



National  
Operational  
Guidance

## Guidance

### Emergency response driver and instructor framework



**NFCC**  
Fire Central  
Programme Office

Developed and maintained by the NFCC

---



# Contents

Emergency response driver and instructor framework ..... 5

Unit 1: Emergency response driver training ..... 5

*Structure and delivery* ..... 6

*Assessment of competence* ..... 6

*References* ..... 6

*Assessment records* ..... 7

*Element 1.1 – Demonstrate basic driving skills* ..... 7

        1.1 Aims, objectives and methodology ..... 7

        1.1 Competencies ..... 9

*Element 1.2a – Prepare to drive vehicles at high speed* ..... 13

        1.2a Aims, objectives and methodology ..... 13

        1.2a Competencies ..... 14

*Element 1.2b – Drive vehicles at high speed* ..... 16

        1.2b Aims, objectives and methodology ..... 16

        1.2b Competencies ..... 17

*Element 1.3 – Drive vehicles at high speed on motorway and multi-lane carriageways* ..... 24

        1.3 Aims, objectives and methodology ..... 24

        1.3 Competencies ..... 25

*Element 1.4 – Undertake an emergency response drive* ..... 27

        1.4 Aims, objectives and methodology ..... 27

        1.4 Competencies ..... 29

*Element 1.5 – Avoid and correct skids when driving an emergency vehicle* ..... 34

        1.5 Aims, objectives and methodology ..... 34

        1.5 Competencies ..... 35

*Unit 1 – Attitudes and behaviour* ..... 36

        Unit 1 – Attitudes and behaviour: Aims, objectives and methodology ..... 36

        Unit 1 – Attitudes and behaviour: Competencies ..... 37

*Unit 1 – Knowledge and understanding* ..... 37

        Unit 1 – Knowledge and understanding: Aims, objectives and methodology ..... 38

        Unit 1 – Knowledge and understanding: Competencies ..... 38

*Unit 1 – Periodic reassessment of competence* ..... 39

        Unit 1 – Periodic reassessment of competence: Aims, objectives and methodology  
            ..... 39

Unit 2: Instructor competencies – Lesson preparation and delivery ..... 40

*Prerequisites* ..... 41



<i>Structure and delivery</i> .....	41
<i>Knowledge and understanding</i> .....	42
<i>Reference materials</i> .....	42
<i>Training methodology</i> .....	42
<i>Assessment of competence</i> .....	42
<i>Assessment records</i> .....	43
<i>Equality and diversity</i> .....	43
<i>Element 2.1 – Design training sessions</i> .....	43
2.1 Aims, objectives and methodology .....	43
2.1 Competencies .....	44
<i>Element 2.2 – Presentation skills</i> .....	45
2.2 Aims, objectives and methodology .....	46
2.2 Competencies .....	47
<i>Element 2.3 – Managing group activities and exercises</i> .....	48
2.3 Aims, objectives and methodology .....	48
2.3 Competencies .....	49
<i>Unit 2 - Knowledge and understanding</i> .....	51
Unit 2 – Knowledge and understanding: Aims, objectives and methodology .....	51
Unit 2 – Knowledge and understanding: Competencies .....	52
Unit 3: Instructor competencies – Driver instruction, coaching and development .....	53
<i>Prerequisites</i> .....	53
<i>Structure and delivery</i> .....	54
<i>Knowledge and understanding</i> .....	54
<i>Reference materials</i> .....	55
<i>Training methodology</i> .....	55
<i>Assessment of competence</i> .....	55
<i>Assessment records</i> .....	55
<i>Equality and diversity</i> .....	56
<i>Element 3.1 – Lead instruction</i> .....	56
3.1 Aims, objectives and methodology .....	56
3.1 Competencies .....	57
<i>Element 3.2 – Coaching</i> .....	58
3.2 Aims, objectives and methodology .....	59
3.2 Competencies .....	60
<i>Element 3.3 – Student driver development</i> .....	61
3.3 Aims, objectives and methodology .....	61
3.3 Competencies .....	62



<i>Unit 3 – Knowledge and understanding</i> .....	63
Unit 3 – Knowledge and understanding: Aims, objectives and methodology .....	63
Unit 3 – Knowledge and understanding: Competencies .....	64
Unit 4: Assessor competencies – Conducting assessments .....	65
<i>Structure and delivery</i> .....	65
<i>Underpinning knowledge</i> .....	66
<i>Assessment of competence</i> .....	66
<i>Assessment records</i> .....	66
<i>Equality and diversity</i> .....	67
<i>Element 4.1 – Conducting assessments</i> .....	67
4.1 Aims, objectives and methodology .....	67
4.1 Competencies .....	68
<i>Element 4.2 – Gathering evidence</i> .....	69
4.2 Aims, objectives and methodology .....	69
4.2 Competencies .....	70
<i>Element 4.3 – Monitoring and reviewing development</i> .....	70
4.3 Aims, objectives and methodology .....	71
4.3 Competencies .....	71
<i>Element 4.4 – Self-reflection</i> .....	72
4.4 Aims, objectives and methodology .....	72
4.4 Competencies .....	73
<i>Unit 4 - Knowledge and understanding</i> .....	74
Unit 4 - Knowledge and understanding: Aims, objectives and methodology .....	74
Unit 4 - Knowledge and understanding: Competencies .....	75
Assessment forms .....	76
<i>Unit 1 Assessment forms</i> .....	76
<i>Unit 2 Assessment forms</i> .....	77
<i>Unit 3 Assessment forms</i> .....	78
<i>Unit 4 Assessment forms</i> .....	78
Glossary .....	78
Fire Standard .....	81



## Emergency response driver and instructor framework

---

Underpinning the Emergency Response Driver Fire Standard, this framework sets out the competencies and training requirements for emergency response drivers in fire and rescue services.

It has been developed through the NFCC Driver Training Advisory Group (DTAG) in liaison with the Department for Transport and in response to the requirements of pending Section 19 of the Road Safety Act 2006.

The content has been developed and tested by the services for the services. It has gone through a thorough and open consultation process to give all services the opportunity to contribute to its development.

It is designed in modular way to provide flexibility for service when implementing.



### Unit 1: Emergency response driver training

---

The purpose of this modular document pack is to provide fire and rescue services with the competency requirements and appropriate documentation to record and evidence the competence of its emergency response driving capability. Using the document pack will ensure services satisfy the legal requirements of Section 19 of the Road Safety Act 2006 and the Road Traffic (training courses at high speed) Training 2020 Regulations.

Services whose response strategy allows drivers to exceed the speed limit when responding on blue lights, must be able to evidence that drivers have undertaken appropriate training if they wish to claim the legal exemption to exceed the speed limit on public roads.

The Road Traffic (training courses at high speed) Training 2020 Regulations dictates the duration of the training, the student / to instructor ratio and which subject areas must be taught for each emergency service. This training framework aligns to those legal requirements that are relevant to fire and rescue services.

The pack provides services with the ability to record both initial training and achievement of competency, and periodic re-assessment of drivers.



## Structure and delivery

---

Unit 1 relates to emergency response driver training (ERDT) and consists of five elements, plus the requirement for underpinning knowledge and understanding, and the attitudes and behaviours for response driving.

Each element is further broken down into a number of competencies. The design of the elements allows the training and assessment to be delivered in a modular way.

Overall, emergency response driver training should be no less than 80 contact hours (10 working days) with a minimum of two consecutive days at a time and must include a 'night drive'. No less than 48 hours should be 'on road' practical driving. Training should be carried out with a ratio of one1 instructor to two2 students.

It is essential for element 1.1 to be successfully completed before progression onto any further element, where an exemption to the speed limit could be claimed.

The training may be delivered over ten consecutive days or, if delivered in modular fashion, it should be concluded within three months of the start date.



## Assessment of competence

---

Assessment is ongoing by the instructor throughout the training; evidence of competency should be logged using the assessment record sheets provided. Final assessments of the student's response driving ability must be carried out by an independent assessor. It is important for the student to recognise that although the modular format isolates skills for competency assessment, competency needs to be achieved in all skills, even if those skills are competing in nature. For example, a driver's ability to negotiate bends, identify observations and carry out an overtaking manoeuvre at the same time.



## References

---

Under pinning references are:

- [Road Traffic Regulation Act](#)
- [Roadcraft: The Police Driver's Handbook](#) – referred to as 'Roadcraft' or 'the Roadcraft manual'
- [The Motorways Traffic \(England and Wales\) Regulations](#) – referred to as 'motorway regulations'
- [The Highway Code](#)
- [Traffic Signs Regulations and General Directions](#)
- The Road Traffic (training courses at high speed) Training 2020 Regulations



## Assessment records

---

Assessment is ongoing and will be evidenced when the student has satisfactorily displayed competence at a consistent level. All completed assessment record sheets, including supplementary forms and the final assessment sheet, will form part of the student's training records.

Templates for assessment recording documents can be found in the [Assessment records section](#)



## Element 1.1 – Demonstrate basic driving skills

---



### 1.1 Aims, objectives and methodology

---

#### **Aim**

To show a competent standard of driving skills during normal road speed, non-emergency driving.



This element can also be used as an initial assessment, in order to ascertain the standard of an individual's entry level to an initial ERDT course. It can be used to formulate a training plan.

## **Objectives**

By the end of the element students will be able to:

1. Complete basic vehicle checks and familiarise with vehicle controls before driving
2. Correctly manage hazards using various observational skills, with safe and accurate use of all vehicle controls
3. Make suitable progress while positioning the vehicle safely and correctly, in relation to the circumstances
4. Select suitable places to park, reverse and manoeuvre the vehicle and correctly carry out the required actions

## **Training and assessment methodology**

An initial assessed drive is recorded against this element to determine the entry level of the student to an initial ERDT course, their suitability for the course and to formulate a training plan.

Assessment of a student against this element as an initial assessed drive is essential, as it provides a student baseline. The assessment must be no less than 30 minutes per student.

Following implementation of the training plan, students need to complete an assessment of this element to a competent standard. This will complete ERDT element 1.1.

The training methodology used will be mostly practical, with an element of theory to develop knowledge and understanding. Training plans to achieve competency in this module may cross over from other elements, as many advanced driving techniques will also increase a driver's basic skills level.

The principles of Roadcraft are introduced, together with those of the Highway Code. Emphasis is placed on safety achieved by the driver having an increased awareness of what surrounds the vehicle, the recognition of real and potential hazards and the adoption of a system of driving that leaves nothing to chance.

The vehicle will be driven in a typical variety of road and traffic conditions, within the statutory speed limits, to fulfil the range statement of this module.

Self-study of their service's occupational road risk policies, driving policies, Roadcraft and the Highway Code will be required; this should be evident through observation of practical driving and questions and answers if required.

Throughout the practical driving phase, students will be continuously assessed against the element





competencies. The assessment method will be by observation, and reinforced by verbal questions and answers.



