <input type="checkbox"/> 1.6 Loading/Unloading (PCV) | <input type="checkbox"/> 3.6 Professional Driver and Company Issues |
| <input type="checkbox"/> 2.1 Legislation (including Drivers Hours, Rules and Regulations and the Working Time Directive) | <input type="checkbox"/> 3.7 Economic Environment for Carriage of Goods (LGV) |
| <input type="checkbox"/> 2.2 Regulations for Carriage of Goods (LGV) | <input type="checkbox"/> 3.8 Economic Environment for Carriage of Passengers (PCV) |
| <input type="checkbox"/> 2.3 Regulations for Carriage of Passengers (PCV) | |



2.7 Course delivery

2.7.1 Please provide details of the training programme for this specific course in the form of a course layout. Please refer to the course summary example which can be found at: www.gov.uk/guidance/set-up-a-driver-cpc-training-centre#course-summary

2.7.2 Please attach details and evidence of the qualifications and fields of activity of each of your trainers to be used to train/teach this specific course. Trainers must have sound, up-to-date knowledge of relevant regulations and training requirements as outlined in the Directive 2003/59 EC. Supporting guidance can be found at: www.gov.uk/guidance/run-a-driver-cpc-training-course

All courses are subject to audit and the auditor will verify that the course is being delivered as specified on the approved course summary. Failure to deliver the course as approved may result in the revocation of the driver's training hours.

Section 3: Publication

3.1 Would you like this course to be publicised on gov.uk website?

Yes

No

Section 4: Payment

4.1 Payment of the current fee is accepted via the methods below and should be made within 5 working days of application receipt by JAUPT.

Cheque

Credit / Debit card

BACS

Name:

Position:

Date:

4.2 Application checklist

- Payment details
- Course summary
- Trainer evidence
- Have you read and understood the confirmatory statements detailed in your most recently approved centre application?

Failure to comply with the conditions of approval may result in the suspension or withdrawal of the centre approval.

- If you are submitting a modular course you must include one course application for the 7 hour modular course (excluding the course summary) plus a course application for each 3.5 hour module (including the course summary and trainer information).

This form should be completed in full and sent via email to enquires@jaupt.org.uk or your Customer Relations Coordinator (if known). Alternatively you may submit this in hard copy using the address below.

**Joint Approvals Unit for Periodic Training
9 Warren Yard
Warren Park
Stratford Road
Milton Keynes
MK12 5NW**

Any queries should be directed to enquiries@jaupt.org.uk or alternatively on **0844 800 4184**.

For further supportive information and to keep up to date with future updates, feel free to follow and visit the links below:



www.jaupt.org.uk



facebook.com/JAAPT



twitter.com/jaupt_drivercpc

DVSA DESIGN/2865A/JAN 16



Joining instructions – Van Smart

Date

Dear

Course joining instructions – Van Smart

Thank you for choosing the Van Smart training course – a place has been reserved for you. The following information will help you prepare for the day.

Timings:

Please arrive at least 15 minutes before the course start time for registration.

Registration opens	08.00
Registration closes	08.25
Start training	08.30
Morning break	10.25-10.40
Lunch	12.35-13.10 (approx.)
Resume training	13.10
Finish	17.00

You must attend the full seven hours' training. Late arrivals or early leavers may not be recorded to the DVSA recording and evidencing system.

Location:

The course will be held in our training room at:

Please see map:

Lunch and refreshments:

Lunch is not provided.

Light refreshments are available on site, mostly from vending machines; having loose change will be an advantage.



Equipment:

Make sure you bring writing material for personal note taking. All other training materials will be provided.

Cycling:

Cycle training will go ahead in most weather conditions; it is recommended you bring appropriate clothing for the forecasted conditions.

Identity checks:

Participants attending the course should be in the possession of valid identification. Please refer to the list on the right for official documents that are acceptable to prove identification:

- Photocard driving licence
- Valid passport
- Digital tachograph card
- Driver qualification card (DQC)

Participants who want the training recorded with the Government's Recording and Evidencing (R&E) database will need to pay an £8.75 (cash) upload fee. Participants **MUST** notify the trainer on arrival of their intentions to register for the Driver CPC hours.

NOTE: If the fee is not paid on the day, your learning hours may not be uploaded.

Contact details:

Training centre:

- Telephone:
- Email:

Trainer:

- Telephone:
- Email:

We look forward to seeing you on the day.

