



**FORS**  
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**SAFE**  
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# Safe Urban Driving

Trainer notes

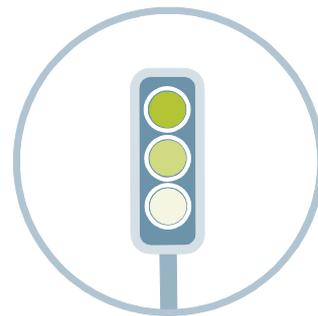
Training for professional drivers

# Safe Urban Driving

Safeguarding vulnerable road users (VRUs)

## Course Trainer Pack

Version 3.0



# Introduction

The Safe Urban Driving (SUD) course trainer pack is part of a series of publications produced by Transport for London (TfL) to support the commercial fleet sector in improving road safety, reducing their impact on the environment and road network, and increasing their levels of regulatory compliance.

This course trainer pack will provide you with all the information you need to prepare, deliver and administer SUD training courses.

## What is SUD training?

SUD focuses on the risks and hazards of driving heavy goods vehicles (HGVs) in UK cities. The course equips drivers with the knowledge and skills needed to share the road safely with vulnerable road users (VRUs), in particular pedestrians, cyclists and motorcyclists.

SUD is the first accredited course in the UK to include an on-road cycling hazard awareness module. This module gives drivers first-hand experience of feeling vulnerable on busy urban roads and knowledge of how different road users may act in certain situations.

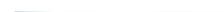
SUD training is fully aligned to meet the requirements of:

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

SUD training is a seven hour driver Certificate of Professional Competence (CPC) approved periodic training course.

## Who should attend SUD training?

SUD is essential training for all commercial drivers operating HGVs and public service vehicles (PSVs) regularly in the urban environment and where there are high volumes of VRUs, such as cyclists and pedestrians.



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# Section 1

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## Safe Urban Driving (SUD) background and framework

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- About the SUD course trainer pack
- Background
- Wider context of SUD training
- SUD training objectives and learning outcomes
- SUD course programme
- SUD trainer competency
- Frequently asked questions
- ‘No such thing as a blind spot?’
- References and further reading

# About the SUD course trainer pack

## Purpose of the SUD trainer pack

This pack provides all the information and guidance for training providers to prepare, deliver and administer standard approved SUD training to the commercial fleet sector on the safety of vulnerable road users (VRUs), the use and limitations of supplementary vehicle safety equipment and on-cycle hazard awareness. The course trainer pack aims to:

- Provide a quality training resource to assist in the consistent delivery of SUD 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 SUD training and offer the course as part of their standard training syllabus

## Who is the pack for?

The SUD 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 SUD as part of their standard training syllabus
- Have completed the SUD Train the Trainer course

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

## How should the course trainer pack be used?

This course trainer pack should be used to deliver SUD courses, which 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 SUD course trainer pack is structured in three parts:

- Section 1 – SUD 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 rising population places considerable strain on already busy transport networks and this requires a change in travel behaviour and the types of transport that people use.

## 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. The eight cities are Bristol, Birmingham, Cambridge, Leeds, Manchester, Newcastle, Norwich and Oxford.

## More deliveries

Population growth brings with it an inevitable rise in construction activity and demand for goods and services. Developing our towns and cities in a sustainable manner is vital to the UK's economy, our social wellbeing and the environment in which we live.

As our roads become busier with more cars, lorries, vans and VRUs, such as pedestrians and cyclists, the potential for collisions increases. The need to share the road responsibly and safely in our cities has become a priority.

## Protecting VRUs

Although the numbers of those killed and seriously injured on our roads are reducing, the number of cyclist fatalities increased between 2001 and 2012.

Nationally, heavy goods vehicles (HGVs) are involved in approximately 15 per cent of cyclist and 10 per cent of pedestrian fatalities. With HGVs representing less than four per cent of traffic, this is an issue that the freight industry is committed to addressing.

## Learning lessons from London

The levels of cycling in London have almost doubled since 2000, with close to 600,000 cycle trips made each day. However, there are concerns in the Capital about the over-representation of HGVs in collisions with both cyclists and pedestrians. Over 50 per cent of cycling fatalities involve an HGV, with construction and waste vehicles particularly over-represented.

As a result, Transport for London (TfL) is implementing the Cycle Safety Action Plan and the Pedestrian Safety Action Plan which provide a balanced approach to improving the safety of the most VRUs. SUD training is one initiative that is part of this approach.

Fleet operators and their clients are realising the value and necessity of taking ownership of WRRR. TfL works collaboratively with commercial fleet operators, the public sector and businesses to improve road safety and its road safety initiatives are gaining support and recognition across the UK.



# Wider context of SUD training

SUD 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 Fleet Operator Recognition Scheme (FORS) bronze accreditation
- Ensuring vehicles are fitted with proximity warning systems, Class VI mirrors and rear warning signs
- Ensuring drivers are trained in approved safe urban driving
- Ensuring all drivers' licences are checked regularly with the DVLA
- 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. The FORS Standard 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	<b>Appreciate how and why urban roads are changing to accommodate active travel (ie walking and cycling)</b>	<ul style="list-style-type: none"> <li>Describe city growth in population, construction activity and traffic</li> <li>Explain why there is an increase in walking and cycling and why roads are changing to accommodate this</li> <li>Explain the rules associated with new urban traffic designs</li> </ul>
2	<b>Identify the most VRUs and how they interact with traffic</b>	<ul style="list-style-type: none"> <li>Describe what makes a road user 'vulnerable'</li> <li>List the types of VRUs</li> <li>Recognise the places where there may be high concentrations of VRUs and the importance of route planning</li> <li>Explain why some VRUs may be unaware of you, your vehicle and the potential risks</li> </ul>
3	<b>Share the roads safely with others by applying defensive driving techniques</b>	<ul style="list-style-type: none"> <li>Explain the hazards of driving on urban roads and sharing the road with VRUs</li> <li>Explain the role of the professional driver and how to avoid conflict with other roads users</li> <li>Describe the importance of space, road position, signalling and eye contact</li> <li>Conduct a hazard perception commentary of a busy urban street</li> <li>Describe hazard types and the hazard drill</li> <li>List the techniques of defensive driving and advanced driving</li> <li>Demonstrate defensive and advanced practical driving skills</li> </ul>
4	<b>Know the use and limitations of supplementary vehicle safety equipment and how to maintain its effectiveness</b>	<ul style="list-style-type: none"> <li>Explain the vehicle requirements of the CLOCS Standard and why they are important</li> <li>Describe the blind spots on vehicles and how they can be minimised</li> <li>Explain the proper adjustment and use of close proximity mirrors</li> <li>List the types of vehicle safety technology</li> <li>Describe the daily inspection and use of audible vehicle manoeuvring warnings</li> <li>Describe the daily inspection, functionality and use of close proximity sensors and camera monitoring systems</li> <li>Name the health and safety offence associated with tampering, removing or misusing safety equipment</li> </ul>
5	<b>Gain first-hand experience as a VRU, through on-cycle hazard awareness, and recognise why cyclists behave the way they do</b>	<ul style="list-style-type: none"> <li>Demonstrate control of a bike</li> <li>Demonstrate where to ride on the road and the use and limitations of cycle infrastructure</li> <li>Tackle challenging roads and traffic situations</li> <li>Demonstrate how and when to pass queuing traffic</li> <li>Identify and react to hazardous road surfaces</li> </ul>



# Safe Urban Driving – Course programme

Activity	Duration	Indicative timing
Registration and driving licence check	 30 mins	08.30-09.00



## Module 1 – In-class theory

Activity	Duration	Indicative timing
Welcome	 10 mins	09.00-09.10
Topic 1: Changing streetscape	 50 mins	09.10-10.00
Topic 2: Identifying vulnerable road users (VRUs)	 45 mins	10.00-10.45
Break	 15 mins	10.45-11.00
Topic 3: Sharing the roads	 45 mins	11.00-11.45
Topic 4: Safety equipment	 45 mins	11.45-12.30
Module 1 summary and evaluation	 15 mins	12.30-12.45





## Module 2 – On-cycle practical

Activity	Duration	Indicative timing
Welcome and Topic 1: Exchanging Places – driver attitude and perception	 20 mins	13.15-13.30
Topic 2: Introduction to active travel – driver fitness and health	 70 mins	13.30-14.00
Topic 3: Hazard awareness and cyclist behaviour	 120 mins	14.00-14.30
Module 2 summary and evaluation	 10 mins	14.30-16.30
End of course procedure: lessons learned and optional quiz		

**Total training time: 7 hours (420 mins)**



# SUD 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 SUD 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 SUD and qualifications needed to deliver Train the Trainer courses can found later in this section.

## Best practice

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

## Competencies

### Module 1 – In-class theory

- Hold a valid full category C or D licence
- Have no more than three driving licence penalty points
- Hold a Driver CPC – Driver qualification card
- Have undertaken the Safe Urban Driving course
- 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 Safe Urban Driving Train the Trainer course

### Module 2 – 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 Safe Urban Driving course
- 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 Safe Urban Driving Train the Trainer course



# Guidance for types of evidence

## Module 1

Competency	Evidence
Hold a full category C or D licence	Valid driving licence
Have no more than three driving licence penalty points	DVLA licence checking service
Hold a Driver CPC – Driver qualification card	Complete 35 hours of periodic training – valid driver qualification card
Have undertaken the Safe Urban Driving course	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 Safe Urban Driving Train the Trainer course	Certificate of an approved course

## Module 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 the National Standard Instructor qualification for cycle training	Certificate of an approved course
Have undertaken the Safe Urban Driving course	Certificate of an approved course/Inclusion on a recognised training register
Have at least 35 hours' experience of cycle training delivery	Assessment of prior learning – for instance, provide evidence of completed training of adults at level 1, 2 and 3 in a busy urban environment. A minimum of supporting five SUD courses before instructor training organisation (ITO) sign off.
Have knowledge of CLOCS, FORS and managing WRRR in contracts	Member of an industry body/subscription to industry publications/receive CLOCS/FORS e-news



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



## On-cycle practical

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



# Frequently asked questions (FAQs)

These FAQs are to help trainers answer some of the questions that are commonly asked during the SUD training. If you have any additional questions please email [freight@tfl.gov.uk](mailto:freight@tfl.gov.uk).

## Why is SUD 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.

SUD 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 SUD 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

which 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.



## What is the Safer Lorry Scheme?

The Safer Lorry Scheme came into effect on 1 September 2015 and means that only HGVs with basic safety equipment can travel on London's roads. If your company is FORS bronze accredited then you will automatically meet the requirements for the Safer Lorry Scheme.

## 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 of FORS bronze level.

## 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
- 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.



# ‘No such thing as a blind spot?’

The poster resource on the following page could be used as an eye-catching introduction to one of the key messages of this training programme.

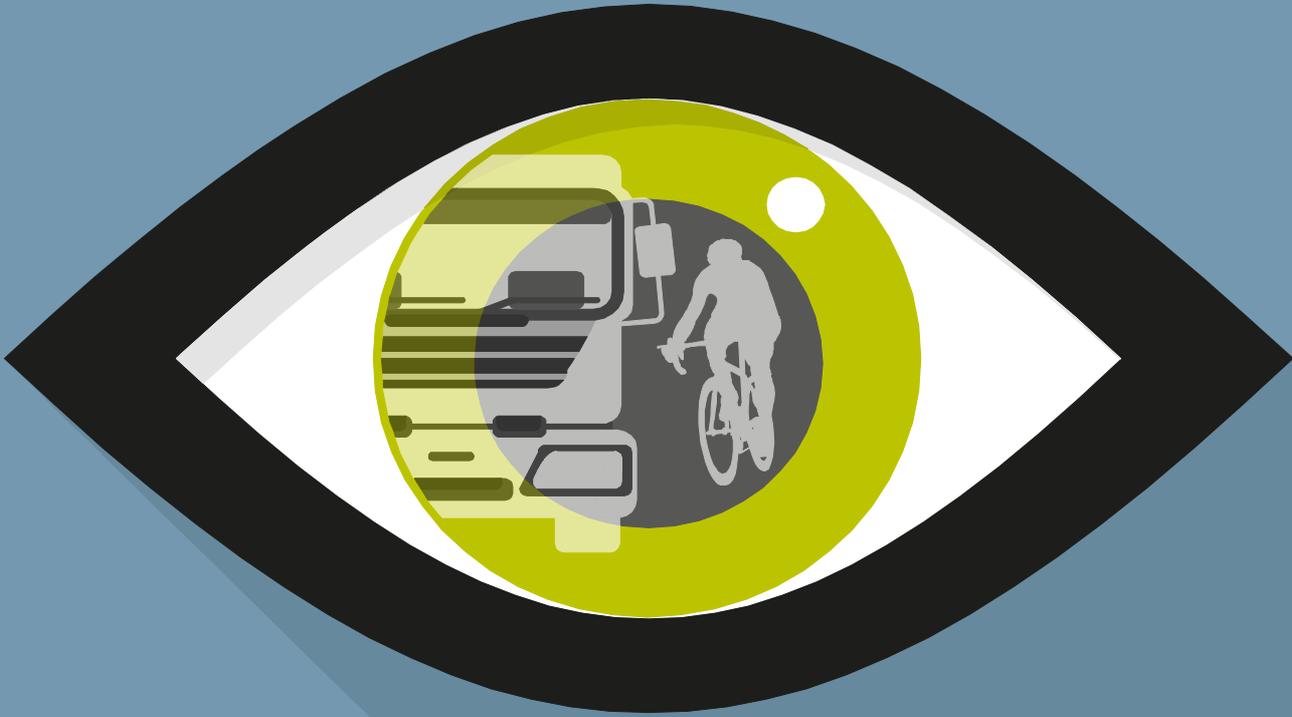
Recent legislation requires HGVs to fit mirrors to minimise blind spots.

You can use this as an icebreaker at the start of the day to introduce this overarching theme to the training course and ask participants to remain mindful of the message throughout the day so that it can be placed in context and discussed appropriately.

Alternatively, you may choose to print this out and use it as a giveaway to participants at the end of the day to summarise and act as a reminder of the learning.



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No such thing as a  
blind  
spot?