## 1.1 Competencies

	Competencies	Examples of evidence
1	Complete basic vehicle checks, identifying, reporting and documenting obvious defects	<p>Understands the need for and legal responsibility requirements of completing basic vehicle safety checks as detailed in the Highway Code, including ensuring all equipment is secured correctly and any ancillary equipment attached to the vehicle, such as charging leads, are disconnected before commencing a journey.</p> <p>Is able to display knowledge and accuracy with identifying defects and reporting procedure through line management and service documentation.</p> <p>Is able to identify that the vehicle is legal and roadworthy, accurately references vehicle logbook for mileage and fuel levels.</p> <p>Employs a methodical approach with a positive attitude.</p>
2	Be familiar with the vehicle controls before driving	<p>The student can locate and identify all vehicle controls.</p> <p>The student is aware of the need to be familiar with the vehicle's controls before driving and has a self-disciplined approach in doing so.</p>



	Competencies	Examples of evidence
3	Recognise, assess and manage hazards through effective observation, anticipation and planning	<p>React in good time to the position and movement of other road users.</p> <p>Mirrors and signals to be used effectively throughout the journey.</p> <p>Mirror and signals to be used in good time as part of 'mirror, signal, manoeuvre' routine.</p> <p>When driving large vehicles in particular, show awareness of blind spots and undertake regular mirror checks and observations at required situations.</p> <p>When driving large vehicles, check throughout for vulnerable road users and other large vehicles.</p> <p>Shows a good level of hazard awareness through the different stages of potential, developing and actual hazards.</p> <p>Is aware of the need for the use of extended observation and makes required reactions to what is visible.</p> <p>Uses a methodical system to formulate plans into driving decisions.</p> <p>Shows the ability to control and manage developing situations to gain safe, effective and accurate progress while maintaining vehicle sympathy.</p>
4	Steer the vehicle accurately to maintain a safe and appropriate course	<p>Knowledge and use of the principles of safe and effective steering are evident.</p> <p>Steering is smooth, progressive and well-planned without rush or panic.</p> <p>The techniques used allow the driver to accurately match steering to the driving plan and safely maintain an appropriate course.</p> <p>The driver understands and maintains the requirement to portray a positive driver image.</p>



	<b>Competencies</b>	<b>Examples of evidence</b>
5	Control the vehicle safely and accurately through the use of accelerator, brakes, retarder (if applicable), gears and clutch (if applicable) as appropriate to the circumstances	<p>Control of the vehicle should remain smooth and accurate for varying road and traffic conditions. Application of accelerator and brake should accurately match the intended driving plan. Use vehicle transmission system effectively.</p> <p>Automatic transmission:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to select different gears or modes to suit the circumstances</li> <li>• Set retarder to suit conditions (if applicable)</li> <li>• Safety is consistently maintained, and vehicle sympathy is evident.</li> </ul> <p>Manual transmission:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to match gear and speed to suit the circumstances</li> <li>• Gear changes are smooth and effective using correct hand grip.</li> <li>• Gears are located and engaged at correct times, without coasting or harsh release of the clutch.</li> <li>• Control of the clutch pedal is smooth and accurate without adverse effect on stability or progress.</li> <li>• Safety is consistently maintained, and vehicle sympathy is evident.</li> </ul>
6	Make progress appropriate to the conditions and circumstances	Speed and progression should be matched to the road type and conditions, volume and behaviour of traffic and visibility.
7	Approach and negotiate corners safely	<p>Change of speed and selection of most appropriate gear should be completed before the bend. Use the accelerator to maintain a constant speed round a bend to ensure vehicle stability and to maintain tyre grip. Keep both hands on the steering wheel when cornering or negotiating bends. Braking in bends should be avoided, as this has an adverse effect on tyre grip and vehicle stability.</p>



	<b>Competencies</b>	<b>Examples of evidence</b>
8	Position the vehicle safely as appropriate to the circumstances	<p>The road position should be to the left, taking into account the size of vehicle being driven.</p> <p>The correct road position should be adopted when negotiating junctions, taking into account the size of vehicle.</p> <p>Road positioning is correct for the majority of situations, and safety is maintained.</p> <p>Understanding of road markings is evident, to ensure timely adoption of the correct lane for the circumstances and safe interaction with other road users.</p>
9	Use appropriate signals and respond correctly to the signals of other road users	<p>Awareness of the need for correct, timely signalling.</p> <p>Signals are given correctly when needed and in good time.</p> <p>Interpretation of signals from other road users should be accurate but should not be taken for granted.</p> <p>Actions should remain planned, based on all sources of information.</p>
10	Select safe and appropriate locations to park and manoeuvre the vehicle	<p>The student can select a safe, legal and convenient place to park at the roadside, and safely negotiate a manoeuvre into the selected place accurately, with safe interaction with other road users and street furniture.</p> <p>Other manoeuvres such as reversing and turning are carried out in a suitable and safely assessed location.</p>
11	Call on the assistance of others before completing difficult manoeuvres	<p>Where required, and in accordance with service policies, the student uses the assistance of guides to assist with manoeuvres, including reversing into confined spaces.</p> <p>The student is also able to act as a guide and give recognised hand signals correctly and efficiently and demonstrates spatial awareness.</p>



	Competencies	Examples of evidence
12	Reverse, manoeuvre and park the vehicle safely	During slow speed manoeuvring and reversing of the vehicle, controls are used smoothly and effectively; judgement is accurate; and observations are maintained. The driver should stop the vehicle immediately if their sight of the guide is lost. Manoeuvring of the vehicle is carried out in a safe location and in accordance with service policies.



## Element 1.2a – Prepare to drive vehicles at high speed



### 1.2a Aims, objectives and methodology

ERDT 1.2 is split into two separate elements; element 1.2a is about preparing vehicles before driving.

#### Aim

To ensure that the student is aware of the reasons why a vehicle should be checked before high-speed driving. A methodical approach to physical checks is employed to ensure operational readiness. Relevant administration procedures should be completed.

#### Objectives

By the end of the element students will be able to:

1. Show knowledge of the vehicle controls
2. Correctly complete vehicle checks
3. Identify and take the correct actions for any defects
4. Ensure the vehicle is fit for purpose before and after use

5. Keep accurate vehicle documentation relating to vehicle use

### Training and assessment methodology

The student will be introduced to the training vehicle and its controls. The student will be shown a method of pre-use vehicle inspection to ensure the vehicle is safe and legal to use on the road. The student will be shown how to complete relevant documentation regarding vehicle use, including how to report a defect. Assessment can be via formal knowledge check, informal questions and answers or inspection of records.

Self-study of service's occupational road risk policies, driving policies, Roadcraft and the Highway Code will be required, and should be evident through observation of practical driving and questions and answers if required.

Throughout the practical phases, students will be continuously assessed against the module competencies. The assessment method will be by observation reinforced by questions and answers.

The instructor must record evidence of competencies using the assessment record sheets provided in this unit.



## 1.2a Competencies

1	Ensure you are authorised to prepare and drive the vehicle	The student has accurate knowledge of service policies concerning driver training, competence and vehicle familiarisation. Awareness should also be evident of driving licence categories and health and safety requirements.
2	Be familiar with all the vehicle controls before driving	The student can accurately locate, identify and correctly operate all vehicle primary and ancillary controls. Ancillary controls include those that relate to emergency warning equipment and speed limiters. Student is aware of the need to be familiar with the vehicle's controls before driving it at speed and has a self-disciplined approach in doing so.



3	<p>Carry out required checks to:</p> <ul style="list-style-type: none"> <li>• Tyres</li> <li>• Brakes</li> <li>• Fluid levels</li> <li>• Lights</li> <li>• Cleanliness</li> <li>• Operational equipment</li> <li>• Audible equipment</li> <li>• Safety equipment</li> <li>• Bodywork</li> </ul>	<p>These checks are over and above the basic pre use checks detailed in the Highway Code and are to be undertaken before driving the vehicle at speed.</p> <p>Checks should comply with service policy and manufacturer’s instructions.</p> <p><b>Tyres:</b> To be able to correctly quote legal and service requirements for tyre condition, including pressure, tread and side wall condition. To be able to correctly check the vehicle’s tyres using tyre tread depth and pressure gauges and pressure indicators (if fitted), and accurately adjust the pressure of vehicle tyres.</p> <p><b>Brakes:</b> To be able to interpret dashboard warnings and gauges that relate to the braking system. To understand the importance of conducting a running brake test.</p> <p><b>Fluid levels:</b> The student can locate and identify correct reservoirs or tanks, and corresponding gauges or level markers, for fuel, charge status (if electric vehicle), AdBlue exhaust fluid (if appropriate), oil and windscreen wash. The student is able to identify correct and incorrect levels and use the correct procedures for topping up. The student is also able to locate reservoirs for steering, brake or clutch fluid (dependent upon the specification of vehicle) and follow the correct procedures for replenishment.</p> <p><b>Lights:</b> To be able to locate and test all road lights and emergency lights, and the corresponding controls. To ensure all lights are working, including marker lights and the legal use of main beam, fog lights and spotlights.. Understands legal requirements for the need for lights, including that equipment carried on the vehicle is secure and stowed correctly.</p> <p><b>Cleanliness:</b> Ensures the vehicle is kept clean, in order to maintain clear visibility through windows and mirrors. Ensures effectiveness of reflective markings and maintains public image.</p> <p><b>Operational equipment:</b> To be able to check and fill the vehicle’s water tank. External equipment and locker security; ladders and lockers should be rechecked before the driver undertakes a journey. Ensure any communication equipment fitted or required is operational. Understands the correct use for emergency lights, including blue lights, rear reds, scene lights and spotlights.</p> <p><b>Audible equipment:</b> To be able to locate all audible warning devices (emergency responding and other) and check them correctly.</p> <p><b>Safety equipment:</b> Ensure required seatbelts are fitted and working correctly. Identify airbag warning light (if fitted) and interpret any information if illuminated. Systems including traction control, ABS and ride and height are correctly set for driving at speed.</p> <p><b>Bodywork:</b> To have an understanding of body components on a vehicle and understand the importance of reporting any damage. To understand the legal requirements for ensuring that equipment carried on the vehicle is secure and stowed correctly.</p>



4	Ensure the vehicle is fit for purpose during and after use	On completion of duties, ensure the vehicle maintains operational readiness through maintenance of fuel and firefighting water levels where appropriate, and in accordance with service instructions.
5	Identify, report and record any defects or damage prior and following use, and take the correct action in regard to these	Any vehicle faults that occur are correctly identified and reported. Any vehicle incidents are reported in accordance with legislation and service instructions.
6	Ensure any equipment required to be with the vehicle is present and in working order	Vehicle inventory is checked and recorded accurately.
7	Keep accurate and complete documentation as required relating to the use of the vehicle	Vehicle logbooks are accurately completed for each specific journey and refuelling is correctly recorded. Knowledge and understanding of vehicle incident reporting procedures.



## Element 1.2b – Drive vehicles at high speed



### 1.2b Aims, objectives and methodology

#### Aim

To enable the student to demonstrate their ability to safely and effectively drive a vehicle at high speed, in a variety of different road, traffic and weather conditions. The definition of high speed is as defined in the ERDT Glossary.

**Note:** Before commencing any on-road practical training for driving at speed, each student must be able to demonstrate by written examination a thorough knowledge of the following topics:

1. Relevant road traffic laws, regulations and Highway Code provisions
2. Physiological and psychological factors relevant to safe driving
3. The police system of vehicle control – the Roadcraft manual





4. Legal exemptions available to emergency drivers
5. Legal and safety requirements of operating in-vehicle technology

## Objectives

By the end of the element, students will be able to:

1. Correctly and effectively formulate and implement driving plans
2. Make progress while showing restraint
3. Safely and effectively control the vehicle, using varying components and techniques
4. Use different road positions to full effect when driving at speed
5. Negotiate bends and corners safely and effectively, by making informed and correct assessments
6. Make and interpret signals to increase driving effectiveness
7. Correctly and safely overtake stationary and moving vehicles
8. Conduct commentary drives for assessment and development purposes

## Training and assessment methodology

This element is largely practical but commences with initial classroom sessions that cover the system of vehicle control. Theoretical and behavioural aspects of emergency response driving are also covered; this will include attitude, behaviour, lifestyle and driver pressure.

Students will receive practical instruction in applying the principles of Roadcraft. At appropriate times throughout the module, further theoretical sessions are undertaken to explain or emphasise learning points. These will be at the discretion of the instructor and based on the student's ability.