Yours faithfully



Theory modules checklist

Training room	Yes	No
Large enough to comfortably accommodate 20-25 people		
Adequate furniture (four or five tables and 25 chairs) available for the training		
Size of room adequate for arranging working groups		
Adequate lighting		
Air-conditioning in good working condition		
Cross ventilation		
Windows with curtains/blinds in good working condition		
Appropriate electricity supply		
Located away from any distractions, such as traffic or noise		
Adequate arrangement for drinking water		
Appropriate toilet facilities		

Materials	Yes	No
Projector and screen		
Laptop		
Extension lead		
Name tents		
Flipchart		
Whiteboard and pens		
Hard copy printouts of training slides		
Copy of the Highway Code (available to view and download at: http://www.gov.uk/browse/driving/highway-code)		
Copies of the Driver Handbook for participants to refer to during the course and to take away		





Theory modules risk assessment

Health and safety in a training environment is about taking a sensible and proportionate approach to ensure the premises provide a healthy and safe place for all who use them.

You should use the risk assessment(s) to make sure training facilities meet minimum health and safety standards. However, the results and findings from completed risk assessments will provide a useful resource to the company management when reviewing their whole-company risk assessments.

The risk assessment is a means to raise awareness of areas of concern. Employers in the training sector, whether they are a commercial company, local authority, governing body, trust or proprietor, have wider responsibilities under health and safety law.



Training room

Questions you should ask:		Yes	No	Further action needed
Movement around the training room (slips and trips)	Is the flooring in a good condition?			
	Are there any changes in floor level or type of flooring that need to be reported?			
	Are gangways between desks clear?			
	Are trailing electrical leads/cables prevented where possible?			
	Is lighting bright enough to allow safe access and exit?			
	Is sufficient equipment in place to protect from glare and heat from sun, eg blinds?			
	Are procedures in place to deal with spillages, eg water?			
	For stand-alone training rooms: <ul style="list-style-type: none"> • Are access stairs or ramps properly maintained? • Are access stairs or ramps provided with handrails? 			
Furniture and fixtures	Are permanent fixtures in good condition and securely fastened, eg cupboards, display boards, shelving?			
	Is furniture fit for purpose and suitable for adults?			
	Where window restrictors are fitted to upper-floor windows, are they in good working order?			



Questions you should ask:		Yes	No	Further action needed
Electrical equipment and services	Are fixed electrical switches and plug sockets fit for purpose?			
	Are all plugs and cables fit for purpose?			
	Has portable electrical equipment, eg projectors, been visually checked and where necessary, tested at suitable intervals to ensure that it's safe to use? (There may be a sticker to show it has been tested.)			
Fire	If there are fire exits from the training room, are they: <ul style="list-style-type: none"> • Unobstructed? • Kept locked? • Able to be opened from the inside? 			
	Is fire-fighting equipment available in the training room?			
	Are fire evacuation procedures displayed clearly?			
	Are you aware of the evacuation drill, including arrangements for any vulnerable adults?			
Workplace (ventilation and heating)	Does the room have natural ventilation?			
	Can a reasonable room temperature be maintained during use of the training room?			

This list is not exhaustive and you should identify any other hazards associated with the daily use of the training room, including any further actions needed. If necessary, discuss this with your employer.



Further action needed

Hazards noted:	Action taken and when:

Name (and position):	Signature:	Date:
Location/name of training room:		

This risk assessment should be reviewed whenever a material change occurs or following a serious incident to make sure controls are still relevant. Otherwise the review is every two years.



Theory modules housekeeping and safety brief

The following important information must be shared with the participants at the earliest opportunity and in any case before the training begins. To help share this information a slide is included in the welcome section of the first lesson.

- Fire evacuation drill
- Location of toilets
- Regulations concerning smoking/location of designated areas
- Participant use of mobile phones
- Location of drinking water
- Timetable detailing break times
- Course evaluation and the value it has for future training

All areas must be visually investigated immediately prior to a session, any dangerous objects removed and the surface assessed. If there is a real risk of danger, then the session must be cancelled or moved to a new safe training location.





Practical module checklist

Location	Yes	No
Location checked prior to session and clear of hazards		
Hardstanding area to provide adequate space to undertake bike handling activities		
Appropriate route with good mix of traffic speed and density		
Pedestrian access		
Toilet facilities nearby		
Place to park bicycles		

Materials	Yes	No
Mobile phone, charged with credit		
First aid kit		
Sun protection		
Road-ready bikes for all participants		
Sufficient personal protective equipment (PPE) for all participants: well-fitting helmets, Hi-Vis vests		





Practical module risk assessment

All routes must be surveyed before each session. Instructors are to make sure all reasonable precautions are in place to safeguard the participants and the chosen route is not physically challenging.



