



# ESDS Trainers Handbook

Emergency Services Driving Standard

## Acknowledgments

The RSA would like to acknowledge the contribution that the members of the ESDS Panel have made towards the development of this publication



Údarás Um Shábháilteacht Ar Bhóithre  
Road Safety Authority



An Stiúirthóireacht Náisiúnta um Dóiteáin agus Bainistíocht Éigeandála  
National Directorate for Fire & Emergency Management



# Foreword

ESDS (Emergency Services Driving Standard) is an important road safety initiative in assuring the safe and consistent standard with which Emergency Service Vehicle (ESV) Drivers carry out their duties across a range of Emergency Service providers. Across the wide range of duties that the Emergency Services provide, often in stressful situations, it is essential that driving in a skilled and safe manner is a priority for each Service for the purposes of safety of employees, volunteers, and other road users.

One of the key messages in this handbook is the need to develop professional, safe and socially responsible Emergency Service Drivers in accordance with their critical operational roles. As an ESDS Trainer, you have a vitally important role in ensuring the quality of driving in the Emergency Services, and in shaping the Driver's attitudes and behaviours.

You will be training Drivers who have been driving in the Service for many years, as well as training new Trainees in ESDS. Both bring with it many challenges – and your task is to find a way to ensure that both Drivers come out of training with similar attitudes and skills in line with what is laid out in the ESDS Guidance Manual.

To do this, you need to make full use of training, coaching and feedback techniques that are tailored to the individual's learning needs.

As an ESDS Trainer, you are expected to train others to the highest standards and to show commitment to personal and professional development. You are expected to keep up-to-date with, and adapt to, changes in RSA/ESDS processes and the Rules of the Road. You are also expected to invest time and effort in the development of your own knowledge and skills. The many references provided here and throughout the RSA website provide important reference points for this.

Trainer Recertification will normally fall due towards the end of the ESDS Trainer Certificate validity period of two years and the ESDS Unit will notify each organisation of same.

Where an ESDS Trainer successfully completes the Trainer recertification workshop they will be recertified for a further 2 years. Theory test(s) are not required where the workshop for recertification is successfully completed within 6 months of the expiry date of certification.

(See Appendix B ESDS Recertification Timeframes P.65)

ESDS Trainers will be afforded the opportunity to attend an ESDS Trainer workshop(s).

However, in the event of non-attendance or non-completion of the ESDS Trainer Recertification workshop a Trainer will be required to re-sit all related Theory tests and practical assessments for the relevant level and category to receive further Trainer certification.

Non attendance or Non completion of a Trainers Recertification workshop may impact on other ESDS Certifications.

This handbook is designed to be a tool to support you as you work as an ESDS Trainer. It is a professional resource for ESDS Trainers and for those who are considering applying to register as an ESDS Trainer in Ireland. It contains useful information and practical tips to help you provide an effective and professional service to your customers, drawing on international research and best practice guides. We have consulted with various Emergency Response Services including those with experience in the training of emergency response driver training. The result, I believe, is a clear depiction of what it means to be an ESDS Trainer.

**Frank McGill**  
**ESDS Manager**  
**Road Safety Authority**

# Introduction

## What is ESDS - Emergency Services Driving Standard?

ESDS stands for Emergency Services Driving Standard – a driving standard for Emergency services drivers.

Representatives of the principal emergency services and related organisations in Ireland met with the Road Safety Authority (RSA) to discuss the possibility of developing a common driving standard for emergency services personnel. It was agreed that all services could work together to develop a common standard. The standard is voluntary and has no statutory footing.

The Emergency Services Driving Standard (ESDS) has three levels:

- 1. ESDS Level 1** – This is the entry level and sets out the training, learning and assessment that will produce competent and responsible emergency service drivers.
- 2. ESDS Level 2** – Describes the training, learning and assessment for emergency service drivers and includes the principles and skills set of 'Roadcraft'. 'Roadcraft' is a recognised system of vehicle control in the training for emergency service drivers that develops a methodical and systematic approach to driving. It increases safety by giving the driver more time to react in complex situations as they have a greater awareness and ability to anticipate hazards.
- 3. ESDS Level 3** – This level refers only to services who by law can drive using blue lights and sirens in emergency response situations when this does not endanger the safety of other road users. This level sets out a series of principles and response tactics which are compatible with Roadcraft and focus on the driver's attitude towards emergency response driving.

## Who is this handbook for?

The publication of this handbook coincides with the introduction and the publication of the Emergency Services Driving Standards (ESDS) in Ireland which has significant implications for what is expected in the training of Emergency Service Vehicle (ESV) drivers from an ESDS TRAINER. The handbook is aimed

primarily at driving instructors planning to become an ESDS TRAINER. It is designed to support them through the process of becoming an ESDS TRAINER.

The handbook should also be of value to ESDS Assessors and Drivers. It explains what is expected in relation to ESDS TRAINERS and the delivery of ESDS training.

ESDS TRAINERS are expected to demonstrate and maintain driving skills, knowledge, understanding and behaviours together with the unique competencies required in driving an ESV, that are consistently better than those of the average safe and socially responsible driver

It is the responsibility of ESDS TRAINERS to keep themselves up-to-date, and continually develop their knowledge and skills. This handbook should make these tasks easier. However, its contents are not intended to be exhaustive and it should be used in conjunction with other professional resources including related publications from the ESDS/RSA.