The vehicle may be driven using the speed limit exemptions under Section 87 of the [Road Traffic Regulation Act](#).

The vehicle may be driven in varied road, weather and visibility conditions to cover the scope of the module where possible.

Self-study of service's occupational road risk policies, driving policies, Roadcraft and the Highway Code will be required, and should be evident through observation of practical driving and questions and answers if required.

Throughout the practical driving phases, students will be continuously assessed against the module competencies. The assessment method will be by observation, reinforced by questions and answers and the service's final theory exam.

The instructor must record evidence of competencies using the assessment record sheets provided in this unit.



## 1.2b Competencies

### A. Formulating and implementing driving plans

	Competencies	Standards of evidence
A1	Gather information at an early stage through accurate observation and the use of other senses	<p>Observation is a key component of anticipation. Careful observation allows hazards to be identified early, giving more time to think.</p> <p>The student is able to extend and broaden observation as required for driving at speed.</p> <p>Scanning of the zones of visibility and blind spots at appropriate points in the system should be evident.</p> <p>Early observation of signs, limit points, cross views, and other road users are widely evident.</p> <p>Interpretation of road signs and markings should be accurate through knowledge of the Highway Code.</p> <p>Other observations, including types of road users, observational links and microclimates are identified.</p> <p>Use of other senses is evident.</p>
A2	Use this information correctly anticipate all driving situations to formulate a flexible driving plan	<p>There is clear evidence that observation is being used by the student to anticipate and plan for actual and potential hazards.</p> <p>Driving plans should be based on rapid scanning of the foreground, middle and far distance, and to the side and rear.</p> <p>Use observation links effectively.</p> <p>The driving plan should remain flexible to allow for changes in information and anticipation; it should not exclude the planning for other hazards that may be encountered.</p>



	<b>Competencies</b>	<b>Standards of evidence</b>
A3	Implement driving plans to safely negotiate all driving situations	The driving plan must be implemented through the system of effective and accurate vehicle control, while continuing to remain flexible to allow changes to information and anticipation.
A4	Provide a 'system' based commentary while driving	<p>The student must demonstrate the ability to provide a commentary while driving.</p> <p>The purpose of the commentary is to allow the instructor or assessor to establish the extent of the student's vision, hazard observation and hazard prioritisation.</p> <p>An evolving driving plan using the Roadcraft system should be evident.</p> <p>The student must provide commentary drives to demonstrate the extent of their observations and planning, so that they can articulate their evolving driving plans before performing a manoeuvre.</p> <p>The factors a student should reference in a commentary drive are:</p> <ul style="list-style-type: none"> <li>• Rationale of claiming any legal exemption</li> <li>• Use of mirrors and indicators</li> <li>• Scanning (observations)</li> <li>• Anticipation (observation links)</li> <li>• Use of and changes of speed</li> <li>• Vehicles entering the roadway or waiting at junctions</li> <li>• Pedestrians and other vulnerable road users</li> <li>• Changes in the road conditions</li> <li>• Approaching hazards</li> <li>• Actions of other drivers that could cause a hazard</li> <li>• Changes to their road speed or position to provide a buffer</li> <li>• Indicated change in road direction where they cannot see the road</li> <li>• Changes of gear and the reason why</li> <li>• Use of road markings</li> </ul>



## B. Making progress while showing restraint

	Competencies	Standards of evidence
B1	Accurately judge the speed of your own and other vehicles relative to your proposed actions and the circumstances while demonstrating the need for restraint and safety	<p>The student is able to accurately judge and maintain their speed using scanning processes to include dashboard instruments, acceleration sense, engine noise and speed perception. Restraint should be evident through forward planning, which allows for consistent momentum to be maintained.</p> <p>Control of speed is accurate for changing speed limits and other hazards, and is accurate to the proposed driving plan.</p> <p>The speed of other road users is accurately judged and used in the information phase for formulating the driving plan, to allow progress without impeding or conflicting with other road users, thereby maximising safety for all road users.</p>

## C. Controlling the vehicle



	Competencies	Standards of evidence
C1	Control the vehicle safely and smoothly through accurate use of accelerator and brakes	<p>Physical application and release of the accelerator is smooth and accurate.</p> <p>Acceleration is varied according to different conditions and can be flexibly altered in line with changing information.</p> <p>Acceleration sense must be evident. Brake use is reduced, thereby causing less wear on the braking system and tyres, and uses less fuel.</p> <p>Brakes are applied smoothly, progressively and effectively for the proposed actions and varying pressure can be applied for different conditions.</p> <p>Braking is applied at the correct time for hazards.</p>
C2	<p>When driving a manual vehicle, select the correct gear for the circumstances through smooth use of the gears and clutch</p> <p>When driving a vehicle with an automatic gearbox, correctly select gears in accordance with the manufacturer's guidance</p>	<p>Understanding of the characteristics of the vehicle are evident and the transmission is correctly used to accurately match the gear to the road speed.</p> <p>Gear changes are smooth. Choice of gear is appropriate for the road speed.</p> <p>Gears are selected and engaged at correct times using the correct handgrip. There should be no coasting or harsh release of the clutch.</p> <p>Control of the clutch pedal is smooth and accurate.</p> <p>In automatic vehicles, use the mode that best suits the journey and circumstances.</p>
C3	Steer the vehicle accurately, adapting steering techniques as necessary when manoeuvring	<p>Vehicle should be steered accurately, resulting from good observations, anticipation and planning.</p> <p>The correct steering technique is used for the circumstances.</p> <p>Static (dry) steering is avoided during slow speed manoeuvring.</p>



## D. Positioning

	<b>Competencies</b>	<b>Standards of evidence</b>
D1	Adopt the safest road position at all times to maintain the best view in relation to the position of other road user's, the road layout and environmental circumstances	<p>Evidence that the road position varies during the drive to suit the prevailing circumstances. Safety must be maximised, and the selected position should allow the driver to see and be seen.</p> <p>Demonstrates the difference between the following position and the overtaking position and adjusts according to the circumstances. Position must afford the best view without sacrificing safety or causing intimidation.</p>
D2	Position the vehicle correctly when negotiating bends, corners or a series of corners	<p>Position for bends should afford the best view without sacrificing safety.</p> <p>The student should demonstrate awareness and use of normal following position, overtaking position, positioning for bends and corners and adopt the correct position for the circumstances. Effective observation may allow for straightening of some bends, thereby maximising vehicle stability, but this must not sacrifice safety.</p> <p>Position for turning corners depends on the circumstances, awareness of blind spots and use of mirrors.</p>



	<b>Competencies</b>	<b>Standards of evidence</b>
D3	Assess and negotiate corners and bends safely, correctly and accurately	<p>The student demonstrates use of the limit point to accurately assess the severity of the bend, and the correct speed to use through the bend.</p> <p>The student is in the correct position on the approach to bends, and is travelling at the correct speed for the relevant bend.</p> <p>The correct gear for the bend is selected, and the accelerator is used to maintain a constant speed through the bend.</p> <p>The student is able to stop the vehicle within the distance they can see to be clear, on their own side of the road.</p>

### E. Making and interpreting signals

	<b>Competencies</b>	<b>Standards of evidence</b>
E1	<p>Correctly making appropriate signals to other road users using:</p> <ul style="list-style-type: none"> <li>• Indicators</li> <li>• Lights</li> <li>• Audible signals</li> <li>• Hand signals</li> </ul>	<p>Correct signalling must be evident. Signals should be used to inform other road users of your presence and intentions.</p> <p>Only give a signal where it would benefit other road users.</p> <p>Uses only the correct signals as detailed in the Highway Code and the Roadcraft manual.</p>
E2	Safely assess and interpret signals from other road users	Response to signals from other road users should be effectively cross referenced with other sources of information, and not taken for granted.

### F. Overtaking



	Competencies	Standards of evidence
F1	Identify, plan and execute all overtaking manoeuvres safely when passing stationary or moving objects	<p>Students must be able to overtake stationary and moving vehicles safely using the Roadcraft system.</p> <p>Before overtaking a student must have identified:</p> <ul style="list-style-type: none"> <li>• A safe place to overtake</li> <li>• The situation behind them</li> <li>• A gap in which to safely return</li> <li>• The relative speed, size and performance of their vehicle and the vehicles they intend to overtake.</li> </ul> <p>The student should give an overtaking signal to anyone who may benefit.</p> <p>The student must always be able to return to the correct side of the road, before meeting any oncoming vehicles or other obstructions.</p> <p>The system of vehicle control is applied when negotiating any overtaking manoeuvre.</p> <p>Key safety points are consistently considered and assessed.</p> <p>Characteristics of own and other vehicles present are taken into account, along with the behaviour of other road users.</p> <p>Executions of overtaking manoeuvres are completed accurately, confidently and at correct times, and avoiding hesitation.</p> <p>Apply the appropriate degree of restraint at all times.</p>



## Element 1.3 – Drive vehicles at high speed on motorway and multi-lane carriageways





## 1.3 Aims, objectives and methodology

---

### **Aim**

To enable the student to demonstrate their ability to drive a vehicle at speed safely and effectively, on motorways and multi-lane carriageways, in different traffic and weather conditions.

### **Objectives**

By the end of the element students will be able to:

1. Follow the Roadcraft system of safely joining and exiting motorways and multi-lane carriageways
2. Adopt a safe and suitable road position for the road and traffic conditions
3. Use speed safely and appropriately
4. Understand relevant signs, markings and sections of the Highway Code

### **Training and assessment methodology**

This element is largely practical based. Theoretical and behavioural aspects of high-speed driving are also covered; this will include attitude, behaviour, lifestyle and driver pressure.

Students will receive practical instruction in applying the principles of Roadcraft. At appropriate times throughout the module, further theoretical sessions are undertaken to explain or emphasise learning points. These will be at the discretion of the instructor and based on the student's ability.

The vehicle may be driven using the speed limit exemptions under Section 87 of the Road Traffic Regulation Act.

The vehicle may be driven in varied weather and visibility conditions, to cover the scope of the module where possible.

Self-study of the service's occupational road risk policies, driving policies, Roadcraft and the Highway Code will be required, and should be evident through observation of practical driving and questions and answers if required.

Throughout the practical driving phases, students will be continuously assessed against the module competencies.

The assessment method will be by observation, reinforced by questions and answers and the service's final theory exam.



## 1.3 Competencies

1	Follow the correct procedure for joining or exiting a motorway or multi-lane carriageway	<p>The student demonstrates:</p> <ul style="list-style-type: none"> <li>• Accurate positioning</li> <li>• Accurate use and assessment of speed</li> <li>• Clear and precise signalling</li> <li>• Early and effective observation and planning.</li> </ul> <p>When joining the slip road, the vehicle's speed should be matched to the speed of vehicles on the main carriageway, so that vehicles can merge smoothly.</p> <p>The system of vehicle control is used to plan a safe entry and exit.</p> <p>After exiting, the student is able to adjust control and judgement of speed to the new road type and conditions.</p> <p>On slips roads with more than one lane, the student should select the most appropriate lane for the circumstances, mindful of the effect on traffic in the other lane.</p> <p>Speed reduction is safely completed on slip roads.</p>



2	Adopt the correct speed, position for road and traffic conditions	<p>The student should evidence the essential use of good observation, while being mindful of blind spots.</p> <p>Demonstrate correct position and speed for overtaking, motorway junctions and other hazards, including traffic and weather conditions.</p> <p>The student should extend their observation if higher speeds or dense traffic are involved.</p> <p>Observation and mirror use are essential to give the longest possible time to react to any changes.</p> <p>Use all controls smoothly to achieve an appropriate speed.</p> <p>Demonstrate effective and systematic use of mirrors.</p> <p>Maintain a safe distance from vehicles in front to allow for time to react.</p>
3	Understand the relevant sections of the Highway Code, including the meaning of all road signs, matrix signals, marker boards and reflective road studs	<p>To demonstrate knowledge the student will be tested, either through observations, informal questions and answers or via a formal knowledge check, to ensure their understanding of:</p> <ul style="list-style-type: none"> <li>• Motorway signs</li> <li>• Motorway matrix signals</li> <li>• Smart motorways</li> <li>• Reflective studs</li> </ul>



## Element 1.4 – Undertake an emergency response drive





## 1.4 Aims, objectives and methodology

---

### **Aim**

To enable the student to demonstrate their ability to drive vehicles safely when responding to emergency situations, on all road types and in different road and traffic conditions, during day and night.