# 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](#)
- [FORS standard: FORS Community Partnership](#)
- [Pedestrian Safety Action Plan: TfL](#)
- [Road accidents and safety statistics: DfT](#)
- [Safe Streets for London: TfL](#)
- [The Highway Code: Her Majesty’s Stationery Office \(HMSO\)](#)
- [Tour de France legacy report: Leeds City Council](#)
- [Work Related Road Risk \(WRRR\) requirements: TfL](#)



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## Section 2

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# Trainer notes and Lesson plans

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- About this course
- Module 1: In class theory
  - Welcome
  - Topic 1: Changing streetscape
  - Topic 2: Identifying vulnerable road users
  - Topic 3: Sharing the road
  - Topic 4: Safety equipment
  - Module 1 summary and evaluation
- Module 2: On-cycle practical
  - Welcome and Topic 1: Exchanging Places – driver attitude and perception
  - Topic 2: Introduction to active travel – driver fitness and health
  - Topic 3: Hazard awareness and cyclist behaviour
- Course summary and evaluation
- End of course procedure
- Test your knowledge quiz and answers
- Appendices: feedback to group activities

# About this course

Safe Urban Driving (SUD) is a seven-hour training course, approved for Driver Certificate of Professional Competence (CPC) by the Joint Approvals Unit for Periodic Training (JAUPT). The course includes in-class theory and on-cycle practical modules, each three and a half hours' duration.

The training is a mixture of presentations, group activities/discussions, cycling and feedback.

Encourage participants to share their thoughts and concerns during the training

## 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.

Print enough Participant Packs for everyone to have their own copy to take away.

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 [forsprofessionaltraining@tfl.gov.uk](mailto:forsprofessionaltraining@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 drivers to volunteer answers or ideas and note these on the flipchart.



## Course objectives

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

- Appreciate how and why city roads are changing to accommodate active travel, such as walking and cycling
- Identify the most vulnerable road users (VRUs) and how they interact with traffic
- Understand how to share the roads safely with others by applying defensive driving techniques
- Be aware of the use and limitations of supplementary vehicle safety equipment and how to maintain its effectiveness
- Gain first-hand experience of being a VRU, and recognise why cyclists behave the way they do.





## Module 1: In class theory – timetable

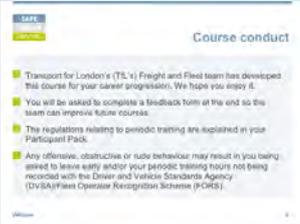
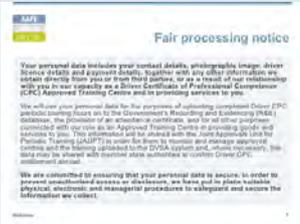
Time	Activity
 10 mins	Welcome
 50 mins	Topic 1: Changing streetscape
 45 mins	Topic 2: Identifying vulnerable road users
 15 mins	Break
 45 mins	Topic 3: Sharing the road
 45 mins	Topic 4: Safety equipment
 15 mins	Module 1 summary and evaluation
<b>3.5 hours</b>	<b>Total training time</b>



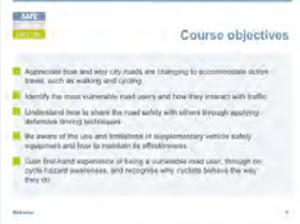
# Welcome

Key	Method	Resources
<p><b>Welcome</b></p>   <p>1 min</p>	<p>Show the slide with the FORS logo on the screen as participants arrive and register.</p> <p>As you open the course, show the next slide and welcome drivers.</p> <p>Also explain that today's course:</p> <ul style="list-style-type: none"> <li>• Should be recorded as 'Other Work' if they are working on tachographs under European Union (EU) or domestic regulations</li> <li>• Contributes to the 35 hours <b>periodic training requirement</b> that all drivers of heavy goods vehicles (HGVs) over 3.5 tonnes, buses, coaches and minibuses with more than eight passenger seats need to complete.</li> </ul> <p>Say that there is more information about these points in the Participant Pack.</p>	<p>Slide 1</p>  <p>Slide 2</p> 
<p><b>About the course</b></p>  <p>1 min</p>	<p>Explain that this training focuses on the risks and hazards of driving HGVs in UK cities.</p> <p>Say that the course aims to equip participants with the knowledge and skills they need to share the road safely with vulnerable road users (VRUs), in particular pedestrians, cyclists and motorcyclists.</p> <p>Stress that the issue of HGV drivers and cyclists is a high-profile topic at the moment. <b>Safe Urban Driving is the only training that encourages drivers to consider how their actions impact on cyclists' safety.</b></p> <p>Briefly run through the course programme for the two modules.</p>	<p>Slide 3</p>  <p>Slide 4</p> 
<p><b>Ice breaker</b></p>   <p>4 mins</p>	<p>Introduce yourself by saying: 'Hello, my name is .....and I will be your trainer for the theory'.</p> <p>Then introduce the cycle trainers who will be working with drivers on the practical session.</p> <p>Then ask the participants to introduce themselves and say what they do.</p>	<p>Slide 5</p> 



Key	Method	Resources
<p><b>Course conduct</b></p>  <p>1 min</p>	<p>Explain the following points:</p> <ul style="list-style-type: none"> <li>Transport for London's (TfL's) Freight and Fleet team have developed driver training for your career progression and we hope you enjoy the course.</li> <li>You will be asked to complete a feedback form so the team can continue to improve future courses.</li> <li>Periodic training is bound by regulations, which are explained in the Participant Pack.</li> <li>Any offensive, obstructive or rude behaviour may result in them being asked to leave early and/or their periodic hours not being recorded with the Driver and Vehicle Standards Agency (DVSA) and the Fleet Operator Recognition Scheme (FORS).</li> </ul>	<p>Slide 6</p> 
<p><b>Fair processing notice</b></p>  <p>1 min</p>	<p>Read out the following fair processing notice on the slide.</p> <p><b>Your personal data includes your contact details, photographic image, driver licence details and payment details, together with any other information we obtain directly from you or from third parties, or as a result of our relationship with you in our capacity as a Driver Certificate of Professional Competence (Driver CPC) Approved Training Centre and in providing services to you.</b></p> <p><b>We will use your personal data for the purposes of uploading completed Driver CPC periodic training hours on to the Government's Recording and Evidencing (R&amp;E) database, the provision of an attendance certificate, and for all other purposes connected with our role as an Approved Training Centre in providing goods and services to you. This information will be shared with the Joint Approvals Unit for Periodic Training (JAUPT) in order for them to monitor and manage approved centres and the training uploaded to the DVSA system and, where necessary, this data may be shared with member state authorities to confirm Driver CPC entitlement abroad.</b></p> <p><b>We are committed to ensuring that your personal data is secure. In order to prevent unauthorised access or disclosure, we have put in place suitable physical, electronic and managerial procedures to safeguard and secure the information we collect.</b></p>	<p>Slide 7</p> 



Key	Method	Resources
<p><b>For your safety and comfort</b></p>  <p>1 min</p>	<p>Run through the general <b>housekeeping</b> points:</p> <ul style="list-style-type: none"> <li>• If the fire bell rings, the fire exits are located...</li> <li>• The toilets are located...</li> <li>• The theory training is three and a half hours long. A break is planned at... Lunch will be at... Finish time is...</li> <li>• Eating and drinking are not allowed during the training</li> <li>• No smoking is allowed in the building. The designated smoking area is located...</li> <li>• Please switch your mobile phones off now.</li> </ul> <p>Tell participants that you will ask them to complete an <b>evaluation form</b> at the end of the course. Explain that their opinions and feedback will help the team to improve the training.</p> <p>Ask them to provide their email addresses and take part in further research to find out how the training has helped them in their work. This is so that drivers can get the best from the training in the future.</p> <p>This research will be at six and 12-month intervals from the date of this training.</p>	<p>Slide 8</p> 
<p><b>Course objectives</b></p>  <p>1 min</p>	<p>Run through the course objectives, saying that by the end of the training drivers should be able to:</p> <ul style="list-style-type: none"> <li>• Appreciate how and why city roads are changing to accommodate active travel, such as walking and cycling</li> <li>• Identify the most VRUs and how they interact with traffic</li> <li>• Understand how to share the road safely with others through applying defensive driving techniques</li> <li>• Be aware of the use and limitations of supplementary vehicle safety equipment and how to maintain its effectiveness</li> <li>• Gain first-hand experience of being a VRU, through on-cycle hazard awareness, and recognise why cyclists behave the way they do.</li> </ul>	<p>Slide 9</p> 



# Topic 1: Changing streetscape

This topic is part of the Safe Urban Driving (SUD) training initiative developed by Transport for London (TfL) to support the commercial fleet sector in improving road safety, reducing their impact on the environment and road network, and increasing their levels of regulatory compliance. The course aims to provide participants with current, interactive and thought-provoking education and awareness.

This first topic is designed to help participants understand the changing streetscape across London and the reasons these changes are necessary.

Use the guidance provided within this pack to ensure course delivery is consistent and the objectives and key learning points are achieved.



## Topic 1 objective

Appreciate how and why city roads are changing to accommodate active travel (ie walking and cycling).



## Topic 1 learning outcomes

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

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



## Timing

- 50 minutes

It is important to stick to the timings detailed in the topic plan as Joint Approvals Unit for Periodic Training (JAUPT) carry out random audits and can remove a centre and course accreditation for non-compliance.



## Key learning points

- Infrastructure changes are needed to accommodate an increasing population
- The changes to the streetscape to promote active travel will reduce the amount of vehicles on the road.



## Further information

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

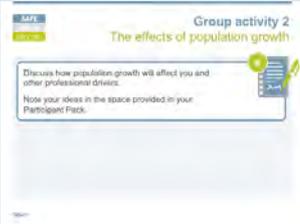
- Mayor's vision for cycling  
[https://www.london.gov.uk/sites/default/files/cycling\\_vision\\_gla\\_template\\_final.pdf](https://www.london.gov.uk/sites/default/files/cycling_vision_gla_template_final.pdf)
- Cycling and walking  
<https://www.london.gov.uk/what-we-do/transport/cycling-and-walking>
- Transport for London  
<http://www.tfl.gov.uk>



# Topic 1: Changing streetscape

Key	Method	Resources
<p><b>Introduction and learning outcomes</b></p>  <p>1 min</p>	<p>Show the title slide and briefly introduce the 'Changing streetscape' topic.</p> <p>Move to the next slide and show and discuss the learning outcomes for this topic, which are that drivers should be able to:</p> <ul style="list-style-type: none"> <li>Describe city growth in population, construction activity and traffic</li> <li>Explain why there is an increase in walking and cycling and why roads are changing to accommodate this</li> <li>Explain the rules associated with new urban traffic designs.</li> </ul>	<p>Slide 10</p>  <p>Slide 11</p> 
<p><b>The Mayor's vision</b></p>   <p>3 mins</p>	<p>Play the video, which provides an overview of how London is changing in relation to the growing population, the increased demand for goods and services and the associated extra traffic that is a result of these changes.</p> <p>It outlines the Mayor's vision in response to this and highlights the initiatives and schemes that are being introduced to help safeguard vulnerable road users.</p>	<p>Slide 12</p> 
<p><b>Group activity 1: The growth of cycling</b></p>    <p>7 min</p>	<p>Explain the group activity.</p> <p>Ask participants to discuss the questions and note their answers in the spaces provided in their Participant Packs.</p> <p>See Appendix 1 at the end of this trainer pack for some suggested responses.</p> <p>Allow five minutes to discuss, then go around the room asking different sub-groups to share their ideas.</p> <p>Note their answers on the flipchart as you gather them.</p> <p>Explain that you will be looking at these initiatives in detail during the topic.</p>	<p>Slide 13</p>  <p>Participant Pack Flipchart</p>



Key	Method	Resources
<p><b>Population growth – UK and London</b></p>  <p>3 mins</p>	<p>Explain the population growth year on year up to the year 2030 making the following key points:</p> <ul style="list-style-type: none"> <li>The increase in population brings substantial increase in traffic (especially cyclists and pedestrians). Therefore, drivers must share the road with vulnerable road users (VRUs).</li> <li>This growth has led to huge demand for additional homes, and places to work and play. So, there's more development and an associated increase in construction.</li> <li>Population growth also results in further pressure on London's already busy transport networks.</li> <li>Cycling in London has already grown significantly.</li> <li>Almost double the number of people cycle today compared to 2000.</li> </ul> <p>Ask: <i>What is the population of the UK expected to be by 2060?</i></p> <p>Answer: 81 million</p>	<p>Slide 14</p> 
<p><b>Group activity 2: The effects of population growth</b></p>   <p>5 mins</p>	<p>Explain the group activity.</p> <p>Ask participants to discuss how population growth will affect them and other professional drivers.</p> <p>Ask them to note their ideas in their Participant Packs.</p> <p>Give the participants three minutes for the discussion before briefly reviewing their ideas.</p> <p>Use the next slide to summarise key points.</p>	<p>Slide 15</p>  <p>Participant Pack</p>
<p><b>Effects of population growth on London's freight activity</b></p>  <p>1 min</p>	<p>Review the effects of population growth on London's freight activity.</p> <ul style="list-style-type: none"> <li>More trucks and vans</li> <li>More VRUs</li> <li>More competition for road space</li> <li>Increased conflict</li> </ul> <p>Increased road congestion and greater journey times.</p>	<p>Slide 16</p> 
<p><b>London's response</b></p>  <p>1 min</p>	<p>Say that TfL is investing £913m on new traffic designs/schemes and new area-specific traffic schemes aimed at increasing cycling, walking and improving road junctions.</p> <p>State that you will be covering these shortly in more detail.</p>	<p>Slide 17</p> 