Questions you should ask:		Yes	No	Record action(s) taken
Off-road location	Surface is in good order			
	Site is clear of hazards such as broken glass			
	Location is sufficient for level 1 activities			
On-road location	Location appropriate for activity			
	Traffic speed appropriate for training			
	Traffic density appropriate for training			
	Line of sight			
	Alternative options located			
Record on-road locations (Record street names or provide map)	Activity 1			
	Activity 2			
	Activity 3			
	Activity 4			
	(Activity 5)			
	(Activity 6)			



Questions you should ask:		Yes	No	Record action(s) taken
Route	Appropriate distance from training base (including plan for non-riders)			
	Speed and traffic density			
	Minimised right turns			
	Zebra and pelican crossings as appropriate			
Description of route (or provide map)				
Riders	Rider health and fitness considered and participants asked to inform trainers of any relevant issues			
	Clothing appropriate for conditions, shoelaces tied, trousers tucked-in etc			
	Helmets fitted correctly, wearing Hi-Vis			
	Riders informed of actions to take in case of incident, including getting lost			
Bicycles	Tyre condition and pressure			
	Brakes			
	Chain running smoothly			
	Attachments to cycle secure (rack, bottle cage, etc)			
	Frame and saddle height fit riders			



Dynamic risk assessment

Things can change during any session. Ensure you keep an eye on the training environment, the riders and the bicycles and take any action as appropriate. Have a plan B.

This list is not exhaustive and you should identify any other hazards associated with the practical module, including any further actions needed. If necessary, discuss this with your employer.

All areas must be visually investigated immediately prior to a session, any dangerous objects removed and the surface assessed. If there is a real risk of danger, then the session must be cancelled or moved to a new safe training location.

Further action needed

Hazards noted:	Action taken and when:

Name (and position):	Signature:	Date:
Location/name of training room:		

This risk assessment should be reviewed whenever a material change occurs or following a serious incident to make sure controls are still relevant. Otherwise the review is every two years.



Practical module safety brief

This training is designed to be insightful, enjoyable and achievable. We will be stopping at regular intervals to discuss the learning points of each scenario. You are expected to take part in all activities. Should you have any concerns, please discuss these with the trainers. If you feel you cannot complete the session, you must inform one of the trainers immediately, who will arrange for you to be taken back to the training centre.

Dynamic risk assessments will be conducted by the instructors throughout this training. All cycle trainers are trained to observe you (the participants), the training environment and the bicycles during the session.

DOs and DON'Ts

Do

- Use the PPE provided
- Keep an eye out for each other
- Ride in the manner described by the instructors
- Ask questions

Don't

- Ride off on your own
- Perform any tricks or stunts
- Make adjustments to your bicycle on the move







Driver licence/identity checks

Participants must provide proof of identity before any training session starts. Trainers need to carry out these checks in order to verify the identity of each participant.

The following documents are acceptable for identity checking:

- Photocard driving licence
- Valid passport
- Digital tachograph card
- Driver qualification card (DQC)
- Old-style paper driving licence plus valid passport

If you have concerns over the eligibility of a driver's licence, you can contact the Driver and Vehicle Licensing Agency (DVLA) via the website at www.dvla.gov.uk, call the DVLA customer enquiries line on 0870 240 0009, or seek legal or professional advice.

Photocard licences are issued every 10 years to ensure the photograph on the licence remains a true likeness of the holder.



Driver CPC overview

The aim of Driver CPC is to improve road safety and help drivers become more professional in all aspects of their work.

Drivers must do 35 hours of periodic training every five years to keep their Driver Certificate of Professional Competence (CPC) to drive a lorry, bus or coach.

The design and delivery of Van Smart includes the knowledge and understanding that is needed to underpin the performance standards or competency required for a particular work activity. The content of Van Smart is linked to the Driver CPC Directive syllabus covering the following:

- 1.2 Vehicle systems (Safety controls)
- 1.5 Customer service/Disability awareness
- 3.1 Health, safety and emergencies
- 3.3 Personal health and wellbeing
- 3.4 Physical/mental health and wellbeing
- 3.6 Professional driver and company issues



Fair processing notice

Your driving licence information will be shared with the Driver and Vehicle Standards Agency (DVSA), Transport for London (TfL), its subsidiaries and service providers and may use your personal information for the purpose of administering and operating the Fleet Operator Recognition Scheme (FORS).