**Note:** Before commencing any on-road practical training in driving at speed, each student must be able to demonstrate by written examination a thorough knowledge of the following topics:

1. Relevant road traffic laws, regulations and Highway Code provisions
2. Physiological and psychological factors relevant to safe driving
3. The police system of vehicle control – the Roadcraft manual
4. Legal exemptions available to emergency drivers
5. Legal and safety requirements of operating in-vehicle technology

### **Objectives**

By the end of the element, students will be able to:

1. Ensure that the level of the response is proportionate, necessary, safe and accountable, and that the use of legal exemptions is lawful and justifiable
2. Consistently able to undertake safe and systematic simulated response drives, claiming legal exemptions in a range of road environments and in line with service policies

### **Training and assessment methodology**

It is of paramount importance to ensure that the student has performed in a professional and positive manner up to this point. Students need to have achieved competency in ERDT elements 1.1, 1.2 and 1.3, and theoretical knowledge, before commencing practical elements of element 1.4.

This element is largely practical based but commences with initial classroom sessions that cover the system of vehicle control. Theoretical and behavioural aspects of emergency response driving are also covered; this will include attitude, behaviour, lifestyle and driver pressure.

At any time during this stage of the development programme, if the instructor or assessor considers the student is not capable of safely driving a vehicle in simulated emergency response conditions, further tuition will be considered or a decision made to terminate their training programme.

The training phase is a mixture of practical drives and reflective learning, backed up by classroom sessions and theory presentations. Self-study of the service's occupational road risk policies, driving policies, Roadcraft and the Highway Code will be required, and should be evident through observation of practical driving and questions and answers where required.

The student must drive the vehicle in the hours of darkness, on both lit and unlit roads, under normal and response driving conditions.

The vehicle may be driven in varied weather and visibility conditions, to cover the scope of the module where possible.

The assessment method will be by observation, reinforced by questions and answers and the final theory exam.

### **Independent final assessment**

The purpose of an independent final assessment is to:

- Undertake a practical assessment to confirm the student has reached the level of competency already recorded by the course instructors and consistently demonstrates safe and systematic response driving.
- Identify areas of strength and weakness
- Ensure integrity of the process

The final independent assessment will be in the form of a simulated emergency response drive.

The final drive will be conducted by an assessor who is independent of any training provision the student has received. The final assessed drive should be at least 45 minutes in total duration. This may comprise of more than one drive to allow for a variety of road environments.

During the final drive there is no requirement to have observed every element of Unit 1. There is no requirement to observe the claiming of every legal exemption, or the claiming of any legal exemption more than once.

Any outcome in element 1.4 that is not observed in the final drive should be assessed by other means, such as informal questions and answers. The final drive assessor should choose a route that affords the student an opportunity to demonstrate their competence in a variety of road and traffic conditions.

The final drive must be recorded on the correct forms and signed by both the assessor and student.



## 1.4 Competencies

	<b>Competencies</b>	<b>Standards of evidence</b>
1	Ensure that an emergency response is proportionate, legal, accountable, necessary and justifiable	<p>The student should have a sound understanding of the service policies of emergency response mobilisation, and understand the responsibilities of a driver.</p> <p>Is aware of the factors involved with justifying an emergency response, including behavioural aspects of response driving, and uses these when assessing the urgency of the response once mobilised.</p> <p>Continuously and accurately evaluates the urgency required when dealing with different response situations, road and traffic conditions; shows practical ability to apply and claim legal exemptions.</p> <p>Requirements of duty of care should be observed in relation to how the vehicle is driven, in respect of passengers, all other road users interacted with, and to the incident being responded to.</p> <p>Risks of vehicle collision, no matter how minimal, should be mitigated, as stopping to deal with a vehicle collision would impede on the duty of care aspect of responding to the incident.</p>
2	Demonstrate making safe, systematic and appropriate progress, showing restraint where required	<p>Acceleration should be controlled and necessary, allowing for developing situations ahead.</p> <p>The aim to maintain a higher average speed as opposed to constant acceleration and braking should be evident and used consistently in the drive.</p> <p>Demonstrates the ability to travel faster than the flow of the traffic without exceeding the speed limit.</p>



	<b>Competencies</b>	<b>Standards of evidence</b>
3	Demonstrate the ability to safely claim the legal exemption to exceed the posted speed limit for the class of vehicle being driven	Student has demonstrated the ability to safely exceed the posted speed limit for the class of vehicle, on at least three separate occasions. Continuously and accurately evaluates the urgency required when dealing with different response situations and road and traffic conditions, through the use of the system of vehicle control, extended observation and accurate driving plans and shows practical ability to apply evaluations.



	Competencies	Standards of evidence
4	Make effective and appropriate use of emergency warning equipment	<p>The student has knowledge of the effect and correct use of different emergency warning equipment, and uses it effectively for each scenario, accounting for geographical road layouts and other road users.</p> <p>Warning equipment is used:</p> <ul style="list-style-type: none"> <li>• To warn other road users of the presence of the vehicle</li> <li>• To assist with making progress through traffic</li> </ul> <p>The student should be able to switch the audible warning equipment on and off, or vary the tone at the appropriate time, to maximise its effect, subject to service policy.</p> <p>Audible warnings must not be used to intimidate or punish other road users.</p> <p>Is aware of the effectiveness of the audible warnings and takes the correct actions for road users who may not have heard them.</p> <p>Audible warnings should, where possible, be used to a minimum in the vicinity of vulnerable road users, and a professional public image should be maintained.</p> <p>All visual warning equipment should be used accurately and in line with legal requirements and service policies.</p> <p>Anticipate and respond to the actions of other road users when emergency warning equipment is used.</p>
5	Demonstrate the ability to safely pass an automatic traffic signal showing a colour other than green at a junction, complying with legislation and service policies	The student has demonstrated the ability to safely pass an automatic traffic signal showing a colour other than green at a junction, on at least three separate occasions. At least one occasion should be in the hours of darkness.





	<b>Competencies</b>	<b>Standards of evidence</b>
6	Demonstrate the ability to safely pass an automatic traffic signal showing a colour other than green at a pedestrian crossing, complying with legislation and service policies	The student has demonstrated the ability to safely pass an automatic traffic signal showing a colour other than green at a pedestrian crossing, on at least three separate occasions. At least one occasion should be in the hours of darkness.
7	Demonstrate the ability to safely pass a 'keep left' or 'keep right' sign on the wrong side, complying with legislation and service policies	The student has demonstrated the ability to safely pass a 'keep left' or 'keep right' sign on the wrong side, on at least three separate occasions. At least one occasion should be in the hours of darkness.
8	Demonstrate the ability to safely claim an exemption from <a href="#">The Motorways Traffic (England and Wales) Regulations</a> This is not applicable to fire and rescue service areas that do not have a motorway	The student has demonstrated the ability to safely claim an exemption from motorway regulations on at least three separate occasions for: <ul style="list-style-type: none"> <li>• Hard shoulder use</li> <li>• Driving an LGV class vehicle, using the outside lane of motorway</li> <li>• Parting the waves (overtake on the nearside – split traffic lanes) in heavy, slow moving or stationary traffic</li> <li>• Pass a motorway 'red cross'</li> </ul> If practical example evidence is not available, a statement should be made about how this exemption was explained or trained, for example via presentation, demonstration or informal questions and answers.



	Competencies	Standards of evidence
9	Maintain clear communication with others as required	<p>The student should be able to communicate with personnel outside of immediate driving tasks, without effecting driving decisions and while remaining task focused.</p> <p>This could be in the form of information from the officer in charge, topography information from personnel, radio messages, navigation systems or a drive commentary.</p> <p>Drivers should communicate with other road users by using their speed, position, signals and warning equipment. The reading of body language and eye contact is also key.</p>
10	Some drivers may not encounter all of the conditions shown in the range statement, such as snow or fog, in the course of their training and assessment	<p>The student should satisfy their instructor or assessor that they could cope in all driving conditions.</p> <p>The assessor should use questions and answers about how the driver would adjust their driving, to take account of various conditions.</p>



## Element 1.5 – Avoid and correct skids when driving an emergency vehicle



### 1.5 Aims, objectives and methodology

#### Aim

To increase the theoretical and practical understanding of the causes of skids and how to correct them.



## Objectives

By the end of the element students will be able to:

1. Identify the causes and types of skids
2. Drive the vehicle in a manner that maximises vehicle stability and minimises the risk of skidding
3. Understand the appropriate corrective action to take, based on the type of vehicle being driven
4. Understand the types of safety devices fitted to vehicles and why they activate

## Training and assessment methodology

This element commences with an initial classroom session that looks at the principles of Roadcraft in relation to vehicle stability and skid control. At appropriate times throughout the course, further theoretical sessions are undertaken to explain or emphasise learning points. These will be at the discretion of the instructor and based on the student's ability.

Throughout any practical driving phase, the student will be continuously assessed for braking techniques and understanding. The assessment method will be observation, reinforced by questions and answers. An element of the theory test will include questions on skid control and vehicle safety systems. Services may use skid pans or other types of skid simulators if they have access to them.



## 1.5 Competencies

	Competencies	Standards of evidence
1	Identify the causes and types of skids	The student needs to be able to identify: <ul style="list-style-type: none"> <li>• The three types of skid and understand aquaplaning and the causes lift off oversteer.</li> <li>• The four main causes of skidding</li> </ul>



	Competencies	Standards of evidence
2	Drive the vehicle in a manner that minimises the risk of skidding	At all times, the student should drive the vehicle in a manner that maximises vehicle stability and minimises the risk of skidding. The student should be able to recognise weather and road conditions where a skid is more likely.
3	Understand appropriate corrective action, based on the type of vehicle being driven	The student should display an understanding of how to correct different types of skids effectively. This will be backed up by accurate underpinning knowledge of the techniques involved with correcting different types of skids.
4	Understand the types of safety devices fitted to vehicles and why they activate	Understand what types of safety systems are fitted to the vehicles they will drive. Demonstrate the ability to drive the vehicle without activating the safety systems. If a safety system is activated, the student should be able to provide a likely explanation and demonstrate the actions required to prevent a reoccurrence.



## Unit 1 – Attitudes and behaviour



### Unit 1 – Attitudes and behaviour: Aims, objectives and methodology

#### Aim

Throughout the whole training course students can demonstrate an understanding of how physiological and psychological factors affect the ability to drive safely. Drivers learn to recognise



and understand operational and personal stressors that could affect or impair their driving.

### Objectives

Before commencing any on-road practical training in driving at speed, each student must be able to demonstrate by written examination a thorough knowledge of the following topics:

1. Physiological and psychological factors relevant to safe driving
2. The police system of vehicle control – the Roadcraft manual
3. Legal and safety requirements of operating in-vehicle technology

### Training and assessment methodology

Prior and during the training course, knowledge and understanding of attitudes and behaviour, and how these may affect driving, will be confirmed through questions and answers, and direct observation and examination, throughout all elements of ERDT Unit 1.