Key	Method	Resources
<p><b>Infrastructure</b></p>  <p>1 min</p>	<p>Use the slide to make the point that cycling across London's main roads is growing to the highest levels ever recorded.</p> <p>London's road layout now includes new cycle and pedestrian friendly designs.</p>	<p>Slide 18</p> 
<p><b>Group activity 3: Your experience of cycling</b></p>   <p>5 mins</p>	<p>Ask participants to discuss the questions and note their answers in the spaces provided.</p> <ol style="list-style-type: none"> <li>1. Are you cycling more than you used to?</li> <li>2. If so, why?</li> <li>3. If not, why not?</li> </ol> <p>Give the participants three minutes to come up with some ideas and then briefly review and discuss their answers.</p> <p>Note that there are no right or wrong answers here. It is just an opportunity for participants to think about their own travel habits.</p> <p>Remind them that there is an opportunity to get some (more) cycling experience during this training event.</p>	<p>Slide 19</p>  <p>Participant Pack</p>
<p><b>New traffic designs</b></p>   <p>2 mins</p>	<p>Say that the new designs feature advanced stop lines (ASL) with cycle priority lights. Road junctions are now signalled to allow cyclists a head start when the traffic signal changes from red to green.</p> <p>Use the next slide to show how ASLs have been designed to safeguard cyclists with <b>cycle priority signals/lights</b>.</p> <p>Then show and discuss the supporting films for each of the designs. Remind the participants of the above information for each type as you launch each clip.</p> <p><b>Type A: Early release for cyclists</b></p> <p>Driver information: Cyclists will be at the front of the queue – look out for cyclists especially when turning left.</p>	<p>Slide 20</p>  <p>Slide 21</p>  <p>Slide 22</p> 



Key	Method	Resources
	<p><b>Type B: Hold the left turn</b></p> <p>Driver information: Cyclists and left-turning vehicles will never get the same signal.</p>	<p>Slide 23</p> 
	<p><b>Type C: Two-stage turn</b></p> <p>Driver information: Cyclists will gather at waiting bays in the middle of lanes at junctions, as indicated by road markings.</p>	<p>Slide 24</p> 
<p><b>New traffic schemes</b></p>  <p>4 mins</p>	<p>Explain that you are now going to cover the range of new traffic schemes that promote cycling.</p> <p><b>Cycle Superhighways</b> are a cycle route network running from outer London into and across central London.</p> <p>Say that Cycle Superhighways in operation now are:</p> <ul style="list-style-type: none"> <li>• Cycle Superhighway 1 – the City to Tottenham</li> <li>• Cycle Superhighway 2 – Stratford to Aldgate</li> <li>• Cycle Superhighway 3 – Barking to Tower Gateway</li> <li>• Cycle Superhighway 5 – Oval to Pimlico</li> <li>• East-West Cycle Superhighway</li> <li>• North-South Cycle Superhighway</li> <li>• Cycle Superhighway 7 – Merton to the City</li> <li>• Cycle Superhighway 8 – Wandsworth to Westminster</li> </ul> <p>Explain that Cycle Superhighways are largely segregated from the main highway and are located on main roads. They make up approximately 25 per cent of the new grid-like cycle network into central London.</p> <p>Move to the next slides to show information regarding the different types.</p> <p><b>Type A – Fully segregated cycle lanes</b></p> <p>These are designed for safe, segregated passage of fast cyclists.</p> <p>Driver information: There are breaks in segregation at junctions and to allow access to properties.</p>	<p>Slide 25</p>  <p>Slide 26</p> 



Key	Method	Resources
	<p><b>Type B – Segregated cycle lane with marked parking bays</b></p> <p>Driver information: Loading activity takes place through transporting goods across dropped kerbs on the pavement.</p>	<p>Slide 27</p> 
	<p><b>Type C – Mandatory cycle lane through junction</b></p> <p>Driver information:</p> <ul style="list-style-type: none"> <li>Do not park or drive in a cycle lane marked by a broken white line during its times of operation</li> <li>Always read the signage,</li> </ul> <p><b>Quietways</b></p> <p>These are backstreet, low traffic cycle route networks linking key destinations for cautious cyclists travelling at slower speeds. They are found mainly on quiet back streets, waterways or tree-lined streets and make up 75 per cent of the cycle grid network in central London.</p> <p>Show the next two slides to explain the final type of scheme.</p>	<p>Slide 28</p>  <p>Slide 29</p> 
<p><b>Area-specific traffic schemes – Mini Hollands</b></p>  <p>1 min</p>	<p>Explain that Mini Hollands provide cycle-friendly, low-traffic neighbourhoods in:</p> <ul style="list-style-type: none"> <li>Enfield</li> <li>Waltham Forest</li> <li>Kingston.</li> </ul> <p>Light barriers provide segregation between motor traffic and cyclists. In some cases, contraflow cycle lanes allow better cycle flow in all directions.</p>	<p>Slide 30</p> 



Key	Method	Resources
<p><b>Area-specific traffic schemes – improvement areas</b></p>  <p>9 mins</p>	<p>Explain that many streets and places across London are being improved to provide an efficient road network in problem areas.</p> <p>Work includes:</p> <ul style="list-style-type: none"> <li>• <b>Tidying up</b> – to remove unnecessary road markings or broken street furniture</li> <li>• <b>De-cluttering</b> – to remove items of equipment in the street, unless a clear reason for retention is given</li> <li>• <b>Relocating or merging functions</b> – to combine signage and lighting or better locate street furniture to fulfil its intended use</li> <li>• <b>Rethinking traffic management options</b> – by considering user priority, changes to carriageway widths or removal of traffic signals</li> <li>• <b>Recreating the street</b> – complete remodelling of the street if a new set of objectives or character is desired.</li> </ul> <p>The examples show the broad diversity of Better Streets projects achieved as part of the London's Great Outdoors programme. Most of the schemes underwent marked changes beyond the lower end of the intervention scale, receiving more than a 'tidy up' or 'de-clutter' of the streetscape.</p> <p>Say that the next set of slides show area-specific traffic schemes before and after the improvement work. Use the following information to point out the particular features of each improvement.</p>	<p>Slide 31</p> 
	<p><b>Leonard Circus</b></p> <p>Leonard Circus in Hackney is east London's first example of a 'shared space' street. The new street includes granite block paving, benches and mature trees. It forms part of Cycle Superhighway 1.</p> <p>The benefits of the scheme include the following:</p> <ul style="list-style-type: none"> <li>• A more accessible area for the elderly, disabled and those with pushchairs</li> <li>• Improved environment with seating areas</li> <li>• Encourages walking and cycling</li> <li>• Low energy LED street lighting improves safety and security at night</li> <li>• Car bike ports provide increased cycle storage space and reduced street clutter.</li> </ul>	<p>Slide 32</p>  <p>Slide 33</p> 



Key	Method	Resources
	<p><b>Britannia Junction</b></p> <p>Britannia Junction is outside Camden Town Underground Station at the intersection of Camden High Street, Kentish Town Road, Camden Road, Greenland Road and Parkway. It is a popular meeting place that had limited space. It was often confusing to navigate and was regularly crowded with pedestrians. Street furniture and other unnecessary clutter compounded congestion.</p> <p>Improvements for the safety of pedestrians and cyclists include:</p> <ul style="list-style-type: none"> <li>• Creation of more space with a narrower carriageway</li> <li>• Removal of street furniture and relocation of kiosks</li> <li>• Introduction of ASLs on all approaches and new road crossing signalling.</li> </ul> <p>The junction was the first in a series of phased improvements to the TfL Road Network in Camden Town Centre, which have a projected total cost of around £7m. As well as Britannia Junction, the works include upgrades to Cobden Junction next to Mornington Crescent Underground Station, Camden High Street between Britannia Junction and Cobden Junction, and Camden Road.</p>	<p>Slide 34</p> 
	<p><b>Nine Elms</b></p> <p>TfL is proposing a complete redesign of the road layout on Nine Elms Lane and the western part of Battersea Park Road to improve it for pedestrians, cyclists and bus users.</p> <p>Proposals include:</p> <ul style="list-style-type: none"> <li>• New wide footways</li> <li>• 23 new and improved crossing points with signals</li> <li>• A new cycle route south of the Thames from Cycle Superhighway 8 at Macduff Road to Vauxhall Gyratory.</li> </ul>	<p>Slide 35</p> 



Key	Method	Resources
	<p>The new cycle route will feature:</p> <ul style="list-style-type: none"> <li>• 'Stepped' cycle tracks in both directions</li> <li>• Dedicated segregation and allocated time for cyclists at junctions</li> <li>• Bus lane extensions in both directions to make journey times reliable for bus passengers</li> <li>• Improved junctions</li> <li>• Improvements to the street environment, with high quality finishes, repaving and new trees planted where possible.</li> </ul> <p>Work is currently due to be completed by 2021.</p>	
	<p><b>High Street Oxford Circus</b></p> <p>Use the following to supplement the information on the slides and video.</p> <p>The Oxford Street East improvements follow on from the success of the public realm and highways improvement scheme at Oxford Circus, which opened up a previously cluttered and congested crossing.</p> <p>Improvements include:</p> <ul style="list-style-type: none"> <li>• Increased pavement surface for pedestrians</li> <li>• Mounted lighting, removal of signals at key junctions and new dedicated delivery pads for retailer vehicles</li> <li>• Introduction of 'smooth stops', replacing bus lay-bys, to smooth traffic flow. This is reinforced by a median strip to provide safe, informal crossings, a consistent kerb line and a dedicated street furniture zone.</li> </ul> <p>These improvements have contributed to increased footfall and attracted several high-quality retailers to open new stores – all of which is contributing to the street's regeneration.</p> <p>Finally, click to play the film 'High Street Oxford Circus'. This film shows how and why the changes were made.</p>	<p>Slide 36</p>  <p>Slide 37</p> 



Key	Method	Resources
<p><b>The bigger picture: cycling ambition cities</b></p>  <p>2 mins</p>	<p>Move on to discuss the cycling ambition cities initiative, intended to include Bristol, Birmingham, Cambridge, Leeds, Manchester, Newcastle, Norwich and Oxford.</p> <p>Explain that the Government sees more and safer cycling strategies in these cities as important tools to unlock economic and social benefits to enable growth. These include:</p> <ul style="list-style-type: none"> <li>• Increased capacity on road and public transport networks through large-scale shifts to more active commuting</li> <li>• Better linked communities offering more choice for people to get around within and between neighbourhoods</li> <li>• Higher productivity through improved fitness and consequently reduced absenteeism and better workforce performance</li> <li>• More attractive environment brings higher value business (including businesses that offer services to cyclists)</li> <li>• Improved public health and savings to the NHS</li> <li>• Improved access to jobs for disadvantaged groups</li> <li>• Revitalised streets and improved access by foot or bike</li> <li>• More spending on high value services and retail.</li> </ul>	<p>Slide 38</p> 
<p><b>Safer cycle route initiatives</b></p>  <p>2 mins</p>	<p>Show the map on this slide, which uses information from BBC News – source: BBC News <a href="http://www.bbc.co.uk/news/uk-england-london-33224901">http://www.bbc.co.uk/news/uk-england-london-33224901</a></p> <p>Say that if more people commuted by bicycle there would be fewer cars on the roads and therefore fewer vehicles with the potential to kill cyclists. However, many people are afraid to cycle because of the safety risks.</p>	<p>Slide 39</p> 



Key	Method	Resources
	<p>Expand on the examples shown on the map using the following information:</p> <ul style="list-style-type: none"> <li>• <b>Amsterdam:</b> This problem has been overcome in the Netherlands, where there are more bicycles than residents. In Amsterdam and in The Hague, up to 70 per cent of all journeys are made by bike.</li> <li>• <b>Paris:</b> Big trucks cannot drive without special dispensation, while smaller trucks are restricted to certain times of the day. There are also similar tight restrictions on lorries in Dublin.</li> <li>• <b>Tokyo:</b> It is common to see cyclists and pedestrians sharing pavements in Tokyo and elsewhere in Japan. <i>However, cyclists (even young children) in the UK can find themselves in trouble with the police for doing the same thing.</i></li> <li>• <b>Malmö:</b> This Swedish city has a network of two-way cycle lanes for cyclists kept separate from the areas of the road reserved for cars.</li> <li>• <b>Copenhagen:</b> A bright orange bicycle-only bridge, the Cykelslangen, also known as the Cycle Snake, keeps cyclists out of the way of pedestrians on the harbour front and makes them feel safer.</li> </ul>	
<p><b>Summary</b></p>  <p>1 min</p>	<p>Ask a few questions to confirm that drivers have achieved the topic objectives.</p> <p>Can they now:</p> <ul style="list-style-type: none"> <li>• Describe city growth in population, construction activity and traffic?</li> <li>• Explain why there is an increase in walking and cycling and why roads are changing to accommodate this?</li> <li>• Explain the rules associated with new urban traffic designs?</li> </ul> <p>Finish this topic by summarising some of the key points of Topic 1:</p> <ul style="list-style-type: none"> <li>• London's population will grow by 1.7m by 2030.</li> <li>• UK population is estimated to be 71.4m by 2030.</li> <li>• Congestion, emissions and traffic will increase.</li> <li>• The streetscape is changing to accommodate growth in walking and cycling and to improve the environment.</li> <li>• Drivers need to know the driving rules associated with new urban traffic designs.</li> </ul>	<p>Slide 40</p> 



Key	Method	Resources
<p data-bbox="151 230 379 264"><b>Any questions?</b></p>   <p data-bbox="225 463 314 495">2 mins</p>	<p data-bbox="416 230 1114 360">Conclude the topic by asking participants if they have any questions on the content covered before you move on to the next topic: Identifying vulnerable road users.</p>	<p data-bbox="1158 230 1265 264">Slide 41</p> 



# Topic 2: Identifying vulnerable road users

This topic is part of the Safe Urban Driving (SUD) training initiative developed by Transport for London (TfL) to support the commercial fleet sector in improving road safety, reducing their impact on the environment and road network and increasing their levels of regulatory compliance. The course aims to provide participants with current, interactive and thought-provoking education and awareness.

This topic is designed to help participants in identifying the types of vulnerable road users (VRUs) they may encounter and how they may behave.

The topic is built around the concept of a route planning activity. This involves participants in selecting the best route for a journey that will maximise safety for VRUs.

Use the guidance provided within this pack to ensure course delivery is consistent and the objectives and key learning points are achieved.



## Topic 2 objective

Identify the most VRUs and how they interact with traffic.



## Topic 2 learning outcomes

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

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



## Timing

- 45 minutes

It is important to stick to the timings detailed in the lesson plan as JAUPT carry out random audits and can remove a centre and course accreditation for non-compliance.