TfL may share your personal information with FORS partners for the purpose of assisting businesses procuring road freight services to ascertain whether a FORS accredited company has complied with its legal obligations and/or taken steps to comply with TfL's recommended work related road risk contractual requirements.

Your personal information will be properly safeguarded and processed in accordance with the requirements of the Data Protection Act 1998.



Course evaluation

Do not skip or rush this part of the day. The course evaluation is important and gives the participants an opportunity to give feedback on what they think was good or bad.

When you introduce the form (overleaf) make sure the participants understand the following information:

- Participants can be part of wider research by giving an email address. Explain they will receive further research questions in three months and 12 months by email. The research company is Future Thinking Ltd
- Participant feedback is important and is used to make relevant changes to the content
- Offer support to participants who may need guidance on completing the form

Finally, make sure you recover all feedback forms and complete the course close down procedure as detailed by FORS.





FORS Van Smart evaluation and feedback form

Please complete in BLOCK CAPITALS

Name (optional)	Company name	Email	Date

Please rate each of the following:

Training location	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
The location was convenient for me					
I was given enough information about how to get to the training					

Trainer and the delivery	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
Professional and experienced					
Approachable and questions answered					
Clear communicator					
Engaging and interesting					

Personal training outcome	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
I found the training useful					
Today's programme has made me want to complete more training					
Today's training has made me more aware of my responsibilities					

Learning outcomes	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
After this course you will consider cycling to improve your HEALTH and fitness					
My UNDERSTANDING of the issues faced by vulnerable road users has improved as a result of this training					



Learning outcomes (continued)	Strongly agree	Agree	Disagree	Strongly disagree	Not sure
My ATTITUDE towards vulnerable road users has improved					
I will change to give more CONSIDERATION to the issues faced by vulnerable road users					

Have you driven on a cycle superhighway route? Yes No Don't know

If you ticked 'Yes' please indicate which route (tick all that apply)

BCS	Road Number	From	To	I have driven this route
CS1	A10 (minor roads and segregation)	Tottenham	Liverpool Street	
CS2	A118, A11	Stratford	Aldgate	
CS3	[part of East-West Cycle Superhighway] A13, A1202, A3211	Barking	Westminster	
CS5	A202	Oval	Pimlico	
CS6	[also known as North-South Cycle Superhighway]	Elephant & Castle	Stonecutter Street	
CS7	A24, A3	Merton	City	
CS8	A217, A3205, A3216, A3212	Wandsworth	Westminster	

Do you own a bicycle? (Please tick one answer below)

Yes and it is in working order	
Yes but it is not in working order	
No	
No but I have access to a working bicycle	

On average, how often do you cycle and for what purpose?

Frequency	For sport, leisure, exercise	To get to work	For transport to other destinations eg to the shops, visit friends/family
5 or more days a week			
3-4 days a week			
Once or twice a week			
Once or twice a month			
Less than once a month			
Never			

How much time in total do you spend cycling in an average week? (please try to be as precise as possible)

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------



Now you have received cycle training, how often do you intend to cycle and for what purpose?

Frequency	For sport, leisure, exercise	To get to work	For transport to other destinations eg to the shops, visit friends/family
5 or more days a week			
3-4 days a week			
Once or twice a week			
Once or twice a month			
Less than once a month			
Never			

Gender: Male Female Prefer not to say

Age: 18-24 25-34 35-44 45-54 55-64 65+ Prefer not to say

Borough in which you live:

Thank you for completing this form,
your comments will help us in our ongoing commitment
to improve our delivery of this programme.





Complaints procedure

If you're unhappy with our service, please let us know as soon as you can. We'll do our best to put things right. We are fully committed to addressing all complaints, fully and fairly, and in a reasonable timeframe. We prefer to resolve complaints by telephone – but if you'd prefer to receive a response in writing, then please ask.

There are two easy ways to get in touch. So we can get back to you sooner, let us know your preferred contact details when you contact us.

By phone – 08448 09 09 44

By email – enquiries@fors-online.org.uk

Your email will be acknowledged within 48 hours of receipt and we aim to resolve all written complaints within 28 days of receipt.

If you are not satisfied:

If a complaint is not resolved to your satisfaction you can ask to escalate the issue to a manager. In the event a manager has to call you back, you can help us by letting us know which daytime and evening contact numbers work best for you. If, after speaking to the manager, you feel we have still not dealt with your complaint appropriately, please ask for your complaint to be escalated to a senior manager.