## Unit 1 - Attitudes and behaviour: Competencies

	Competencies	Standard of evidence
1	Identify the human factors that may increase the vulnerability of a driver	The student displays a calm and professional manner at all times when faced with rapidly changing circumstances and is able to identify when their levels of competency or ability are impacted or affected.
2	Demonstrate that priority is given to safety at all times	Demonstrates a calm approach, driving is still systemised and maintains a high level of alertness.
3	Demonstrate the ability to recognise and manage human factors and acknowledge how it can affect decision-making and performance	Observation of the student's ability to identify and calmly manage all traffic situations, anticipating and planning for all hazards.



## Unit 1 - Knowledge and understanding

---



## Unit 1 – Knowledge and understanding: Aims, objectives and methodology

---

### **Aim**

To ensure the student has knowledge of and understands relevant legislation, policy and Roadcraft that provides the foundation for their competence.

### **Objectives**

Demonstrates knowledge and understanding to a competent standard for:

1. Relevant service policies and directives that cover driving
2. The Highway Code
3. The Roadcraft manual
4. All road traffic and vehicle legislation

### **Training and assessment methodology**

Knowledge and understanding will be achieved through self-study and questions and answers during the training. Levels of knowledge and understanding will be confirmed through questions and answers, and by evidence gathered through theoretical question papers.

The student will be continuously assessed of their knowledge and understanding throughout the whole of ERDT Unit 1.



## Unit 1 – Knowledge and understanding: Competencies

---



	<b>Competencies</b>	<b>Standards of evidence</b>
1	Relevant service policies and directives covering driving	Demonstrates an in-depth knowledge of service policies and driving related procedures.
2	The Highway Code	Demonstrates an in-depth knowledge and understanding of the Highway Code.
3	The Roadcraft manual	Demonstrates an in-depth knowledge and understanding of the Roadcraft manual.
4	All road and traffic legislation	Demonstrates an in-depth knowledge and understanding of all relevant traffic legislation.



## Unit 1 - Periodic reassessment of competence

---



## Unit 1 - Periodic reassessment of competence: Aims, objectives and methodology

---

### **Aim**

A periodic reassessment to ensure that students can still drive fire and rescue service vehicles in response mode, safely and systematically and are able to claim legal exemptions in accordance with legislation and service policy.

### **Objectives**

By the end of the periodic reassessment students will be able to:

1. Demonstrate the practical ability to drive fire and rescue service vehicles in response mode safely and systematically and be able to claim legal exemptions in accordance with legislation and service policy



2. Complete relevant documentation relating to vehicle use
3. Demonstrate their theoretical knowledge of Roadcraft, the Highway Code, legislation, service policy, attitudes and behaviours, and vehicle stability.

### **Training and assessment methodology**

Periodic reassessment of fire and rescue service response drivers is built upon a documented initial training course. The reassessment must take place within 60 months of the initial course training, or the previous reassessment.

A driver may also request that they have their competency reassessed at any point within the 60-month period, if they have identified a need.

The instructor to student ratio is 1:1 for one day or 1:2 over two days.

Periodic reassessment must take place in each class of vehicle for which the student is qualified.

Instructors and assessors should make themselves aware of the student's existing driver records to identify any trends, strengths or weaknesses.

The theoretical evidence can be gathered as part of pre-course learning or by a documented knowledge test on the day of reassessment. Any areas of theoretical weakness should be addressed prior to any driving at high speed, or where a legal exemption will be claimed.

The practical assessment will be undertaken in a variety of road environments that reflect the service topography. Instructors must choose routes that allow students an opportunity to evidence their ability to safely claim legal exemptions.

The outcome of any elements in Unit 1.4 that are not observed in the reassessment, for example motorway exemptions, can be assessed by other means, such as informal questions and answers.

Students may undertake more than one simulated emergency response drive in order to be exposed to different road environments or to encounter different hazards. However, proportionality is key when undertaking simulated emergency response drives. The response drive or reassessment should be terminated once competency has been confirmed.

Students must be able to give a commentary to evidence the extent of their vision, hazard observation and prioritisation, and their systematic evolving driving plans.

The reassessment, including instructor feedback and any agreed development points, must be recorded on the correct forms and signed by the instructor or assessor and the student.

The practical competencies in Unit 1.4 must be supported by documented evidence examples.





## Unit 2: Instructor competencies – Lesson preparation and delivery

---

Emergency response driver training (ERDT) instructor competency is delivered through two units. They break down the competencies required for:

- Unit 2: Lesson preparation and delivery
- Unit 3: Driver instruction, coaching and development

Each competency needs to be evidenced and assessed for an instructor to be deemed competent.

The purpose of this unit is to provide fire and rescue services with the ability to record and evidence the skills required to demonstrate overall competence in the ability to deliver emergency response driver training.



## Prerequisites

---

Candidates who wish to become emergency response driver training instructors need to have:

- Held a licence for the category of vehicle they are instructing in for a minimum of three years
- Completed and be competent against ERDT Unit 1

It is important for candidates to recognise that although individual outcomes of effective performance are being assessed, overall competency must also be demonstrated in all units. This is particularly true when competencies are competing, for example delivering training in a new skill while controlling other areas of the student's driving.

It is important for candidates to understand their own learning style and how it can affect their effective coaching, training and mentoring.



## Structure and delivery

---



The focus of Unit 2 is to evidence the candidate's ability to design and prepare a lesson and manage the learning taking place.

This unit comprises three elements that include a combination of practical and theoretical sessions, which are supported by subject knowledge, and links to ERDT Units 1, 3 and 4.



## Knowledge and understanding

---

There is a requirement for knowledge and understanding of:

- Teaching and learning theory
- [The Highway Code](#)
- [Roadcraft: The Police Driver's Handbook](#) – referred to as 'Roadcraft' or 'the Roadcraft manual'
- Road traffic legislation
- Service policies and procedures
- Equality and diversity legislation and policy



## Reference materials

---

There are a wide range of reference materials available relating to driving instruction, teaching practices and assessment methods; each candidate is advised to source and use relevant materials.



## Training methodology

---

The candidate must be able to use or have knowledge of a range of teaching techniques and training aids.





## Assessment of competence

---

Assessment is ongoing and will be evidenced when the candidate has satisfactorily displayed competence at a consistent level. They will be continually assessed against the individual competencies set out in the elements of ERDT Units 2 and 3.

A final ability assessment will be conducted by an independent assessor.



## Assessment records

---

All completed assessment record sheets, including any supplementary material and reflective feedback, will form part of the candidate's training records.

Templates for assessment recording documents can be found in the Unit 2 - Assessment records section



## Equality and diversity

---

Throughout the elements of these units, the instructor will demonstrate an awareness of equality and diversity issues and legislation. Knowledge can be checked through observation or informal questions and answers.



## Element 2.1 – Design training sessions

---



## 2.1 Aims, objectives and methodology

---



## **Aim**

To demonstrate competency in designing training sessions for students.

## **Objectives**

By the end of the session, candidates will be able to:

1. Clearly state the aims and objectives of training sessions and confirm these have been achieved
2. Identify the individual needs of students
3. Identify the resources required to deliver training sessions
4. Recognise the need for equal opportunities in training sessions
5. Use a range of safe techniques and activities to facilitate training sessions

## **Training and assessment methodology**

The training methodology used can be mostly practical, with elements of theory to ensure knowledge and understanding.

An initial discussion will take place to identify the goals of the training plan.

During implementation of the training plan, candidates need to successfully demonstrate the competencies detailed in the element. Any omissions from the unit range statement could be evidenced by informal questions and answers.

Throughout the practical designing lesson phase, candidates will be assessed against the element competencies. The assessment method will be observation and if required can be supplemented by informal questions and answers.

Self-study of ERDT Units 1 and 2 and relevant service policies will be required. This should be evidenced through observation of practical design of training sessions, reinforced with question and answer sessions if required.



## 2.1 Competencies

---



	<b>Competencies</b>	<b>Standards of evidence</b>
1	Clearly state the aims and objectives of training sessions and confirm these have been achieved	<p>Understand what the aims and objectives are for each of the individual ERDT Unit 1 lessons.</p> <p>Understand and demonstrate the need to clearly identify what the student should achieve from the training session.</p> <p>Demonstrate an understanding of task analysis.</p>
2	Identify the individual needs of students	<p>Understand why it is important to personalise the training requirements of students.</p> <p>Demonstrate the ability to adapt the lesson in progress to suit the needs of the student.</p> <p>Able to demonstrate the ability to identify individual training needs within a group of students.</p> <p>Over-instruction should not be evident.</p>
3	Identify the resources required to deliver training sessions	<p>Use of effective time management should be evident.</p> <p>Understand and correctly use the different training aids and resources available.</p> <p>The use of any training aids and resources should be appropriate and planned at a relevant time.</p> <p>Correctly match the chosen route to the student's level of ability.</p>
4	Recognise the need for equal opportunities in training sessions	Demonstrate equality of opportunity for all students when designing training sessions.
5	Use a range of safe techniques and activities to facilitate training sessions	<p>Show an understanding of how to conduct dynamic risk assessments, while continuing to deliver the training session.</p> <p>All safety and legal aspects must be taken into account when planning a training session.</p>



## Element 2.2 – Presentation skills

---



### 2.2 Aims, objectives and methodology

---

#### **Aim**

To demonstrate competency in delivering presentations.

#### **Objectives**

By the end of the session, candidates will be able to:

1. Clearly state the aims and objectives of the presentation and confirm these have been achieved
2. Deliver presentations taking into account the size and composition of the group
3. Provide clear and accurate information in presentations
4. Deliver presentations in a manner, style and tone that meets student requirements
5. Use appropriate types of visual aids that are relevant to the presentation
6. Encourage students to participate in the presentation
7. Manage the delivery of presentations in order to minimise distractions or interruptions
8. Consider any equality and diversity issues that may impact on the presentation delivery

#### **Training and assessment methodology**

The training methodology used can be mostly practical, with elements of theory to ensure knowledge and understanding.

An initial discussion will take place to identify the goals of the presentation.

During the presentation delivery, candidates need to successfully demonstrate the competencies detailed in the element. Any omissions from the unit range statement could be evidenced by informal questions and answers.

Throughout the presentation phase, candidates will be assessed against the element competencies. The assessment method will be observation and if required can be supplemented by informal questions and answers.



Self-study of ERDT Units 1 and 2 and relevant service policies will be required. This should be evidenced through observation of practical design of training sessions, reinforced with question and answer sessions if required.



## 2.2 Competencies

	<b>Competencies</b>	<b>Standards of evidence</b>
1	Clearly state the aims and objectives of the presentation and confirm these have been achieved	The candidate should be able to clearly state the desired outcomes of the session using the aims and objectives, and confirm that the outcomes have been achieved.
2	Deliver presentations taking into account the size and composition of the group	The candidate should demonstrate the ability to engage with and hold the attention of all students within a group of varying size or composition.
3	Provide clear and accurate information in presentations	The candidate should demonstrate the ability to communicate in a clear and concise manner with all students. Demonstrate an ability to use effective communication techniques. Demonstrate the ability to provide accurate information and show relevant background knowledge of all related subjects.
4	Deliver presentations in a manner, style and tone that meets student requirements	The candidate should demonstrate an understanding of different presentation styles. Presentations should be appropriate to the capabilities and needs of students.