## Key learning points

- Types of VRU and how to anticipate their behaviour
- The places where you may encounter VRUs
- The risks associated with sharing the road with VRUs



## Further information

Refer to the following documents and links for more information on VRUs.

- Transport for London  
[www.tfl.gov.uk](http://www.tfl.gov.uk)
- 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>
- The Highway Code: Road users requiring extra care  
<https://www.gov.uk/guidance/the-highway-code/road-users-requiring-extra-care-204-to-225>



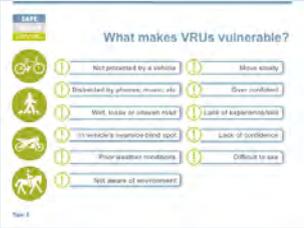
## Topic 2: Identifying vulnerable road users (VRUs)

Key	Method	Resources
<p><b>Introduction</b></p>  <p>1 min</p>	<p>Explain that the focus of this topic is identifying VRUs and how these people interact with traffic.</p> <p>Tell them that they are going to be asked to think about how to plan routes in the safest possible way. They will have to consider the places that get congested with large numbers of VRUs at certain times – and how to avoid these.</p>	<p>Slide 42</p> 
<p><b>Learning outcomes</b></p>  <p>1 min</p>	<p>Run through the learning outcomes. Explain that, by the end of this topic, drivers will be able to:</p> <ul style="list-style-type: none"> <li>Describe what makes a road user 'vulnerable'</li> <li>List the types of VRU</li> <li>Recognise the places where there may be high concentrations of VRUs and the importance of route planning</li> <li>Explain why some VRUs may be unaware of you, your vehicle and the potential risks.</li> </ul>	<p>Slide 43</p> 
<p><b>Who are vulnerable road users?</b></p>  <p>1 min</p>	<p>Show the slide and discuss briefly the Fleet Safety Forum's definition of vulnerable road users.</p>	<p>Slide 44</p> 
<p><b>An hour to save your life</b></p>   <p>6 mins</p>	<p>Introduce the film, explaining that it has been edited from a BBC TV episode. The film is approximately five minutes long.</p> <p>This film shows the emergency services attending a cyclist who has been involved in an incident with a heavy goods vehicle (HGV). State that the video contains scenes that some viewers may find disturbing.</p> <p>After the film has ended, use the following slide to enforce the message that <b>drivers need to be proactive in protecting VRUs and as far as humanly possible prevent – or at worst reduce – the need for reactive action like that shown in the film.</b></p> <p>Then point out the following:</p> <ul style="list-style-type: none"> <li>The human body's ability to contradict situations where the outcome would seem inevitable are few and far between.</li> <li>The reality is, life changing injuries and deaths occur from collisions with HGVs.</li> </ul>	<p>Slide 45</p>  <p>Slide 46</p> 



Key	Method	Resources
<p><b>Route planning</b></p>  <p>1 min</p>	<p>Show the slide and introduce the theme of route planning and how this links to the topic of VRUs.</p> <p>Explain that, when route planning, it is important to recognise the places where there may be high concentrations of VRUs. It is vital to plan routes carefully to avoid areas where (and times when) there are likely to be large numbers of cyclists and pedestrians.</p> <p>Although it is essential to plan and consolidate trips to avoid congested areas, it is often tricky to do this in dense urban situations.</p> <p>Say that the purpose of the next activity is to give participants the opportunity to plan a route that avoids high concentrations of VRUs.</p>	<p>Slide 47</p> 
<p><b>Group activity 4: Route planning and VRUs</b></p>   <p>25 mins</p>	<p>Show the slide and explain that they have 15 minutes to produce a route plan that meets the requirements of the brief in their Participant Pack.</p> <p>Say that they are to discuss the task in their groups and answer the following questions:</p> <ul style="list-style-type: none"> <li>In what order would you deliver to each customer, bearing in mind you need to select a route that avoids vulnerable road users?</li> <li>What makes the four groups of VRUs vulnerable?</li> <li>Where would you find high concentrations of cyclists?</li> <li>Where would you find high concentrations of pedestrians?</li> <li>Why might VRUs be unaware of you and your vehicle?</li> </ul> <p>After the groups have completed the activity (or when the time is up) ask the groups to tell you which routes they have chosen, and briefly give reasons for their answers. Challenge them if they come up with a route that goes too near the areas that may be congested with VRUs.</p> <p>Then reveal and discuss the slide that shows the suggested route.</p> <p>Appendix 2 shows the suggested route and notes to inform the debrief of this activity.</p> <p>Then use the following slides to review the other questions that participants will have addressed during the activity.</p>	<p>Slide 48</p>  <p>Slide 49</p> 

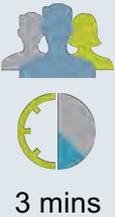


Key	Method	Resources
<p><b>What makes VRUs vulnerable?</b></p>   <p>3 mins</p>	<p>This slide consolidates some of the points that will have emerged during question 2 of group activity 4. You will not need to spend long going through the following points, unless you have plenty of time.</p> <p>Show the slide header and the reasons for vulnerability. Ask which of the reasons relate to which road users.</p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Which of the groups is not protected by a vehicle?</li> <li>• Which of the groups might be distracted by phones, music etc</li> <li>• And so on.</li> </ul> <p>Elicit the fact that ALL the reasons could actually relate to ALL the VRUs. Reveal the ticks on the chart to highlight this point.</p> <p>Then (if time permits) discuss in a little more detail why the four groups of VRUs are vulnerable, using the following notes as background.</p> <p><b>Cyclists</b></p> <ul style="list-style-type: none"> <li>• Do not have the protection of a vehicle around them</li> <li>• May be distracted by the environment, pedestrians or other road users, or if wearing headphones</li> <li>• May sway if the road surface is wet or uneven</li> <li>• Are not visible unless wearing hi-vis clothing, especially if approaching on your nearside</li> <li>• May be unsafe in extreme weather conditions.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Around 75 per cent of fatal or serious incidents involving cyclists occur in urban areas.</li> <li>• 75 per cent of those happen at, or near, a road junction.</li> <li>• 80 per cent of those occur in daylight.</li> </ul>	<p>Slide 50</p> 



Key	Method	Resources
	<p><b>Pedestrians</b></p> <ul style="list-style-type: none"> <li>• Can't judge speed and distance correctly until the age of 12</li> <li>• Are often more focused on other things like peer pressure, phones, music (young adults)</li> <li>• Sometimes move slowly and may have poor eyesight and hearing – they can be wary of noise and traffic (older people)</li> <li>• May be unfamiliar with their surroundings (tourists)</li> <li>• May be blind or deaf and need canes and dogs to help them get around (physically disabled)</li> <li>• May not be aware of things around them (people with a mental impairment).</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Pedestrians are the most at risk group as they have no protection.</li> </ul> <p><b>Motorcyclists</b></p> <ul style="list-style-type: none"> <li>• May have to change direction quickly to avoid raised ironworks, potholes, or slippery road surfaces</li> <li>• May be moving faster than you in slow traffic</li> <li>• May use some bus lanes in London</li> <li>• May have little experience, knowledge or road sense</li> <li>• May be overconfident (born again riders)</li> <li>• May be more difficult to see, especially if approaching on your nearside and not wearing hi-vis clothing,</li> <li>• May be unsafe in extreme weather conditions.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• Motorcyclists are 57 times more likely to be involved in serious or fatal crashes than car drivers.</li> </ul> <p><b>Horse riders</b></p> <ul style="list-style-type: none"> <li>• May lack of confidence, skill or experience of riding on the road</li> <li>• May be riding horses that are easily frightened and panic due to loud or sudden noise and fast-moving traffic travelling too closely.</li> </ul> <p><b>Note:</b></p> <ul style="list-style-type: none"> <li>• There are around three million horse riders in Great Britain, many of whom ride on the road.</li> <li>• The British Horse Society estimates around 3,000 road incidents involving horses each year.</li> </ul>	



Key	Method	Resources
<p><b>Places of conflict</b></p>  <p>3 mins</p>	<p>Show the question at the top of the slide and ask participants to call out the places of potential high concentration throughout the UK road network, and give reasons why these areas may lead to conflict. Then reveal the list on the slide.</p> <p>Next, show the two slides that provide information about two areas of potential conflict:</p> <ul style="list-style-type: none"> <li>• <b>Cycle hire schemes</b> (more than 11,500 bikes at over 750 docking stations in London) Cyclists can hire bikes from as little as £2. They simply go to any docking station with a bank card and touch the screen to get started. There's no need to book. It is possible to hire a bike, ride it anywhere, then return it to any docking station.</li> <li>• <b>Systems of pedestrian information</b> (Legible London is a system of pedestrian information designed to enable people to explore on foot). Legible London signs appear at all Underground stations, Docklands Light Railway stations, and at bus shelters, as well as at cycle hire docking stations and the Cycle Superhighways commuter cycle routes.</li> </ul> <p>The system comprises three sizes of sign: the Monolith, Midilith, and Minilith. To make them easy to spot, the signs have a bright yellow stripe on top with the walking person icon.</p>	<p>Slide 51</p>  <p>Slide 52</p>  <p>Slide 53</p> 
<p><b>Why are some VRUs unaware?</b></p>  <p>2 mins</p>	<p>Show the slide header and again ask for ideas before revealing the bullet points, which are</p> <p>They may:</p> <ul style="list-style-type: none"> <li>• Be distracted</li> <li>• Lack road sense</li> <li>• Lack knowledge of the Highway Code</li> <li>• Have a mental or physical disability</li> <li>• Be changing direction</li> <li>• Be looking the opposite way</li> <li>• Lack understanding of how large vehicles perform when cornering etc.</li> </ul>	<p>Slide 54</p> 



Key	Method	Resources
<p><b>Summary</b></p>  <p>1 min</p>	<p>Ask a few questions to confirm that drivers have achieved the topic objectives.</p> <p>Can they now:</p> <ul style="list-style-type: none"> <li>• Describe what makes a road user 'vulnerable'?</li> <li>• List the types of VRU?</li> <li>• Recognise the places where there may be high concentrations of VRUs and the importance of route planning?</li> <li>• Explain why some VRUs may be unaware of them, their vehicle and the potential risks?</li> </ul> <p>Summarise some of the key points of Topic 2:</p> <ul style="list-style-type: none"> <li>• We know the population is growing and how this will impact on the road network.</li> <li>• Knowing how VRUs interact with traffic and recognising the hidden vulnerabilities will help you plan your journey in advance.</li> </ul>	<p>Slide 55</p> 
<p><b>Any questions?</b></p>   <p>1 min</p>	<p>Conclude the topic by asking participants if they have any questions on the content covered before the 15-minute break.</p> <p>The next topic, after the break, is Sharing the road.</p>	<p>Slide 56</p> 



# Topic 3: Sharing the road

This topic is part of the Safe Urban Driving (SUD) training initiative developed by Transport for London (TfL) to support the commercial fleet sector in improving road safety, reducing their impact on the environment and road network and increasing their levels of regulatory compliance. The course aims to provide participants with current, interactive and thought-provoking education and awareness.

This topic is designed to help participants understand how their role as a professional driver and their behaviour can help make the roads safer.

Use the guidance provided within this pack to ensure course delivery is consistent and the objectives and key learning points are achieved.



## Topic 3 objective

Share the roads safely with others by applying defensive driving techniques.



## Topic 3 learning outcomes

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

- Explain the role and qualities of the professional driver
- Describe the importance of space, road position, signalling and eye contact
- Describe how to drive defensively and deal with hazards.



## Timing

- 45 minutes

It is important to stick to the timings detailed in the lesson plan as JAUPT carry out random audits and can remove a centre and course accreditation for non-compliance.



## Key learning points

- Types of hazards encountered when driving on urban roads
- The role of a professional driver and avoiding conflict with other road users
- Applying defensive and advanced driving skills



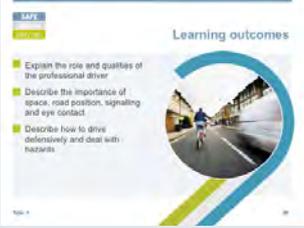
## Further information

Refer to the following document and/or link for more information on sharing the road.