	Competencies	Standards of evidence
5	Use appropriate types of visual aids that are relevant to the presentation	Effective time management should be evident. Understand and correctly use the different training aids and resources available. The use of any training aids and resources should be appropriate and used at a relevant time. Correctly match the level of subject matter content to student ability.
6	Encourage students to participate in the presentation	Demonstrate the benefits of rapport building. Demonstrate effective use of questions and answers. Students should be made comfortable in asking questions or making comments, during or after the presentation.
7	Manage the delivery of presentations in order to minimise distractions or interruptions	The candidate should provide an environment conducive to learning, which is free from interruption where possible and avoids distractions.
8	Consider any equality and diversity issues that may impact on the presentation delivery	The candidate should demonstrate an understanding of equality and diversity at work. Implement any reasonable adjustments in presentations.



## Element 2.3 – Managing group activities and exercises



### 2.3 Aims, objectives and methodology





## **Aim**

To demonstrate competency when managing group activities and exercises when delivering a practical session.

## **Objectives**

By the end of the session, candidates will be able to:

1. Clearly state the aims and objectives of group activities and confirm these have been achieved
2. Recognise group and individual student needs and learning styles during group activities
3. Provide a safety briefing and clear rules of engagement for the group
4. Deliver group activities using an appropriate manner, level and pace
5. Encourage students to participate in group activities and exercises
6. Provide timely feedback in a positive and encouraging manner
7. Consider any equality and diversity issues that may impact on the group activities and exercises

## **Training and assessment methodology**

The training methodology used can be mostly practical with elements of theory to ensure knowledge and understanding.

An initial discussion will take place to identify the goals of the exercise.

During the exercise, candidates need to successfully demonstrate the competencies detailed in the element. Any omissions from the unit range statement could be evidenced by informal questions and answers.

Throughout the exercise phase, candidates will be assessed against the element competencies. The assessment method will be observation and if required can be supplemented by informal questions and answers.

Self-study of ERDT Units 1 and 2 and relevant service policies will be required. This should be evidenced through observation of practical design of training sessions, reinforced with question and answer sessions if required.



## **2.3 Competencies**



	<b>Competencies</b>	<b>Standards of evidence</b>
1	Clearly state the aims and objectives of group activities and confirm these have been achieved	The candidate should be able to clearly state the desired outcome of the session using the aims and objectives, and confirm understanding.
2	Recognise group and individual student needs and learning styles during group activities	The candidate should demonstrate the ability to identify and adapt the activity or exercise in order to facilitate the learning characteristics of individuals within the group dynamic. Demonstrate the ability to provide accurate information and show relevant background knowledge of all related subjects.
3	Provide a safety briefing and clear rules of engagement for the group	The candidate should provide clear and concise information on the rules for the group. Provide clear and concise safety briefs prior to any activity taking place. Demonstrate the ability to maintain control of the group throughout the activity or exercise. Demonstrate the ability to communicate effectively with all students in the group.
4	Deliver group activities using an appropriate manner, level and pace	The candidate should demonstrate effective communication skills. Demonstrate effective use of relevant questions and answers if required.
5	Encourage students to participate in group activities and exercises	The candidate should demonstrate the ability to build rapport with individual students and the group. The candidate should demonstrate the ability to build rapport within the group. Students should be made comfortable so that they participate in group activities and exercises. Provide suitable answers to questions asked.



	Competencies	Standards of evidence
6	Provide timely feedback in a positive and encouraging manner	The candidate should demonstrate an understanding of how to provide constructive feedback. Provide feedback at appropriate times. Demonstrate an understanding of how the group best receive feedback.
7	Consider any equality and diversity issues that may impact on the group activities and exercises	The candidate should demonstrate an understanding of equality and diversity at work. Implement any reasonable adjustments in group activities and exercises.



## Unit 2 - Knowledge and understanding

---



## Unit 2 – Knowledge and understanding: Aims, objectives and methodology

---

### Aim

To evidence knowledge and understanding of training theory and of ERDT Unit 1.

### Objectives

By the end of the session, candidates will be able to:

- Ensure that instruction is effective and can be accurately contextualised
- To demonstrate knowledge and understanding of:

1. Teaching, coaching and learning theory
2. The Highway Code



3. Roadcraft
4. Road traffic legislation
5. Service policies and procedures
6. Diversity policy and occupational standards

### Assessment methodology

Knowledge and understanding will be evidenced through:

- Prior experience in [ERDT Unit 1](#)
- An existing teaching or training qualification
- Informal questions and answers

With reference to the preceding elements, candidates will be assessed against their ability to employ teaching techniques that will ensure success for the students.

Candidates will be able to contextualise the subject with reference to their own knowledge and experience.

Assessment will be through confirming existing experience or qualifications and observation. It can be supplemented by formal examination papers or informal questions and answers.



## Unit 2 – Knowledge and understanding: Competencies

	Competencies	Standards of evidence
1	Knowledge and understanding of teaching and learning theory	Candidate should have comprehensive knowledge and understanding of different learning styles and how students develop. Candidate should have comprehensive knowledge and understanding of the methods of adapting delivery to meet students' needs.
2	Knowledge and understanding of the Highway Code	Candidate must have knowledge and understanding of the Highway Code, in line with service requirements.



	<b>Competencies</b>	<b>Standards of evidence</b>
3	Knowledge and understanding of Roadcraft	Candidate should have a detailed knowledge and understanding of the Roadcraft manual.
4	Knowledge and understanding of road traffic legislation	Candidate must have knowledge and understanding of road traffic legislation, in line with service requirements.
5	Knowledge and understanding of service policies and procedures	Candidate should have comprehensive knowledge and understanding of service policies and procedures and be able to explain how these affect all aspects of driving service vehicles, either at normal road speed or under response conditions.
6	Knowledge and understanding of diversity policy and occupational standards	Candidate should have knowledge and understanding of diversity and occupational standards.



## Unit 3: Instructor competencies – Driver instruction, coaching and development

Emergency response driver training (ERDT) instructor competency is delivered through two units. They break down the competencies required for:

- Unit 2: Lesson preparation and delivery
- Unit 3: Driver instruction, coaching and development

Each competency needs to be evidenced and assessed for an instructor to be deemed competent.

The purpose of this unit is to provide fire and rescue services with the ability to record and evidence the skills required to demonstrate overall competence in the ability to deliver emergency response driver training.



## Prerequisites

---

Candidates who wish to become emergency response driver training instructors need to have:

- Held a licence for the category of vehicle they are instructing in for a minimum of three years
- Completed and be competent against ERDT Unit 1

It is important for candidates to recognise that although individual outcomes of effective performance are being assessed, overall competency must also be demonstrated in all units. This is particularly true when competencies are competing, for example delivering training in a new skill while controlling other areas of the student's driving.

It is important for candidates to understand their own learning style and how it can affect their effective coaching, training and mentoring.



## Structure and delivery

---

The focus of Unit 3 is to evidence the candidate's ability to deliver in-vehicle instruction, in-vehicle coaching and to recognise and identify the development needs of students.

The unit consists of three elements and is supported by subject knowledge and links to ERDT Units 1, 2 and 4.



## Knowledge and understanding

---

There is a requirement for knowledge and understanding of:

- Teaching and learning theory
- [The Highway Code](#)
- [Roadcraft: The Police Driver's Handbook](#) – referred to as 'Roadcraft' or 'the Roadcraft manual'



- Road traffic legislation
- Service policies and procedures
- Equality and diversity legislation and policy



## Reference materials

---

There are a wide range of reference materials available relating to driving instruction, teaching practices and assessment methods; each candidate is advised to source and use relevant materials.



## Training methodology

---

The candidate must be able to use or have knowledge of a range of teaching techniques and training aids.



## Assessment of competence

---

Assessment is ongoing by the instructor throughout the training; evidence of competency should be logged using the assessment record sheets provided. Final assessments of the student's response driving ability must be carried out by an independent assessor. It is important for the student to recognise that although the modular format isolates skills for competency assessment, competency needs to be achieved in all skills, even if those skills are competing in nature. For example, a driver's ability to negotiate bends, identify observations and carry out an overtaking manoeuvre at the same time.



## Assessment records

---



All completed assessment record sheets, including any supplementary material and reflective feedback, will form part of the candidate's training records.

Templates for assessment recording documents can be found in the Unit 3 - Assessment records section



## Equality and diversity

---

Throughout the elements of these units, the instructor will demonstrate an awareness of equality and diversity issues and legislation. Knowledge can be checked through observation or informal questions and answers.



## Element 3.1 – Lead instruction

---



## 3.1 Aims, objectives and methodology

---

### **Aim**

To show a competent standard of giving suitable instruction and feedback to emergency response driver students.

### **Objectives**

By the end of the session, candidates will be able to:

1. Give instruction based on accurate identification of student needs
2. Give instruction according to agreed learning outcomes
3. Check student understanding regularly and modify instruction accordingly
4. Deliver timely feedback under instruction in a positive and encouraging manner
5. Identify factors inhibiting learning or instruction
6. Provide clear and accurate supplementary information to assist learning
7. Maintain safety at all times by carrying out dynamic risk assessments



## Training and assessment methodology

The training methodology used will be mostly practical, with elements of theory to facilitate knowledge and understanding.

An initial discussion will take place to identify the requirements of the training plan.

During implementation of the training plan, candidates need to successfully demonstrate the competencies detailed in the element. Any omissions from the range statement could be evidenced by informal questions and answers.

Throughout the practical leading instruction phase, candidates will be continuously assessed against the module competencies. The assessment method will be by observation and if required can be supplemented by informal questions and answers.

Self-study of ERDT Units 1 and 2 and relevant service policies will be required. This should be evidenced through observation of leading instruction.

## Risk assessments

The candidate must comply with relevant service risk assessments. The candidate must also carry out an evolving dynamic risk assessment of the training activity and the training environment, to maximise safety within the context of the learning goals.



## 3.1 Competencies

	Competencies	Standards of evidence
1	Give instruction based on accurate identification of student needs	<p>The candidate should demonstrate effective communication skills.</p> <p>Demonstrate the use of effective questions and answers when required.</p> <p>Appropriate level of instruction should be evident.</p> <p>Demonstration drives should be appropriate, effective and to the standard in ERDT Unit 1.</p>



	<b>Competencies</b>	<b>Standards of evidence</b>
2	Give instruction according to agreed learning outcomes	The candidate should demonstrate an understanding of the desired outcomes process. Demonstrate an understanding of what the exact outcomes for the session are.
3	Check student understanding regularly and modify instruction accordingly	The candidate should demonstrate a sound understanding of fault identification, analysis and rectification. Demonstrate effective communication skills. Demonstrate the use of effective questions and answers as appropriate. Understand their own learning style and avoid it affecting their effective coaching.
4	Deliver timely feedback under instruction in a positive and encouraging manner	The candidate should demonstrate an understanding of how and when to give constructive feedback to students.
5	Identify factors inhibiting learning and instruction	The candidate should demonstrate an understanding of different learning styles through effective use of different teaching practices. Have an understanding of personality styles and effectively match the level of instruction to suit. Demonstrate an ability to develop an effective rapport with students.
6	Provide clear and accurate supplementary information to assist learning	Any training aids or handouts should contain suitable and relevant information and be provided at an appropriate time.
7	Maintain safety at all times by carrying out dynamic risk assessments	The candidate must demonstrate the ability to manage risks throughout the session.



## Element 3.2 – Coaching

---



### 3.2 Aims, objectives and methodology

---

#### **Aim**

To demonstrate a competent standard of coaching and giving suitable feedback to emergency response driver students.