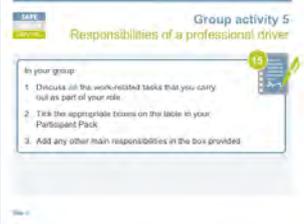
- Sharing the Road Together: Drivers and Cyclists: RoSPA  
[www.rospa.com](http://www.rospa.com)  
<http://www.rospa.com/rospaweb/docs/advice-services/road-safety/cyclists/sharing-the-road.pdf>



## Topic 3: Sharing the road

Key	Method	Resources
<p><b>Introduction and learning outcomes</b></p>  <p>2 mins</p>	<p>Show the title slide for this topic and stress the vital importance of knowing how to share the roads safely by applying defensive driving techniques.</p> <p>Show and discuss the learning outcomes for this topic, which are that drivers should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the role and qualities of the professional driver</li> <li>• Describe the importance of space, road position, signalling and eye contact</li> <li>• Describe how to drive defensively and deal with hazards.</li> </ul>	<p>Slide 57</p>  <p>Slide 58</p> 
<p><b>Sharing the road</b></p>   <p>5 mins</p>	<p>Introduce the film, saying that it shows some of the poor behaviours and attitudes they may have experienced on the road. The film is around two and a half minutes long.</p> <p>When the film is over, ask why they think drivers frequently behave in an unacceptable way.</p> <p>Explain that always driving professionally will keep you focussed and may reduce the stresses of urban driving.</p>	<p>Slide 59</p> 
<p><b>The professional driver</b></p>  <p>5 mins</p>	<p>Show the slide, which lists some of the main characteristics of professional drivers.</p> <p>Read the following out to the group:</p> <p><b>As a professional driver, you have a duty of care to other road users and should be more aware of what is happening. Professional driving requires a responsible attitude to other road users.</b></p> <p>They also need to understand that active transport means less congested roads. For everyone's benefit, everyone needs to share the road.</p> <p>But what does it mean to be a professional driver? Say that you are now going to ask them to do a group activity that considers this question.</p>	<p>Slide 60</p> 

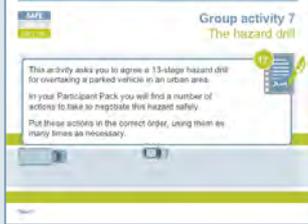


Key	Method	Resources
<p><b>Group activity 5: Responsibilities of a professional driver</b></p>    <p>5 mins</p>	<p>Explain that, as professional drivers, their jobs involve much more than just driving from A to B.</p> <p>Ask them to discuss (in their groups) all the work-related tasks they carry out as part of their role.</p> <p>Encourage them to tick the appropriate boxes in the table. They can add any other main responsibilities in the box provided.</p> <p>Review the roles briefly and follow up with the next slide which summarises the main responsibilities of a professional driver.</p>	<p>Slide 61</p>  <p>Slide 62</p> 
<p><b>Group activity 6: The four Cs</b></p>    <p>5 mins</p>	<p>Ask the groups to think about the personal qualities that they must demonstrate in order to be fully professional.</p> <p>Encourage them to make a list of four key qualities in the right-hand column of the table in the Participant Pack.</p> <p>As a hint, we have noted the <b>opposite</b> qualities – those which describe bad drivers.</p> <p>Again, discuss their ideas in the full group. It does not really matter what they come up with, as long as the adjectives are valid!</p> <p>Finally, reveal the slide with the four Cs:</p> <p>A professional driver is:</p> <ul style="list-style-type: none"> <li>• Courteous</li> <li>• Calm</li> <li>• Considerate</li> <li>• Conscientious.</li> </ul> <p>If time, ask the group to give examples of how they demonstrate (or could demonstrate) these qualities.</p>	<p>Slide 63</p>  <p>Slide 64</p> 
<p><b>Defensive driving</b></p>   <p>5 mins</p>	<p>Use the slide to prompt a discussion of the purpose of defensive driving and how to demonstrate the skills.</p>	<p>Slide 65</p> 



Key	Method	Resources
<p><b>Spatial awareness</b></p>  <p>2 mins</p>	<p>Use the slide to highlight the importance of the COAST guidelines for spatial awareness:</p> <ul style="list-style-type: none"> <li>• <b>C</b>oncentration: Stay alert. Don't get distracted.</li> <li>• <b>O</b>bservation: Observe the road/environment, identifying hazards and planning ahead.</li> <li>• <b>A</b>nticipation: Anticipate the actions of other road users and be ready to react.</li> <li>• <b>S</b>pace: The golden stopping rule: you must be able to stop your vehicle safely within the distance that you can see to be clear on your own side of the road.</li> <li>• <b>T</b>ime: Leaving space gives you time to deal with the traffic situation.</li> </ul> <p>Say that their skills will improve if they apply these simple defensive driving techniques.</p> <p><b>Mention that the COAST acronym is explained at the back of the Participant Pack.</b></p>	<p>Slide 66</p> 
<p><b>Test your awareness</b></p>   <p>2 mins</p>	<p>Show and discuss the video, which is a light-hearted way of demonstrating how easy it is to become distracted – especially when what happens is not what you expect to see.</p> <p>The video is available on YouTube at the following link:  <a href="https://www.youtube.com/watch?v=MUi8eMkf0KM">https://www.youtube.com/watch?v=MUi8eMkf0KM</a></p> <p>The key point is to apply concentration and observation at all times.</p>	<p>Slide 67</p> 
<p><b>Awareness and change</b></p>  <p>1 min</p>	<p>Following on from the video and the first letters of COAST, introduce the concept of awareness by showing the quote from Nathaniel Branden on screen:</p> <p>'The first step toward change is awareness. The second step is acceptance.'</p>	<p>Slide 68</p> 



Key	Method	Resources
<p><b>Group activity 7: The hazard drill</b></p>    <p>10 mins</p>	<p>Ask participants to work in small groups to agree a 13-stage hazard drill for overtaking a parked vehicle in an urban area.</p> <p>Their task is to list the actions in the correct order, using each one as many times as necessary.</p> <p>After a few minutes, get the groups to present their ideas.</p> <p>Finally, show and discuss the next slide which lists the hazard drill actions in the correct order.</p> <p>Emphasise the importance of going through this drill each time they are presented with a hazard on the road.</p>	<p>Slide 69</p>  <p>Slide 70</p> 
<p><b>Summary</b></p>  <p>2 mins</p>	<p>Ask a few questions to confirm that drivers have achieved the topic objectives.</p> <p>Can they now:</p> <ul style="list-style-type: none"> <li>• Explain the role and qualities of the professional driver?</li> <li>• Describe the importance of space, road position, signalling and eye contact?</li> <li>• Describe how to drive defensively and deal with hazards?</li> </ul> <p>Finish this topic by summarising some of the key points of Topic 3:</p> <ul style="list-style-type: none"> <li>• As professional drivers they should incorporate the roles and responsibilities described in this topic.</li> <li>• This will help them apply defensive driving techniques and reduce conflict with other road users.</li> </ul>	<p>Slide 71</p> 
<p><b>Any questions?</b></p>   <p>1 min</p>	<p>Conclude the topic by asking participants if they have any questions on the content covered, before you then move on to the next topic: Safety equipment.</p>	<p>Slide 72</p> 



# Topic 4: Safety equipment

This topic is part of the Safe Urban Driving (SUD) training initiative developed by Transport for London (TfL) to support the commercial fleet sector in improving road safety, reducing their impact on the environment and road network and increasing their levels of regulatory compliance. The course aims to provide participants with current, interactive and thought-provoking education and awareness.

This final theory topic is designed to help participants understand the safety equipment requirements of the vehicle they drive and understand and maintain the safety equipment available.

Use the guidance provided within this pack to ensure course delivery is consistent and the objectives and key learning points are achieved.



## Topic 4 objective

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



## Topic 4 learning outcomes

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

- Explain the vehicle requirements of the Construction Logistics and Cyclist Safety (CLOCS) Standard and why they are important
- Describe the blind spots on vehicles and how they can be minimised
- Describe the functionality and use of vehicle safety technology
- Name the health and safety offence associated with tampering, removing or misusing safety equipment.



## Timing

- 45 minutes

It is important to stick to the timings detailed in the topic plan as Joint Approvals Unit for Periodic Training (JAUPT) carry out random audits and can remove a centre and course accreditation for non-compliance.



## Key learning points

- The safety equipment available and how to use and maintain it
- The offence relating to the misuse of safety equipment.



## Further information

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

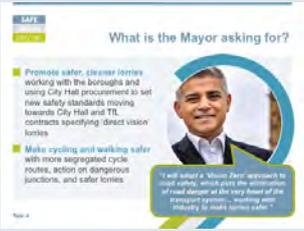
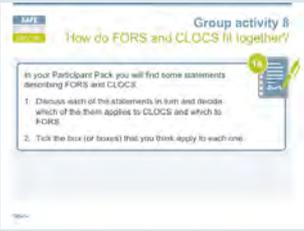
- CLOCS  
[www.CLOCS.org.uk](http://www.CLOCS.org.uk)
- Safer Lorry Scheme: TfL  
<https://tfl.gov.uk/info-for/deliveries-in-london/delivering-safely/safer-lorry-scheme>



## Topic 4: Safety equipment

Key	Method	Resources
<p><b>Introduction and learning outcomes</b></p>  <p>2 mins</p>	<p>Show the title slide for this topic and stress the vital importance of knowing how to use supplementary vehicle safety equipment. Drivers must also understand the limitations of this equipment and how to maintain its effectiveness.</p> <p>Show and discuss the learning outcomes for this topic, which are that drivers should be able to:</p> <ul style="list-style-type: none"> <li>• Explain the vehicle requirements of the CLOCS Standard and why they are important</li> <li>• Describe the blind spots on vehicles and how they can be minimised</li> <li>• Describe the functionality and use of vehicle safety technology</li> <li>• Name the health and safety offence associated with tampering, removing or misusing safety equipment.</li> </ul>	<p>Slide 73</p>  <p>Slide 74</p> 
<p><b>What is the industry asking for?</b></p>   <p>4 mins</p>	<p>Start by giving a short introduction to CLOCS, making the following key points:</p> <ul style="list-style-type: none"> <li>• CLOCS looks at all aspects of construction logistics health and safety, including work related road risk (WRRR), routing, assessing/managing risks, driver licensing, training and recording incidents/near misses.</li> <li>• Although the name suggests that it's only aimed at the construction industry, it is aligned to the Fleet Operator Recognition Scheme (FORS) Standard and aims to achieve the same objectives.</li> <li>• It is a single standard aimed at the client, the developer and the main contractor.</li> <li>• It seeks to ensure that companies servicing their sites comply with a single national standard, developed by the industry.</li> <li>• This standard insists on a quality operation and is independently audited.</li> </ul> <p>Then play the film, which shows how an industry can improve road safety when people work together. Acknowledge that some participants may have seen it before.</p>	<p>Slide 75</p> 

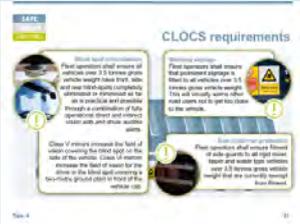


Key	Method	Resources
<p><b>Taking the lead: An industry-led response</b></p>  <p>2 mins</p>	<p>Explain that this slide shows the range of stakeholders that have been involved in CLOCS right across the industry.</p> <p>Unique to CLOCS is the way industry has worked together collaboratively, often with their competitors, for the greater good.</p> <p>We've really seen the industry take ownership and run with the programme. Our role has really been to facilitate, not dictate.</p>	<p>Slide 76</p> 
<p><b>What is the Mayor asking for?</b></p>  <p>2 mins</p>	<p>Describe the four key outcomes of the mayoral vision for cycling:</p> <ul style="list-style-type: none"> <li>• <b>A Tube network for the bike.</b> London will have a network of direct, high capacity, joined-up cycle tracks.</li> <li>• <b>Safer streets for the bike.</b> London's streets and spaces will become places where cyclists feel they belong and are safe.</li> <li>• <b>More people travelling by bike.</b> By 2020, cycling will double. Cycling will become something anyone feels comfortable doing.</li> <li>• <b>Better places for everyone.</b> The new bike routes are a step towards the vision of a 'village in the city', creating green corridors, with more tree plantings, more space for pedestrians and less traffic.</li> </ul>	<p>Slide 77</p> 
<p><b>Group activity 8: How do FORS and CLOCS fit together?</b></p>    <p>4 mins</p>	<p>Explain that this activity will help participants review and develop their understanding of FORS and CLOCS, and how these two schemes work together to deliver a safer and more efficient environment.</p> <p>Ask them to find the activity in their Participant Packs. They are to:</p> <p>Discuss each of the statements in turn and decide which of the them applies to CLOCS and which to FORS</p> <p>Tick the box (or boxes) they think apply to each one.</p> <p>Give the participants about three minutes to do the activity and then debrief it. Ensure that they understand the purpose and nature of the different schemes. Review the activity.</p> <p><b>Appendix 3 shows the model answers for this activity.</b></p>	<p>Slide 78</p> 

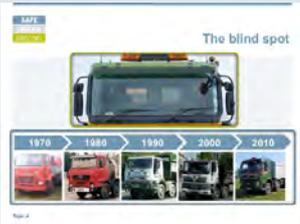


Key	Method	Resources
<p><b>How FORS and CLOCS fit together</b></p>  <p>1 min</p>	<p>Show the 'zip' slide and use the following notes to explain how FORS and CLOCS align.</p> <ul style="list-style-type: none"> <li>The CLOCS Standard is implemented by client bodies through procurement, by writing the requirements into contracts with suppliers.</li> <li>The CLOCS Standard is complemented by FORS, which is a fleet management accreditation scheme.</li> <li>The first requirement of CLOCS is for operators to be accredited to at least FORS Bronze level. Therefore, FORS accreditation helps operators to demonstrate compliance to the CLOCS Standard.</li> <li>FORS Silver aligns directly to the CLOCS Standard. Operators accredited to FORS Silver level will meet the requirements of the CLOCS Standard.</li> </ul>	<p>Slide 79</p> 
<p><b>CLOCS in the TfL supply chain</b></p>  <p>2 mins</p>	<p>Say that anyone operating trucks or vans within the TfL supply chain needs to meet enhanced road safety standards.</p> <ul style="list-style-type: none"> <li>Contractual clauses have been revised to meet CLOCS.</li> <li>This applies to all logistics sectors – not just construction.</li> <li>There is a road risk team in place to inform, educate and enforce.</li> <li>High vision lorry cabs are working on our highways contracts.</li> </ul>	<p>Slide 80</p> 



Key	Method	Resources
<p><b>CLOCS requirements</b></p>  <p>5 mins</p>	<p>Present the three important CLOCS requirements noted on the slide:</p> <ul style="list-style-type: none"> <li>• <b>Warning signage:</b> Fleet operators shall ensure that prominent signage is fitted to all vehicles over 3.5 tonnes gross vehicle. This will visually warn other road users not to get too close to the vehicle.</li> <li>• Explain that TfL, through FORS, provides warning signage to safeguard cyclists, as do many other organisations such as Brake and the Freight Transport Association (FTA).</li> <li>• <b>Side underrun protection:</b> Fleet operators shall ensure fitment of side-guards to all rigid mixer, tipper and waste type vehicles over 3.5 tonnes gross vehicle weight that are currently exempt from fitment.</li> <li>• <b>Blind spot minimisation:</b> Fleet operators shall ensure all vehicles over 3.5 tonnes gross vehicle weight have front, side and rear blind spots completely eliminated or minimised as far as is practical and possible through a combination of fully operational direct and indirect vision aids and driver audible alerts.</li> </ul> <p>Explain that <b>Class V mirrors</b> increase the field of vision for the driver in the blind spot covering the side of the vehicle. This enables the driver to see a cyclist, pedestrian or motorbike that is moving or stationary when making a left turn.</p> <p>Class V mirrors need to be fitted to all vehicles over 3.5 tonnes. This is a requirement for all vehicles under London Safer Lorry Scheme, CLOCS and FORS Silver.</p> <p>Explain that <b>Class VI mirrors</b> increase the field of vision for the driver in the blind spot covering a two-metre ground plain in front of the vehicle cab.</p> <p>This enables the driver to see a moving or stationary cyclist, pedestrian or motorbike that is in front of the vehicle but cannot be seen.</p>	<p>Slide 81</p> 
<p><b>Vehicle requirements</b></p>  <p>1 min</p>	<p>Explain that not all safety equipment is required to be fitted to vehicles under 3.5 tonnes. Reveal the different elements of safety equipment on the slide.</p> <p>For example, van drivers are not legally obliged to fit close proximity sensors, CCTV equipment or side underrun protection bars.</p>	<p>Slide 82</p> 



Key	Method	Resources
<p><b>Vehicle safety technology</b></p>  <p>3 mins</p>	<p>Before revealing the bullet point list, ask participants what types of safety technology are fitted to the vehicle they drive.</p> <p>Reveal the items on the slide and discuss them in turn.</p> <p><b>Remind participants, if necessary, that TfL does not support tag and beacon systems.</b></p> <p><b>Close proximity warning systems</b></p> <ul style="list-style-type: none"> <li>Alert both driver and other road users to the potential danger of the vehicle turning left</li> <li>When nearside turn indicator is activated, the sensors along the side of the lorry detect a person or object</li> <li>The driver is alerted audibly or visually by a buzzer or display in the cab</li> <li>The alert often takes the form of an in-cab display which operates a traffic light system. A green, amber or red light is displayed depending how close the object is to the sensor. This can also be an audible alarm to notify the driver.</li> </ul> <p><b>Blind spot camera monitoring</b></p> <ul style="list-style-type: none"> <li>Visually alerts the driver to the presence of a vulnerable road user (VRU) in a blind spot</li> <li>Externally mounted camera covers the nearside blind spot and rear of vehicle</li> <li>Left-hand drive vehicles have camera fitted on offside of vehicle</li> <li>This is one of the most effective technology systems to cover blind spots.</li> </ul> <p><b>Vehicle manoeuvring warnings</b></p> <p>Audibly alerts other road users of the vehicle's intended movement.</p> <p>Left-turn warnings and reversing warnings are common.</p>	<p>Slide 83</p> 
<p><b>The blind spot</b></p>  <p>1 min</p>	<p>Use this slide to make the point that blind spot technology and cab design did not develop much between the years 1970 to 2010.</p>	<p>Slide 84</p> 

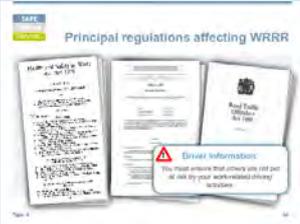


Key	Method	Resources
<p><b>Background</b></p>  <p>1 min</p>	<p>However, recent statistics present a depressing picture:</p> <ul style="list-style-type: none"> <li>• Heavy goods vehicles (HGVs) represent less than four per cent of the miles driven in London.</li> <li>• 20 per cent of pedestrian fatalities in 2015 involved an HGV.</li> <li>• 78 per cent of cyclist fatalities in 2015 involved an HGV.</li> </ul> <p>The industry is now asking why HGV lorries are so dangerous and how the streets can be made safer for cyclists.</p> <p><b>New technology means that drivers have no more excuses when it comes to blind spots.</b></p>	<p>Slide 85</p> 
<p><b>Evolution of HGV design</b></p>  <p>1 min</p>	<p>State that:</p> <ul style="list-style-type: none"> <li>• Between 1970 and 2010 there was very little change in cab profile and improvement to driver direct vision.</li> <li>• However, the design began to change rapidly after 2014.</li> </ul>	<p>Slide 86</p> 
<p><b>Trixi mirror</b></p>  <p>1 min</p>	<p>Explain that the Trixi mirror is another visual aid designed to reduce blind spots. Since 2012, it is legal to fit these on any traffic light without government approval.</p> <p>They have been widely used by TfL on the Cycle Superhighways and are being adopted by many other UK county councils, notably Worcester County Council.</p> <p>They are intended to be fitted on traffic lights at left turns facing oncoming traffic. They allow HGV drivers to see into their blind spots, helping to prevent serious injuries and fatalities (of which there were 15 in 2012).</p> <p>The mirrors are named after a Swiss cyclist, 13-year-old Beatrix Willburger, who was struck and seriously injured by a left-turning lorry. Her father has campaigned for their use across Europe.</p>	<p>Slide 87</p> 



Key	Method	Resources
<p><b>Research into eye contact</b></p>  <p>2 mins</p>	<p>Present the two slides relating to direct vision, using the following information as background.</p> <ul style="list-style-type: none"> <li>• Direct field of view is defined as <b>directly</b> through windows and <b>not</b> through mirrors or camera monitoring systems.</li> <li>• A range of up to six mirrors and other field of view aids are already required to improve the view of the close proximity areas of an HGV cab.</li> <li>• However, to be successful these measures rely on the driver looking at the correct mirror or vision aid at the right time. This could overload the driver during critical manoeuvres.</li> </ul> <p>Seeing a pedestrian or cyclist directly through the windows of the vehicle is likely to have several advantages over indirect view through mirrors or camera monitors.</p>	<p>Slide 88</p>  <p>Slide 89</p> 
<p><b>The future of blind spot minimisation</b></p>  <p>1 min</p>	<p>Use this slide to develop the theme of cab design and blind spot minimisation.</p>	<p>Slide 90</p> 
<p><b>Vehicle safety equipment types</b></p>  <p>1 min</p>	<p>Display the list on the slide and ask if anybody needs you to explain any of it.</p> <p>If participants mention tag and beacon systems, explain that TfL does not support this type of safety equipment.</p>	<p>Slide 91</p> 
<p><b>Safety equipment maintenance</b></p>  <p>1 min</p>	<p>Explain that drivers need to be trained how to check safety equipment to make sure it meets the manufacturer recommendations.</p>	<p>Slide 92</p> 
<p><b>Health and safety offences</b></p>  <p>2 mins</p>	<p>Emphasise the driver's duty not to interfere with or misuse things provided in accordance with certain provisions. They must not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare in pursuance of any of the relevant statutory provisions.</p> <p><i>Health and Safety at Work Act 1974, part 1 section 8.</i></p>	<p>Slide 93</p> 



Key	Method	Resources
<p><b>Principal regulations affecting WRRR</b></p>  <p>5 mins</p>	<p>Stress that HGV drivers work in one of the most regulated industries in the UK.</p> <p>Then discuss the extent of regulations, as everyone in the room will have duties under health and safety law for on-the-road work activities.</p> <p><b>The Health and Safety at Work Act 1974</b></p> <p>The Act states you must ensure, so far as reasonably practicable, that others are not put at risk by your work-related driving activities. The self-employed have similar responsibilities.</p> <p>This means balancing the level of risk against the measures needed to control the risk in terms of money, time or trouble.</p> <p><b>The Management of Health and Safety at Work Regulations 1993</b></p> <p>These require you to manage health and safety effectively. You must carry out an assessment of the risks to the health and safety of your employees, while they are at work, and to other people who may be affected by your organisation's work activities.</p> <p>You must consult with your employees and, where applicable, their health and safety representatives, on health and safety issues, including:</p> <ul style="list-style-type: none"> <li>• Risks arising from their work</li> <li>• Proposals to manage and/or control these risks</li> <li>• The best ways of providing information and training.</li> </ul> <p>There is more advice in the Health and Safety Executive (HSE) leaflet <i>Consulting employees on health and safety: A brief guide to the law</i>.</p>	<p>Slide 94</p> 



Key	Method	Resources
	<p><b>Road traffic law</b></p> <p>The Road Traffic Act and the Road Vehicles (Construction and Use) Regulations require drivers to undertake certain duties, which are administered by the police, and other agencies such as the Driver and Vehicle Standards Agency (DVSA).</p> <p>In most cases, the police take the lead on investigating road traffic incidents on public roads. HSE will usually only take enforcement action where the police identify that serious management failures have been a significant contributory factor to the incident.</p> <p>If there is evidence that serious management failures resulted in a 'gross breach of a relevant duty of care', your company or organisation could be at risk of prosecution under the Corporate Manslaughter and Corporate Homicide Act 2007. There is more information on HSE's website (<a href="http://www.hse.gov.uk/corpmanslaughter/faqs.htm">www.hse.gov.uk/corpmanslaughter/faqs.htm</a>).</p>	
<p><b>Summary</b></p>  <p>2 mins</p>	<p>Ask a few questions to confirm that drivers have achieved the topic objectives.</p> <p>Can they now:</p> <ul style="list-style-type: none"> <li>• Explain the vehicle requirements of the CLOCS Standard and why they are important?</li> <li>• Describe the blind spots on vehicles and how they can be minimised?</li> <li>• Describe the functionality and use of vehicle safety technology?</li> <li>• Name the health and safety offence associated with tampering, removing or misusing safety equipment?</li> </ul> <p>Finish this topic by summarising some of the key points of Topic 4.</p> <ul style="list-style-type: none"> <li>• Driving is one of the most dangerous work activities and is compounded further with a growing population, many of which are VRUs.</li> <li>• As professional drivers, participants will make a difference to people's lives by driving defensively, with the right attitude and giving consideration to all road users.</li> </ul>	<p>Slide 95</p> 
<p><b>Any questions?</b></p>  <p>1 min</p>	<p>Conclude the topic by asking participants if they have any questions on the content covered before you move on to give the course summary and evaluation.</p>	<p>Slide 96</p> 



Key	Method	Resources
<p data-bbox="151 230 323 297"><b>Exchanging places</b></p> 	<p data-bbox="416 230 1126 331">If time, play the <i>Exchanging places</i> video, which is a joint initiative between TfL and the Metropolitan Police Service.</p> <p data-bbox="416 342 1082 443">This scheme gives cyclists the opportunity to experience the view from the perspective of a lorry driver and see what they can and can't see.</p>	<p data-bbox="1158 230 1267 259">Slide 97</p>  <p data-bbox="1158 510 1267 539">Slide 98</p> 



# Module 1 summary and evaluation

Key	Method	Resources
<b>Module 1 summary</b>	<p>To summarise the key points of this module, read out the following:</p> <p><b>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.</b></p>	
<b>Evaluation</b>	<p>Use the evaluation form and ask participants to complete the parts relevant to this module.</p> <p>Thank them for attending and close.</p>	Evaluation form (from Section 3)



# Module 2: 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 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 2 objective

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 2 learning outcomes

At the end of the module, 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 as JAUPT carry out random audits and can remove a centre and course accreditation for non-compliance.

## 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 both to VRUs and to 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 2: On-cycle practical – timetable

Time	Activity
 20 mins	Welcome and Topic 1: Exchanging Places – driver attitude and perception
 70 mins	Topic 2: Introduction to active travel – driver fitness and health
 120 mins	Topic 3: Hazard awareness and cyclist behaviour
 10 mins	Module 2 summary and evaluation
<b>3 hrs 40 mins</b>	<b>Total training time</b>



## Topic 1: Exchanging Places – driver attitude and perception

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

Location: Classroom

Time: 20 minutes

Key	Method	Time
<b>Welcome</b>	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
<b>Introductions</b>	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
<b>Benefits</b>	<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"> <li>• Saving money</li> <li>• A convenient and fun way to get fitter</li> <li>• Quicker journey times</li> <li>• Health improvements (obesity, diabetes, heart problems, wellbeing)</li> <li>• The switch from car use reduces congestion, and air pollution is improved</li> <li>• More cycling has a positive influence on climate change</li> </ul> <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
<b>Driver/cyclist interactions</b>	<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



Key	Method	Time
<p><b>Common misconceptions about cycling</b></p>	<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"> <li>• <b>Cyclists don’t always wear helmets and Hi-Vis</b> In the UK there is no law regarding this, it's personal choice.</li> <li>• <b>Cyclists don’t always use cycle lanes</b> in some circumstances it’s more risky to ride in the cycle lane. This will be covered in the practical session.</li> <li>• <b>Cyclists don’t pay road tax</b> Tax is on vehicle emissions. Low emission vehicles (including electric cars) are exempt.</li> <li>• <b>Cyclists are not insured</b> 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.</li> <li>• <b>Cyclists often ride in the middle of the lane</b> Yes - to minimise risk, not to annoy drivers. This will be covered in the practical session.</li> <li>• <b>Cyclists run red lights</b> Yes - some do break the law. In the same way, some drivers speed or talk on mobiles while driving.</li> <li>• <b>Cyclists sometimes listen to music while riding</b> Yes - this may reduce concentration and it is not advised while riding or driving.</li> </ul> <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>	<p>5 mins</p>
<p><b>Exchanging Places</b></p>	<p>Read out the following to explain what Exchanging Places does:</p> <p><i>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.</i></p>	<p>1 min</p>



## Topic 2: Introduction to active travel – driver fitness and health

The purpose of this topic 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
<b>Bike safety check</b>	<p>Explain and demonstrate safety checks. The principle is the same as checking your vehicle:</p> <ul style="list-style-type: none"> <li>• Limit mechanical failure</li> <li>• Demonstrate how to adjust helmets and saddles</li> </ul>	10 mins
<b>Basic skills</b>	<p>Explain and demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>• Getting on and off a bike</li> <li>• Starting and stopping (using both brakes)</li> <li>• Basic bike handling</li> </ul> <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
<b>Using gears</b>	<p>Explain and demonstrate:</p> <ul style="list-style-type: none"> <li>• How to change up and down the gears to select the most appropriate for the road conditions</li> <li>• Use circle and linear riding activities to practice changing gears as appropriate</li> </ul>	10 mins
<b>Emergency stop</b>	<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"> <li>• Apply the brakes</li> <li>• Keep your weight to the rear</li> </ul> <p>Ask participants to practise until proficient.</p>	10 mins
<b>Observations and signalling</b>	<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
<b>Controlled cycling</b>	<p>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.</p> <p>As they do this, note each rider's ability. Be careful not to stretch the abilities of weaker riders.</p>	5 mins
<b>People and bike checks</b>	<p>Finally, carry out a secondary check of self and bike. This is good practice to prevent injury or mechanical failure.</p>	5 mins