#### **Objectives**

By the end of the session, candidates will be able to:

1. Identify individual needs of students and address them by coaching, mentoring and teaching
2. Ensure coaching is based on accurate identification of learning objectives
3. Provide coaching at a pace and manner appropriate to student needs
4. Provide timely feedback in a positive and encouraging manner
5. Accurately identify and deal with factors inhibiting learning
6. Maintain safety at all times by carrying out dynamic risk assessments

#### **Training and assessment methodology**

The training methodology used will be mostly practical, with elements of theory to facilitate knowledge and understanding.

An initial discussion will take place to identify the requirements of the training plan.

During implementation of the training plan, candidates need to successfully demonstrate the competencies detailed in the element. Any omissions from the range statement could be evidenced by informal questions and answers.

Throughout the practical coaching phase, candidates will be continuously assessed against the module competencies.

The assessment method will be by observation and if required can be supplemented by informal questions and answers.



Self-study of ERDT Units 1 and 2 and relevant service policies will be required. This should be evidenced through observation of practical coaching.



## 3.2 Competencies

	<b>Competencies</b>	<b>Standards of evidence</b>
1	Identify individual needs of students and address them by coaching, mentoring and teaching	The candidate should ensure that student expectations are being managed. Demonstrate the ability to establish rapport. The candidate should explain to students what the coaching, mentoring and teaching outcomes should be.
2	Ensure coaching is based on accurate identification of learning objectives	Be able to identify areas that require coaching, mentoring and teaching. Be able to interpret student feedback to establish what techniques are effective.
3	Provide coaching at a pace and manner appropriate to student needs	An appropriate level of coaching should be evident. Demonstrate the ability to maintain rapport throughout the session.
4	Provide timely feedback in a positive and encouraging manner	The candidate should demonstrate an understanding of how to provide constructive and effective feedback. Provide feedback at appropriate times.
5	Accurately identify and deal with factors inhibiting learning	The candidate should demonstrate an understanding of different learning styles through effective use of different teaching practices. Demonstrate an ability to gain effective rapport with students.



	<b>Competencies</b>	<b>Standards of evidence</b>
6	Maintain safety at all times by carrying out dynamic risk assessments	The candidate must demonstrate the ability to manage risks throughout the session.



## Element 3.3 – Student driver development



### 3.3 Aims, objectives and methodology

#### **Aim**

To demonstrate a competent standard of analysing and addressing the performance of students through driver development.

#### **Objectives**

By the end of the session, candidates will be able to:

1. Analyse student performance and provide appropriate development
2. Prioritise the needs of the student driver under supervision
3. Correctly identify the need for leading, coaching or other interventions
4. Recognise the situation when ongoing learning is appropriate
5. Provide timely feedback in a positive and encouraging manner
6. Accurately identify and deal with factors inhibiting learning
7. Maintain safety at all times by carrying out dynamic risk assessments

#### **Training and assessment methodology**

The training methodology used will be mostly practical, with elements of theory to facilitate knowledge and understanding.

An initial discussion will take place to identify the requirements of the training plan.



During implementation of the training plan, candidates need to successfully demonstrate the competencies detailed in the element. Any omissions from the range statement could be evidenced by informal questions and answers.

Throughout the practical driver development phase, candidates will be continuously assessed against the module competencies. The assessment method will be by observation and if required can be supplemented by informal questions and answers.

Self-study of ERDT Units 1 and 2 and relevant service policies will be required. This should be evidenced through observation of student driver development sessions.



### 3.3 Competencies

	<b>Competencies</b>	<b>Standards of evidence</b>
1	Analyse student performance and provide appropriate development	The candidate should demonstrate the ability to correctly identify and analyse the needs of the student in order to prioritise the nature and level of intervention to be taken.
2	Prioritise the needs of the student driver under supervision	The candidate should demonstrate the ability to correctly identify the learning needs of the student.
3	Correctly identify the need for leading, coaching or other interventions	The candidate should demonstrate the ability to correctly identify whether it is a practical or personal need of the student that requires attention, and take the correct course of action to rectify the issue.
4	Recognise the situation when ongoing learning is appropriate	The candidate should demonstrate the ability to match the level of tuition required for each stage of the training plan. The candidate should encourage the student to practice the skills they have acquired.



	<b>Competencies</b>	<b>Standards of evidence</b>
5	Provide timely feedback in a positive and encouraging manner	The candidate should demonstrate an understanding of how to provide constructive feedback. Provide feedback at appropriate times.
6	Accurately identify and deal with factors inhibiting learning	The candidate should demonstrate an understanding of different learning styles through effective teaching practices.
7	Maintain safety at all times by carrying out dynamic risk assessments	The candidate must demonstrate the ability to manage risks throughout the session.



## Unit 3 – Knowledge and understanding

---



## Unit 3 – Knowledge and understanding: Aims, objectives and methodology

---

### **Aim**

To evidence underpinning knowledge of instruction, coaching and driver development theory throughout the unit.

To evidence knowledge and understanding of ERDT Units 1 and 2.

### **Objectives**

- To ensure that driver instruction, coaching and development can be accurately contextualised throughout the unit
- To demonstrate knowledge and understanding of:



1. Teaching, coaching and learning theory
2. The Highway Code
3. Roadcraft
4. Road traffic legislation
5. Service policies and procedures
6. Diversity policy and occupational standards

### Assessment methodology

Knowledge and understanding will be evidenced through:

- Prior experience in ERDT Unit 1
- Prior experience in ERDT Unit 2
- Informal questions and answers

With reference to the preceding elements, trainee instructors will be assessed against their ability to employ a range of instructional, coaching and development techniques that will ensure student success.

Candidates will be able to contextualise the subject with reference to their own knowledge and experience.

Assessment will be through confirming existing experience and qualifications, and observation. This can be supplemented by formal examination papers or informal questions and answers.



## Unit 3 – Knowledge and understanding: Competencies

	Competencies	Standards of evidence
1	Knowledge and understanding of teaching and learning theory	Candidate should have comprehensive knowledge and understanding of different learning styles, how students develop and the methods of adapting delivery to meet student needs.
2	Knowledge and understanding of the Highway Code	Candidate must have knowledge and understanding of the Highway Code, in line with service requirements.





	<b>Competencies</b>	<b>Standards of evidence</b>
3	Knowledge and understanding of Roadcraft	Candidate should have a detailed knowledge and understanding of the Roadcraft manual.
4	Knowledge and understanding of road traffic legislation	Candidate must have knowledge and understanding of road traffic legislation, in line with service requirements.
5	Knowledge and understanding of service policies and procedures	Candidate should have comprehensive knowledge and understanding of service policies and procedures and be able to explain how these affect all aspects of driving service vehicles, either at normal road speed or under response conditions.
6	Knowledge and understanding of diversity policy and occupational standards	Candidate should have knowledge and understanding of diversity policies and occupational standards.



## Unit 4: Assessor competencies – Conducting assessments

---

The purpose of this modular document pack is to provide fire and rescue services with the ability to record and evidence the skills required to carry out assessments of competence during emergency response driver training.



### Structure and delivery

---

Unit 4 relates to the assessment competencies for an assessor carrying out emergency response driver assessments.



The focus is on evidencing the candidate's ability to conduct, record and feedback the results of emergency response driving assessments.

The unit consists of four practical and theoretical elements, plus the requirement for underpinning knowledge and understanding.

Each element is further broken down into a number of competencies. The elements facilitate and allow the training and assessment to be modular in nature.



## Underpinning knowledge

---

There is a requirement for underpinning knowledge of:

- [The Highway Code](#)
- [Roadcraft: The Police Driver's Handbook](#) – referred to as 'Roadcraft' or 'the Roadcraft manual'
- Road traffic legislation
- Service policies and procedures
- Equality and diversity legislation and policy
- Theory and techniques of assessment
- Types of debrief and feedback techniques



## Assessment of competence

---

It is important for the candidate to recognise that although the modular format isolates skills for competency assessment, competency needs to be achieved in all skills even if those skills are competing in nature. For example, carrying out a student assessment while controlling other areas of the student's driving.

Final assessments of the candidate's ability to assess will be carried out by an independent assessor.



## Assessment records

---

Assessment is ongoing and will be evidenced when the candidate has satisfactorily displayed competence at a consistent level. All completed assessment record sheets, including supplementary forms and the final assessment sheet, will form part of the candidate's training records.

All completed assessment record sheets, including any supplementary material and reflective feedback, will form part of the candidate's training records.

Templates for assessment recording documents can be found in the Unit 4 - Assessment records section



## Equality and diversity

---

Throughout the elements of this unit the candidate needs to demonstrate an awareness of equality and diversity issues and legislation. Knowledge can be checked via observation or informal questions and answers.



## Element 4.1 – Conducting assessments

---



### 4.1 Aims, objectives and methodology

---

#### **Aim**

To demonstrate a competent standard of conducting emergency response driver assessments.

#### **Objectives**

By the end of the element, candidates will be able to:

1. Give students clear and accurate information regarding the assessment criteria
2. Conduct assessments that are current, valid and reliable
3. Encourage students to feel comfortable during the assessment

### Training and assessment methodology

An initial discussion will take place in order to identify the requirements of a student's training plan.

Following implementation of the training plan, candidates need to complete an assessment of a student's driving, covering this element to a competent standard. This will complete ERDT element 4.1.

The training methodology used will be mostly practical, with an element of theory to evidence knowledge and understanding.

Self-study of ERDT Units 1, 2, 3 and 4, and relevant service policies, will be required and should be evident through observation of the conduct of the candidate's assessment. Evidence of knowledge and understanding of assessment methods can be gained by questions and answers if required.



## 4.1 Competencies

	Competencies	Standards of evidence
1	Give students clear and accurate information regarding the assessment criteria	<p>The candidate should explain in detail to the student the requirements of the assessment, the assessment route and the evidence gathering process.</p> <p>Confirm understanding of assessment with the student prior to undertaking.</p> <p>Address any issues that arise in a professional manner.</p>



	Competencies	Standards of evidence
2	Conduct assessments that are current, valid and reliable	<p>The candidate must conduct the assessment in a professional manner.</p> <p>Give clear directions throughout and gather relevant information.</p> <p>Show due regard to any special requirements.</p> <p>Maintain control of the assessment environment at all times.</p> <p>Have a sound understanding of the dynamic risk assessment process.</p>
3	Encourage students to feel comfortable during the assessment	<p>The candidate should demonstrate the ability to gain rapport with the student.</p> <p>Demonstrate a professional but approachable nature.</p> <p>Answer questions in a respectful manner.</p> <p>Feedback should be personalised to the student.</p>



## Element 4.2 – Gathering evidence

---



### 4.2 Aims, objectives and methodology

---

#### Aim

To demonstrate a competent standard of gathering evidence during an emergency response driver assessment.

#### Objectives

By the end of the element, candidates will be able to:



1. Observe and record relevant information on student progress
2. Interpret information objectively
3. Record information and pass it on to appropriate colleagues

### Training and assessment methodology

An initial discussion will take place in order to identify the requirements of a student’s training plan.

Following implementation of the training plan, candidates need to complete an assessment of a student’s driving, covering this element to a competent standard. This will complete ERDT element 4.2.

The training methodology used will be mostly practical, with an element of theory to evidence knowledge and understanding.

Self-study of ERDT Units 1, 2, 3 and 4, and relevant service policies, will be required and should be evident through observation of the conduct of the candidate’s assessment. Evidence of how records of assessment can be shared can also gained by questions and answers if required.



## 4.2 Competencies

	<b>Competencies</b>	<b>Standards of evidence</b>
1	Observe and record relevant information on student progress	The candidate should be able to identify and accurately record driving competencies and have an understanding of the ERDT assessment recording document.
2	Interpret information objectively	The candidate should be able to evaluate the recorded factual evidence against Unit 1 and not be influenced by personal feelings or bias. Make objective judgements based on the evidence.
3	Disseminate recorded information appropriately	The candidate should be able to disseminate accurate information to the correct colleagues.