## Topic 3: Hazard awareness and cyclist behaviour

The purpose of this topic 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
<b>Ride to drill site</b>	<p>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.</p> <p>When you arrive at the drill site, stop and discuss the experience of riding as a group and how they feel about this.</p>	20 mins
<b>On-road journey</b>	<p>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.</p> <p>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.</p> <p>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.</p> <p>Explain the importance of good communications from a rider; signal only when someone may be affected by a manoeuvre.</p>	20 mins
<b>Junction drills</b>	<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"> <li>• To ride centrally in a lane for all drills</li> <li>• When to look back and when to signal others</li> <li>• To be aware that some riders will be in a vehicle's blind spot</li> </ul> <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"> <li>• <i>Why it is risky to overtake cyclists at junctions?</i></li> <li>• <i>Will you behave differently at junctions when driving?</i></li> </ul>	25 mins



Key	Method	Time
<p><b>Negotiate – advanced stop line (ASL)</b></p>	<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"> <li>• The risks/benefits of entering an ASL</li> <li>• The importance of filtering carefully through a stationary queue of traffic</li> <li>• The advantages of filtering to the right of a traffic queue at lights</li> </ul>	<p>25 mins</p>
<p><b>Using a cycle lane</b></p>	<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"> <li>• Keep within the lane whenever practicable</li> <li>• Check that it is safe before leaving a cycle lane and signal your intention clearly to other road users</li> </ul> <p><b>Note:</b></p> <p>CYCLE LANES – Highway Code for Drivers: 140</p> <p>These are shown by road markings and signs. You <b>MUST NOT</b> 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.</p> <p>You <b>MUST NOT</b> park in any cycle lane whilst waiting restrictions apply.</p> <p>[Law RTRA sects 5 &amp; 8] 63</p> <p>Cycle Lanes are marked by a white line (which may be broken) along the carriageway.</p>	<p>10 mins</p>
<p><b>Return ride to site</b></p>	<p>Encourage participants to put into practice what they have learned during the session. Try to keep the group together.</p>	<p>20 mins</p>



# Course summary and evaluation

Key	Method	Time/Resources
<b>Course summary</b>	<p>Close the day by reading out the following:</p> <p><b><i>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.</i></b></p> <p><b><i>This training is designed to raise your awareness of vulnerable road users and I hope we achieved that today.</i></b></p> <p><b><i>You can make sure this training has been recorded for Driver CPC and contractual purposes by visiting the DVSA and FORS websites.</i></b></p> <p><b><i>Driving is one of the most dangerous work activities, and is compounded further with a growing population, many of which are vulnerable road users.</i></b></p> <p><b><i>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.</i></b></p>	Course summary
<b>Evaluation</b>	Use the evaluation form and ask participants to complete the remaining parts relevant to this module.	Evaluation form (from Section 3)





# Quiz papers / answer sheets

The following quiz is provided in the Participant Pack

You can run the quiz either via the PowerPoint slides or by asking participants to complete it manually on the pages of their packs.

Answers to the all quiz questions are provided in these Trainer Notes after the quiz questions.



Name:

Date:

Score:

## Safe Urban Driving: test your knowledge quiz

This assessment consists of 10 questions.

Please write your answer in the spaces provided or tick the most relevant answer / answers (some questions may have more than one correct answer).

<b>1.</b>	<b>What are some of the consequences of London's population growth? Tick all the answers that you think are correct.</b>
A	Substantial increase in cyclists and pedestrians <input type="checkbox"/>
B	Reduced pressure on London's bus, underground and rail networks <input type="checkbox"/>
C	More development and an associated increase in construction <input type="checkbox"/>
D	Increased road congestion and greater journey times <input type="checkbox"/>

<b>2.</b>	<b>What is the main benefit of advanced stop lines (ASLs)? Tick the one answer that you think is correct.</b>
A	They allow for the safe, segregated passage of faster cyclists <input type="checkbox"/>
B	They allow motorised vehicles to move off before cyclists at traffic lights <input type="checkbox"/>
C	They give cyclists a head start when the traffic signal changes from red to green <input type="checkbox"/>
D	They provide safe, informal crossings and a consistent kerb line <input type="checkbox"/>

<b>3.</b>	<b>Which of the following groups of road users is considered to be the most vulnerable? Tick the one answer that you think is correct.</b>
A	Pedestrians <input type="checkbox"/>
B	Cyclists <input type="checkbox"/>
C	Motorcyclists <input type="checkbox"/>
D	Horse riders <input type="checkbox"/>

<b>4.</b>	<b>Who are those most at risk on the road network according to the Highway Code?</b>
A	<input type="text"/>
B	<input type="text"/>
C	<input type="text"/>
D	<input type="text"/>



5.	Are the following statements true or false?	True	False
A	Motorcyclists are less likely to be involved in serious collisions than car drivers.	<input type="checkbox"/>	<input type="checkbox"/>
B	Children can't judge speed and distance correctly until the age of 12.	<input type="checkbox"/>	<input type="checkbox"/>
C	The Highway Code states that cyclists must wear hi-vis clothing when cycling in urban areas.	<input type="checkbox"/>	<input type="checkbox"/>
D	Around 75 per cent of fatal or serious incidents involving cyclists occur in urban areas.	<input type="checkbox"/>	<input type="checkbox"/>
E	Legible London is an app with pedestrian information designed to enable people to explore on foot.	<input type="checkbox"/>	<input type="checkbox"/>

6.	What are the four key qualities of a professional driver?
A	
B	
C	
D	

7.	What should professional drivers do if another road user is aggressive towards them? Tick the one answer that you think is correct.
A	Flash their lights or sound the horn to show disapproval <input type="checkbox"/>
B	Try to pacify them by making eye contact or giving a wave <input type="checkbox"/>
C	Stay calm and ignore them <input type="checkbox"/>
D	Shout at them to teach them a lesson <input type="checkbox"/>

8.	Are the following statements true or false?	True	False
A	A Class VI mirror increases the field of vision in the nearside blind spot.	<input type="checkbox"/>	<input type="checkbox"/>
B	A Class V mirror increases the field of vision in the blind spot covering a two-metre ground plain in front of the cab.	<input type="checkbox"/>	<input type="checkbox"/>
C	In 2015, 78 per cent of fatalities involved an HGV.	<input type="checkbox"/>	<input type="checkbox"/>
D	A Trixi mirror is mounted at right-turn traffic lights, allowing HGV drivers to see oncoming traffic and preventing serious injuries and fatalities.	<input type="checkbox"/>	<input type="checkbox"/>
E	Drivers have to check all safety equipment daily to ensure it is functioning correctly.	<input type="checkbox"/>	<input type="checkbox"/>
F	Your company could be prosecuted if you intentionally or recklessly interfere with or misuse any safety equipment fitted to the vehicle.	<input type="checkbox"/>	<input type="checkbox"/>



<b>9.</b>	<b>What safety equipment is fitted to vehicles over 3.5 tonnes to help protect cyclists? (select four answers)</b>	
A	Blind spot minimising mirrors	<input type="checkbox"/>
B	Airbags	<input type="checkbox"/>
C	Left-turn audible alarms	<input type="checkbox"/>
D	Sideguards	<input type="checkbox"/>
E	Warning signage	<input type="checkbox"/>

<b>10.</b>	<b>Which of the following statements describe which pieces of legislation? Choose from Management of Health and Safety at Work Act (HSW), Health and Safety at Work Regulations 1993 (HSWR) or Road Traffic Law (RTL).</b>	<b>HSW</b>	<b>HSWR</b>	<b>RTL</b>
A	States you must ensure, so far as reasonably practicable, that others are not put at risk by your work-related driving activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Requires operators to manage health and safety effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C	States that The Health and Safety Executive (HSE) will take enforcement action if the police identify that serious management failures have contributed to a traffic incident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D	Requires operators to consult with employees on health and safety issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Safe Urban Driving: test your knowledge quiz – answers

The correct answers are shown in bold italics, or ticked in the true/false questions.

If you are running the check the quiz on-screen, please note the correct answers are shown on the slide after each question.

1.	What are some of the consequences of London's population growth? Tick all the answers that you think are correct.
A	<b><i>Substantial increase in cyclists and pedestrians</i></b>
B	Reduced pressure on London's bus, underground and rail networks
C	<b><i>More development and an associated increase in construction</i></b>
D	<b><i>Increased road congestion and greater journey times</i></b>

2.	What is the main benefit of advanced stop lines (ASLs)? Tick the one answer that you think is correct.
A	They allow for the safe, segregated passage of faster cyclists
B	They allow motorised vehicles to move off before cyclists at traffic lights
C	<b><i>They give cyclists a head start when the traffic signal changes from red to green</i></b>
D	They provide safe, informal crossings and a consistent kerb line

3.	Which of the following groups of road users is considered to be the most vulnerable? Tick the one answer that you think is correct.
A	<b><i>Pedestrians</i></b>
B	Cyclists
C	Motorcyclists
D	Horse riders

4.	Who are those most at risk on the road network according to the Highway Code?
A	<b><i>Children</i></b>
B	<b><i>Older people</i></b>
C	<b><i>People with hearing impairment</i></b>
D	<b><i>Blind or partially sighted people</i></b>



5.	Are the following statements true or false?	True	False
A	Motorcyclists are less likely to be involved in serious collisions than car drivers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B	Children can't judge speed and distance correctly until the age of 12.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C	The Highway Code states that cyclists must wear hi-vis clothing when cycling in urban areas.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D	Around 75 per cent of fatal or serious incidents involving cyclists occur in urban areas.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E	Legible London is an app with pedestrian information designed to enable people to explore on foot.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

6.	What are the four key qualities of a professional driver?
A	<b>Courteous</b>
B	<b>Calm</b>
C	<b>Considerate</b>
D	<b>Conscientious</b>

7.	What should professional drivers do if another road user is aggressive towards them? Tick the one answer that you think is correct.
A	Flash their lights or sound the horn to show disapproval
B	Try to pacify them by making eye contact or giving a wave
C	<b>Stay calm and ignore them</b>
D	Shout at them to teach them a lesson

8.	Are the following statements true or false?	True	False
A	A Class VI mirror increases the field of vision in the nearside blind spot. <b>(A Class V mirror does this)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B	A Class V mirror increases the field of vision in the blind spot covering a two-metre ground plain in front of the cab. <b>(A Class VI mirror does this)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C	In 2015, 78 per cent of fatalities involved an HGV.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D	A Trixi mirror is mounted at right-turn traffic lights, allowing HGV drivers to see oncoming traffic and preventing serious injuries and fatalities. <b>(It is mounted on left- turn traffic lights)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E	Drivers have to check all safety equipment daily to ensure it is functioning correctly.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F	Your company could be prosecuted if you intentionally or recklessly interfere with or misuse any safety equipment fitted to the vehicle. <b>(The driver could be prosecuted)</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



9.	What safety equipment is fitted to vehicles over 3.5 tonnes to help protect cyclists? (select four answers)
A	<b>Blind spot minimising mirrors</b>
B	Airbags
C	<b>Left-turn audible alarms</b>
D	<b>Sideguards</b>
E	<b>Warning signage</b>

10.	Which of the following statements describe which pieces of legislation? Choose from Management of Health and Safety at Work Act (HSW), Health and Safety at Work Regulations 1993 (HSWR) or Road Traffic Law (RTL).	HSW	HSWR	RTL
A	States you must ensure, so far as reasonably practicable, that others are not put at risk by your work-related driving activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B	Requires operators to manage health and safety effectively	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C	States that The Health and Safety Executive (HSE) will take enforcement action if the police identify that serious management failures have contributed to a traffic incident	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D	Requires operators to consult with employees on health and safety issues.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>



# Appendices: feedback to group activities

## Appendix 1. Group activity 1: The growth of cycling

1. What are Cycle Superhighways?

**Cycle Superhighways are cycle routes running from outer London into and across central London.**

2. Why have they been introduced?

**The aim is to give cyclists safer, faster and more direct journeys into the city. They are often the best and quickest way for commuters to get to work.**

3. Name **two** schemes (other than Cycle Superhighways) that have been introduced to encourage more people to cycle in London.

**A The Mini Hollands programme: this has given three outer London boroughs - Enfield, Kingston and Waltham Forest - the funding to transform local cycling facilities and encourage people to take to two wheels.**

**B Quietways: this is a network of radial and orbital cycle routes throughout London.**

4. Note four benefits for everyone of more people cycling and walking in London.

**Participants may have noted four of the following:**

- **Cleaner air**
- **Less congestion**
- **More safety for all**
- **Physical and mental health benefits**
- **Independence for younger people.**

5. What is Legible London?

**Legible London is a system of signs and maps that help both residents and visitors walk to their destinations quickly and easily.**

6. Where can the Legible London signs be found?

**Legible London signs appear in all London Underground stations, Docklands Light Railway stations, and on bus shelters, as well as on cycle hire docking stations and the Cycle Superhighways commuter cycle routes.**

7. What makes Legible London signs easy to spot?

**The system comprises three sizes of sign: the Monolith, Midilith, and Minilith. To make them easy to spot, the signs have a bright yellow stripe on top with the walking person icon.**







**Use the following notes to inform your discussion/debrief with participants as they report on their chosen routes:**

- **To get to the first drop off (location C), it is fine to drive past the university at point 1 and the university car park at point 2 as congestion is unlikely in that area at around 7:00. Later in the day, however, that road is likely to be busy with pedestrians crossing from the car park to the university campus. At that time, large numbers of staff and students may be commuting by bicycle or motorcycle.**
- **A possible route from location C to location D along the high street is best avoided as it may well be crowded with cyclists and pedestrians of all ages. The road works are also a significant hazard.**
- **It might be tempting to take a direct route from location C to location A past the primary school at point 4. However, it is best to avoid routes past schools between the hours of 8:00 and 9:00.**
- **A possible route from location A to location B across a bridge with cycle lanes on both sides is best avoided as this would involve travelling close to VRUs.**
- **Drivers would need to be aware of the tourist attraction at point 5 as they drive from location C to location A. However, this is not a problem in the early morning as it does not open till 10:00.**



- **Drivers must take care not to go too near the hospital at point 8 as this area is most likely to be congested at any time of the day. This is why our suggested route goes to location A first before travelling to location D, on a route which is at a safe distance from the hospital.**
- **The next part of the route to location E avoids the historic castle at point 9 as this area may be starting to get busy with tourists and coaches by the time the driver arrives in the vicinity.**
- **To get to the final drop off at location B, it is best to avoid driving on the road round the edge of the park at point 7 as this is likely to be busy with runners and cyclists.**