## Element 4.3 – Monitoring and reviewing development

---



### 4.3 Aims, objectives and methodology

---

#### **Aim**

To demonstrate a competent standard of monitoring and reviewing the development of emergency response driver students.

#### **Objectives**

By the end of the element, candidates will be able to:

1. Debrief and provide feedback in a constructive manner
2. Complete assessment records correctly
3. Ensure students have access to assessment records
4. Prepare action plans in conjunction with students and instructors when necessary

#### **Training and assessment methodology**

An initial discussion will take place in order to identify the requirements of a student's training plan.

Following implementation of the training plan, candidates need to complete an assessment of a student's driving, covering this element to a competent standard. This will complete ERDT element 4.3.

The training methodology used will be mostly practical, with an element of theory to evidence knowledge and understanding.

Self-study of ERDT Units 1, 2, 3 and 4, and relevant service policies, will be required and should be evident through observation of the conduct of the candidate's assessment. The written assessment and any documented action plan will be the core evidence of this element.

Evidence of how development of students can be monitored and reviewed can also be gained by questions and answers if required.



## 4.3 Competencies

	Competencies	Standards of evidence
1	Debrief and provide feedback in a constructive manner	The candidate should demonstrate an understanding of how to give constructive feedback. Give feedback at appropriate times. Show an understanding of how individuals like to receive feedback.
2	Complete assessment records accordingly	Demonstrate a sound understanding of the ERDT assessment records. Complete the records on time.
3	Ensure students have access to assessment records	The candidate should ensure that the student signs and dates a copy of their ERDT assessment records and a copy is provided to them if requested.
4	Prepare action plans in conjunction with students and instructors when necessary	The candidate should demonstrate the ability to agree future development needs of the student, with the instructor or the student. Record action plans for future development.



## Element 4.4 – Self-reflection



## 4.4 Aims, objectives and methodology

### Aim





Demonstrate the ability to accept constructive feedback and self-assess performance with regards to ERDT Unit 4.

### Objectives

By the end of the element, candidates will be able to:

1. Evaluate their own performance against the ERDT Unit 4 assessment criteria
2. Use a range of valid and reliable evidence to assess their own performance
3. Accept feedback in a positive manner
4. Evaluate their own performance for continued self-development
5. Use evidence of their own performance to reflect on their practice and professional issues
6. Challenge existing practices and new ideas if appropriate

### Training and assessment methodology

Having completed elements 4.1, 4.2 and 4.3, the candidate should discuss the evidence recorded with their instructor and reflect on their own performance. This will complete ERDT element 4.4.



## 4.4 Competencies

	Competencies	Standards of evidence
1	Evaluate their own performance against the ERDT Unit 4 assessment criteria	The candidate should demonstrate the ability to be reflective of the assessment against the assessment criteria and evaluate their own performance.
2	Use a range of valid and reliable evidence to assess their own performance	The candidate should use available evidence to assess and evaluate their own performance.
3	Accept feedback in a positive manner	The candidate should show the professional ability to accept feedback in a positive manner and take account of any learning points or areas to be addressed.



	<b>Competencies</b>	<b>Standards of evidence</b>
4	Evaluate their own performance for continued self-development	The candidate should demonstrate the ability to be reflective of the assessment against the assessment criteria and evaluate their own performance. Create records if appropriate.
5	Use evidence of their own performance to reflect on their practice and professional issues	The candidate shows the ability to be reflective of all performance evidence gathered with regard to improving their own practices and professionalism where possible.
6	Challenge existing practices and new ideas if appropriate	The candidate should be aware of their involvement for improving existing practices and be open to accept or adopt new ideas.



## Unit 4 - Knowledge and understanding

---



## Unit 4 - Knowledge and understanding: Aims, objectives and methodology

---

### **Aim**

To evidence underpinning knowledge and understanding of assessments, accurately recording assessment results and giving feedback throughout ERDT Unit 4.

To evidence underpinning knowledge and understanding of ERDT Unit 1.

### **Objectives**

Demonstrate knowledge and understanding to a competent standard for:



1. Debrief and feedback policy
2. Teaching, coaching and learning theory
3. The Highway Code
4. The Roadcraft manual
5. Road traffic legislation
6. Service policies and procedures
7. Diversity policy and occupational standards

### Training and assessment methodology

Knowledge and understanding will be evidenced via:

- Prior experience in ERDT Unit 1
- Prior experience in ERDT Unit 2
- Prior experience in ERDT Unit 3
- Informal questions and answers

With reference to the preceding elements, candidates will be assessed against their ability to employ a range of assessment and feedback techniques that will contribute to student success.

Candidates will be able to contextualise the subject with reference to their own knowledge, understanding and experience.

Assessment will be via confirming existing experience or qualifications and observation. It can be supplemented by formal examination papers or informal questions and answers.



## Unit 4 - Knowledge and understanding: Competencies

	Competencies	Standards of evidence
1	Knowledge and understanding of debrief and feedback policy	The candidate should have a comprehensive knowledge and understanding of debrief and feedback policies, and the reporting processes for these.



	<b>Competencies</b>	<b>Standards of evidence</b>
2	Knowledge and understanding of teaching, coaching and learning theory	The candidate should have a comprehensive knowledge and understanding of different learning styles, how students develop and the methods of adapting delivery to meet students' needs.
3	Knowledge and understanding of the Highway Code	The candidate must have a knowledge and understanding of the Highway Code, in line with service requirements.
4	Knowledge and understanding of Roadcraft	The candidate should have a detailed knowledge and understanding of the Roadcraft manual.
5	Knowledge and understanding of road traffic legislation	The candidate must have a knowledge and understanding of road traffic legislation, in line with service requirements.
6	Knowledge and understanding of service policies and procedures	The candidate should have a comprehensive knowledge and understanding of service policies and procedures. The should be able to explain how these policies affect all aspects of driving service vehicles, either at normal road speed or under response conditions.
7	Knowledge and understanding of diversity policy and occupational standards	The candidate should have a knowledge and understanding of diversity policy and occupational standards.



## Assessment forms

The assessment forms for all units are available to download in the following sections.



## Unit 1 Assessment forms

---

**You can download the Unit 1 assessment forms here:**

[Unit 1 - Element 1.1 – Demonstrate basic driving skills assessment form](#)

[Unit 1 - Element 1.2a – Prepare to drive vehicles at high speed assessment form](#)

[Unit 1 - Element 1.2.b – Drive vehicles at high speed assessment form](#)

[Unit 1 - Element 1.3 – Drive vehicles at high speed on motorway and multi-lane carriageways assessment form](#)

[Unit 1 - Element 1.4 – Undertake an emergency response drive assessment form](#)

[Unit 1 - Element 1.5 – Avoid and correct skids when driving an emergency vehicle assessment form](#)

[Unit 1 – Attitudes and behaviour assessment form](#)

[Unit 1 – Knowledge and understanding assessment form](#)

[Unit 1 - Feedback and supplementary evidence form](#)

[Unit 1 – Final assessment assessment form](#)

[Unit 1 – Periodic reassessment of competence form assessment form](#)



## Unit 2 Assessment forms

---

**You can download the Unit 2 assessment forms here:**

[Unit 2 Element 2.1 - Design training sessions assessment form](#)

[Unit 2 Element 2.2 - Presentation skills assessment form](#)

[Unit 2 Element 2.3 - Managing group activities and exercises assessment form](#)

[Unit 2 Knowledge and understanding assessment form](#)



[Unit 2 - Self-reflection assessment form](#)



## Unit 3 Assessment forms

---

**You can download the Unit 3 assessment forms here:**

[Unit 3 Element 3.1 - Lead instruction assessment form](#)

[Unit 3 Element 3.2 - Coaching assessment form](#)

[Unit 3 Element 3.3 - Student driver development assessment form](#)

[Unit 3 Knowledge and understanding assessment form](#)

[Unit 3 Self-reflection assessment form](#)

## Unit 4 Assessment forms

---

**You can download the Unit 4 assessment forms here:**

[Unit 4 Element 4.1 - Conducting assessments assessment form](#)

[Unit 4 Element 4.2 - Gathering evidence assessment form](#)

[Unit 4 Element 4.3 - Monitoring and reviewing development assessment form](#)

[Unit 4 Element 4.4 - Self-reflection assessment form](#)

[Unit 4 Knowledge and understanding assessment form](#)



## Glossary

---



Term	Definition
Assessment of competence: Demonstrate	<p>Assessment of competence is undertaken by a qualified and sector competent assessor (see Assessor). The assessment will reference the competency and the components required to achieve success.</p> <p>Students will not normally be assessed as competent if they have demonstrated ability only once. Consistent competence should be displayed over a period of time.</p>
Assessor	<p>A qualified NFCC ERDT instructor, who is also a qualified assessor and has not been involved in training the student or candidate that is being assessed.</p>
Candidate	<p>A person who is being trained to become an emergency response driving instructor.</p>
Fire and rescue service purpose	<p>Departures from road traffic and other regulations in relation to response driving are usually only permitted for a 'fire and rescue service purpose'. There is no legal definition of what would be considered a 'fire and rescue service purpose'. Good practice indicates the following would not be considered as situations where the use of any legal exemptions could be justified:</p> <ul style="list-style-type: none"> <li>• Driving to a meeting</li> <li>• Driving to a briefing, unless this is in relation to an urgent ongoing operational incident</li> <li>• Returning to station following attendance at an incident</li> <li>• Driving by a non-response trained driver</li> <li>• Vehicle familiarisation, unless accompanied by an instructor and in accordance with service policy</li> </ul> <p>Drivers should use their judgement and may be called upon to justify their decisions.</p>
Group	<p>More than one candidate or student.</p>



Term	Definition
High speed	Either: <ul style="list-style-type: none"> <li>• A safe speed which exceeds that of any statutory speed limit for the class of vehicle being driven, that is in force on the road at that time</li> <li>• A safe speed which is below the statutory speed limit but is in excess of the speed of other road users in the vicinity</li> </ul>
Instructor	A qualified person who is: <ul style="list-style-type: none"> <li>• Teaching students to be emergency response drivers</li> <li>• Teaching candidates to be emergency response driver trainers</li> </ul>
Night drive	A safe systematic and progressive drive in darkness on both lit and unlit roads under normal and response driving conditions.
Red mist	A state where a driver’s attention becomes focussed on a specific goal instead of on their driving. A full explanation is provided in the Roadcraft manual.
Road surface - good	A metalled road surface with a good level of grip.
Road surface - poor	A road surface: <ul style="list-style-type: none"> <li>• With consistent obvious visible damage</li> <li>• Which is unmetalled</li> <li>• With a reduced level of grip, for example, due to ice, snow or contamination</li> </ul>
Rural	Predominantly countryside – not a town
Student	A person who is being trained to become an emergency response driver.
Traffic – high density	A high number of vehicles occupying the road making progress and overtaking without affecting other road users more difficult.





Term	Definition
Traffic – low density	A low number of vehicles occupying the road affording the ability to make safe progress and overtake with minimal impact on other road users.
Understand	Perception or interpretation of a subject can be checked or evidenced by formal or informal questions and answers or by practical demonstration. These will demonstrate 'understanding'.
Urban	Predominantly a town or city – not in the countryside.
Visibility - Good	No reduction to normal visibility.
Visibility - Poor	Reduced distance at which objects or lights can be clearly observed, for example, as a result of fog, mist or smoke.



## Fire Standard

This framework underpins the Fire Standards Board's [Emergency response driving Fire Standard](#) which was published in February 2021.