2. What makes these four main groups of road user vulnerable?

VRUs	Why they are vulnerable
Cyclists	<ul style="list-style-type: none"> <li>• <b>Not protected by a vehicle</b></li> <li>• <b>May be distracted – especially if wearing headphones</b></li> <li>• <b>Difficult to see if not wearing hi-vis clothing</b></li> <li>• <b>Road may be loose, wet or uneven</b></li> <li>• <b>May lack confidence or skill</b></li> <li>• <b>May be in the vehicle’s blind spot when on the nearside</b></li> <li>• <b>May lack stability in poor weather conditions.</b></li> </ul>
Pedestrians	<ul style="list-style-type: none"> <li>• <b>Children are small and difficult to see</b></li> <li>• <b>Children can’t judge distances until age 12</b></li> <li>• <b>Young adults are often distracted by music, phones, peer pressure</b></li> <li>• <b>Older people sometimes move slowly or have poor hearing/eyesight</b></li> <li>• <b>People with a physical disability may be blind, deaf or use a wheelchair</b></li> <li>• <b>People with a mental impairment are sometimes not aware of their environment.</b></li> </ul>
Motorcyclists	<ul style="list-style-type: none"> <li>• <b>Young riders have little experience and may lack road sense</b></li> <li>• <b>They can be difficult to see, especially if on the nearside</b></li> <li>• <b>May lack stability in poor weather conditions.</b></li> </ul>
Horse riders	<ul style="list-style-type: none"> <li>• <b>Some may lack confidence, skills or experience</b></li> <li>• <b>Horses are easily frightened and can panic.</b></li> </ul>

4. Where would you find high concentrations of cyclists?

- **Cycle hire schemes**
- **Near schools and colleges**
- **Near hospitals**
- **In shopping streets**
- **Near/in parks**
- **On cycle paths.**



5. Where would you find high concentrations of pedestrians?

- ***At pedestrian information systems***
- ***Near museums or other tourist attractions***
- ***Near schools and colleges***
- ***Near hospitals***
- ***In shopping streets***
- ***Near parks***
- ***Near bus stops, underground or mainline stations.***

6. Why might VRUs be unaware of you and your vehicle?

***They may:***

- ***Be distracted***
- ***Lack road sense***
- ***Lack knowledge of the Highway Code***
- ***Have a mental or physical disability***
- ***Be changing direction***
- ***Be looking the opposite way.***



## Appendix 3. Group activity 8: How do FORS and CLOCS fit together?

How well do you understand the Fleet Operator Recognition Scheme (FORS) and Construction Logistics and Community Safety (CLOCS) Standard?

These two schemes are aligned with one another to manage work-related road risk and reduce collisions. It is important to understand how they work and what they aim to do.

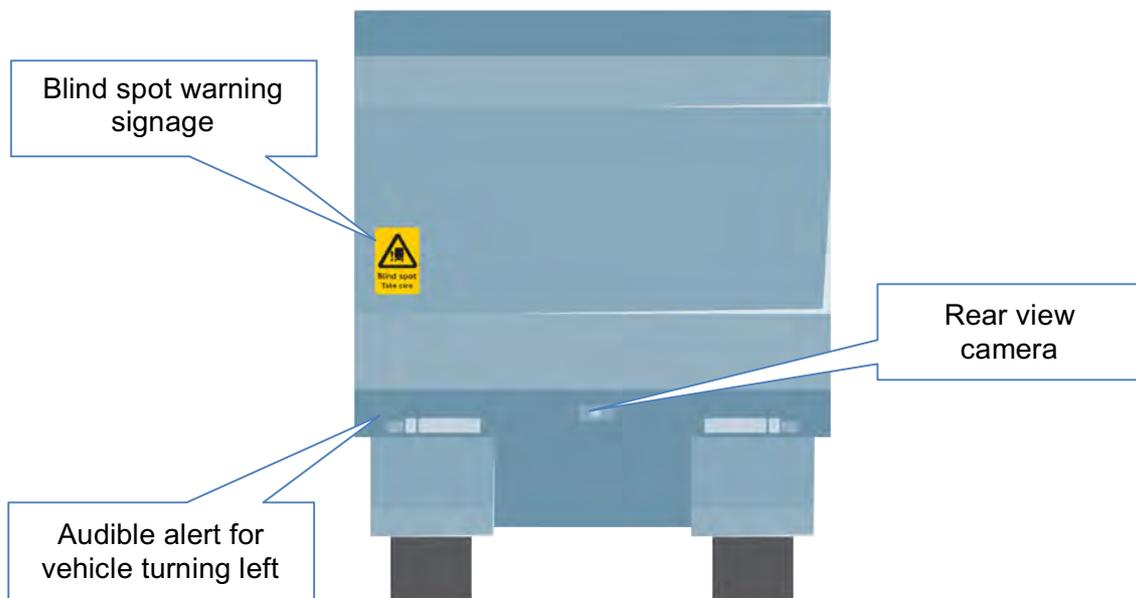
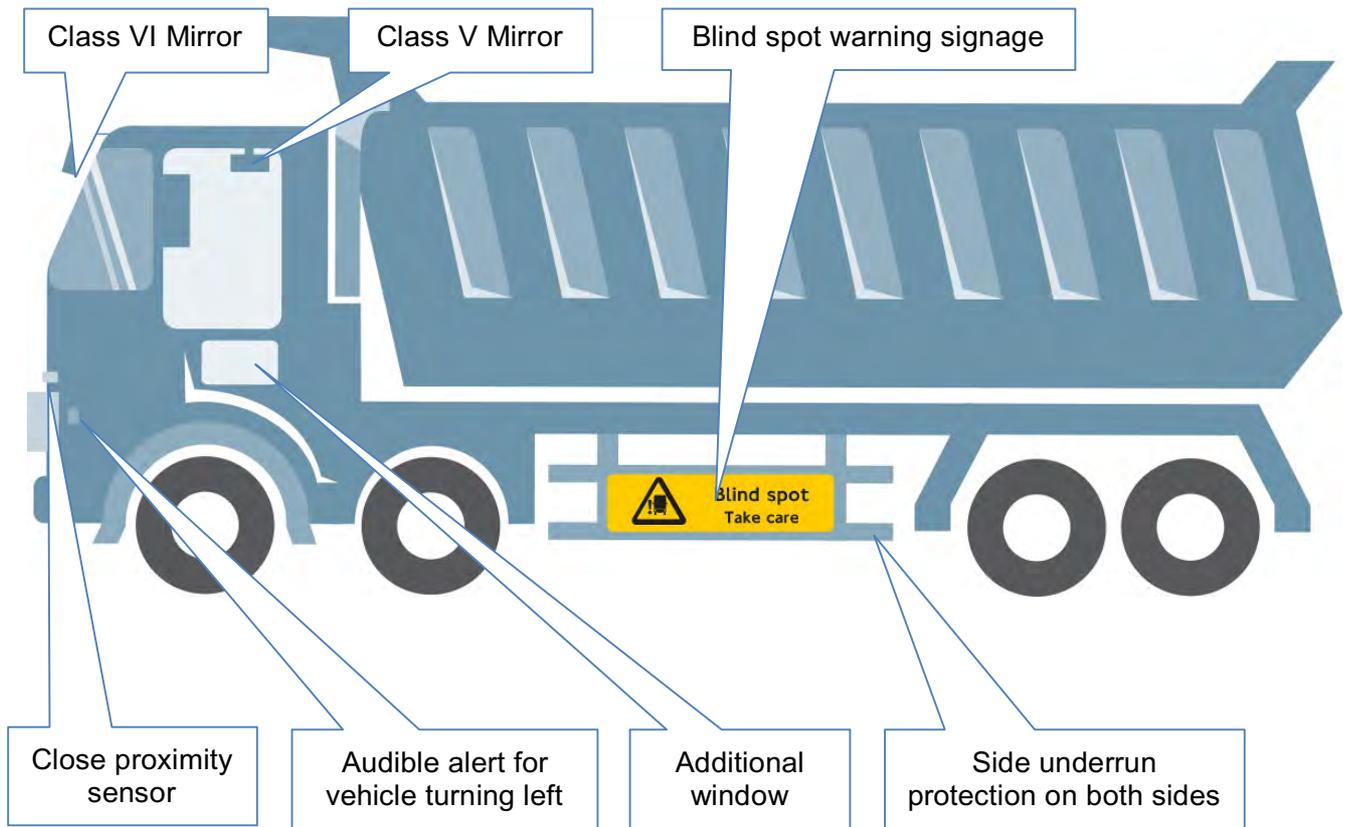
Which of the following statements applies to CLOCS and which to FORS?

Discuss each of the statements in your group and tick the box (or boxes) that you think apply to each one.

Statement	FORS	CLOCS
This enables a fair and consistent approach to managing safety beyond the site gate, aiming for zero harm across all construction operations.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
This allows clients to take ownership of road safety in their supply chains.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
This raises safety standards, ensures compliance and protects VRUs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
This is an accreditation scheme delivering safety, environmental and efficiency benefits for fleet operators.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
By joining this, operators show commitment to being safe and compliant.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
This is a fair national standard for operators to adhere to.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
This encourages the adoption of best practice industry standards.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



## Appendix 4. Group activity 9: Types of safety equipment





**FORS**  
PROFESSIONAL  
TRAINING, INFORMATION, KNOWLEDGE

# DO YOU DRIVE AN HGV?

THEN YOU NEED TO KNOW THIS...  
**THE FORS SAFE URBAN DRIVING COURSE**

**HOW TO KEEP YOURSELF AND OTHERS SAFE** by driving effectively and being aware of vulnerable road users

**HOW TO DRIVE MORE EFFECTIVELY** by knowing and understanding the changing environment around you

**WHAT IT'S LIKE FROM THE OTHER SIDE** experience dangerous situations from a cyclists point of view

BOOK YOUR PLACE ON THIS TRAINING COURSE NOW

**[WWW.FORS-ONLINE.ORG.UK](http://WWW.FORS-ONLINE.ORG.UK)**





## WHAT IS FORS?

You'll have seen our logo displayed on the trucks and vans of the very best performing transport companies in the UK. That's because FORS is recognised as the premier UK wide transport industry accreditation scheme. We promote excellence, providing the right training to help you be the best professional driver you can be, making you more employable, safer on the roads and get more done with less hassle. Employers love FORS.

**OUR SAFE URBAN DRIVING TRAINING IS FOR PROFESSIONAL HGV DRIVERS OF ALL AGES, ALL QUALIFICATIONS AND ALL BACKGROUNDS** – if you drive an HGV you will benefit

What you'll learn...

WHY DRIVING SAFELY IS SO IMPORTANT

YOUR ROLE AND RESPONSIBILITIES

HOW TO AVOID COSTLY ACCIDENTS

HOW TO AVOID RISKS AND PENALTIES

What to expect...

SUD is delivered in two halves. Classroom training first, then out on the road in a practical cycling module. You will experience a cyclist's view of the road and get to understand both sides. The two modules are delivered on the same day.

This course is CLOCS Standard – FORS Silver level – and counts towards Driver CPC training hours

Don't miss out, book your SAFE URBAN DRIVING training now...

Or check [WWW.FORS-ONLINE.ORG.UK](http://WWW.FORS-ONLINE.ORG.UK) to find a course closer to you



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## Section 3

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# Training administration

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- 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 will need to 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.





## 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](http://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](http://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](http://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 JAAPT.

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 [enquiries@jaupt.org.uk](mailto:enquiries@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](mailto: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](http://www.jaupt.org.uk)

 [facebook.com/JAAPT](https://facebook.com/JAAPT)

 [twitter.com/jaupt\\_drivercpc](https://twitter.com/jaupt_drivercpc)

DVSA DESIGN/2885A/JAN 16



# Joining instructions – Safe Urban Driving (SUD)



Date

Dear

## Course joining instructions – Safe Urban Driving (SUD)

Thank you for choosing the Safe Urban Driving 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 Driver CPC registration.

Registration opens	<b>08.30</b>
Registration closes	<b>08.55</b>
Start training	<b>09.00</b>
Morning break	<b>10.45-11.00</b>
Lunch	<b>12.45-13.15</b>
Resume training	<b>13.15</b>
Finish	<b>17.00</b>

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 module 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		



# Theory module 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
<b>Movement around the training room (slips and trips)</b>	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"> <li>• Are access stairs or ramps properly maintained?</li> <li>• Are access stairs or ramps provided with handrails?</li> </ul>			
<b>Furniture and fixtures</b>	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
<b>Electrical equipment and services</b>	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.)			
<b>Fire</b>	If there are fire exits from the training room, are they: <ul style="list-style-type: none"> <li>• Unobstructed?</li> <li>• Kept locked?</li> <li>• Able to be opened from the inside?</li> </ul>			
	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?			
<b>Workplace (ventilation and heating)</b>	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:

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

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



<b>Route</b>	Appropriate distance from training base (including plan for non-riders)			
	Speed and traffic density			
	Minimised right turns			
	Zebra and pelican crossings as appropriate			
<b>Description of route (or provide map)</b>				
<b>Riders</b>	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			
<b>Bicycles</b>	Tyre condition and pressure			
	Brakes			
	Chain running smoothly			
	Attachments to cycle secure (rack, bottle cage, etc)			
	Frame and saddle height fit riders			
<b>Dynamic risk assessment</b>	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:

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

**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 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





# 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](http://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 Safe Urban Driving (SUD) includes the knowledge and understanding that is needed to underpin the performance standards or competency required for a particular work activity. The content of SUD 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 Personnel health and wellbeing
- 3.4 Physical 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 Driver CPC 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 easy to travel to					
The location was accessible					

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
Following the course, I will consider cycling to improve HEALTH AND FITNESS					
My UNDERSTANDING of the issues faced by vulnerable road users has changed					



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

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

BCS	Road Number	From	To	I have driven this route
CS2	A11	Bow	Aldgate	
CS3	A13	Barking	Tower Gateway	
CS7	A24, A3	Merton	City	
CS8	A3215, A3216, A321	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"/>				
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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			

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](mailto: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.



**SAFE**  
**URBAN**  
DRIVING