## What is the purpose of this handbook?

The handbook describes the basic requirements of the ESDS TRAINER role and how these can be met by prospective ESDS TRAINERS, and existing ESDS TRAINERS. It outlines competencies and assessments to be undertaken to become an ESDS TRAINER. It also makes reference to a wide range of other publications and websites of value to initial and continuing professional development.

To be an effective ESDS TRAINER takes more than good driving skills and behaviours. In all walks of life, people who are good at doing things are not always as good at training others to do them. An effective ESDS TRAINER needs to understand the learning process and have a thorough appreciation of the risks associated with driving an ESV and how these can be minimised. One of the most crucial roles of the ESDS TRAINER is to shape the attitudes and behaviours of ESV Drivers because these have a substantial bearing on road safety.

This handbook makes frequent reference to the extensive suite of ESDS publications and reference documents.

It is important that the purpose of these publications and the relationship between them is clearly understood. They are described below:

## **The ESDS Guidance Manual Level 1-3**

This is the parent document of the ESDS and sets out the standards across the three levels in a modular approach.

## **The ESDS Syllabus**

Describes how ESDS TRAINERS should deliver effective and appropriate training for ESDS Levels 1-3. It is based on the ESDS Guidance Manual and the ESDS Competence Framework. The ESDS Drivers Syllabus can be used to develop ESV Drivers who can consistently drive at the required standard. It will help ESDS TRAINERS to structure training programmes and practice in a consistent manner.

## **The ESDS Competence Framework**

Sets out the skills knowledge and behaviours that all competent ESDs should be able to demonstrate across each level.

## **ESDS Tactical Response Guidelines**

Sets out consistent response driving tactics for ESV Drivers to implement the ESDS Level 3 standards.

## **ESDS Standard Operating Procedures and Marking guidelines**

Sets out the standards procedures and marking guidelines in the conducting of driving assessments across ESDS Levels 1-3.

## **ESDS Drivers Guide**

Sets out to provide drivers with a general summary description of the practical driving assessment procedure.

## **Reference Documents**

Rules of the Road – Current Edition

Roadcraft – Current Edition

Relevant Road Traffic Legislation

RSA Publications and website

The ESDS Theory Test Information

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# SECTION 1

# The ESDS Registered Trainer

**Overview:** This section of the handbook gives a detailed description of what it means to be an ESDS TRAINER, including the key roles and responsibilities and what essential skills a good ESDS TRAINER needs to have. It also describes the process for becoming an RSA ESDS TRAINER in each level.

# CHAPTER 1

## The Role of the ESDS TRAINER

This chapter will help driving instructors determine whether they have the qualities and skills needed to be an effective ESDS TRAINER. It details the key roles and responsibilities held by ESDS TRAINERS.

The role of an ESDS TRAINER can be rewarding and satisfying, offering opportunities to meet a wide range of people and help them achieve their goals. However, the process of becoming an ESDS TRAINER is challenging and requires personal commitment. It is essential that you fully understand what the ESDS TRAINER role involves on a day-to-day basis and the sorts of demands that are placed on an ESDS TRAINER.

### 1.1 Characteristics of an ESDS TRAINER

Being an ESDS TRAINER is not just about being a good driver and enjoying driving. The main purpose of the role is to impart driving skills, good behaviours and knowledge in line with the ESDS. A good ESDS TRAINER will be enthusiastic about finding new ways of doing this and supporting the ESV driver. So you will need to have the teaching skills, driving knowledge, patience and understanding required to explain ESDS driving principles and techniques and rules and regulations to ESV drivers with different abilities and needs.

An ESDS Trainer will therefore need good interpersonal skills and emotional intelligence to pick up on how a Driver is progressing through training. Communication skills are also a key related skill needed by an ESDS Trainer, not only to be able to impart information but also to listen, either aurally or through body language cues, to perceive whether a message is being understood by the Driver.

These skills are particularly important in gauging where a Driver's attitude in relation to driving lies.

### 1.2 Tailoring the learning environment

The ESDS TRAINER role involves meeting a wide range of people from a variety of backgrounds, of different ages and with varying levels of driving experience.

An ESDS TRAINER should be able to create an effective learning environment for all drivers and behave in a friendly and approachable manner, without bias.

All drivers will be different – for example, some might be anxious or need more time to learn certain tasks and skills. The ESDS TRAINER needs to be calm and patient with drivers and be prepared to repeat instructions and, in some cases, practise tasks over and over again. ESDS TRAINERS need to be able to adjust the way they train to suit the needs of the individual. This might mean trying different approaches if it is clear that the driver is having difficulties.

### **1.3 Managing the driver's expectations**

Not all drivers will drive cautiously and many will only be interested in taking their practical driving assessment as soon as possible. Some may be quite aggressive in their driving and could become frustrated in driving situations such as following slow moving traffic. It is the ESDS TRAINERS responsibility to advise drivers when they are ready to take their practical driving assessment. An ESDS TRAINER should not recommend a driver to sit the assessment before they are ready, even if the driver puts pressure on you to do so. If you do this, it could knock the confidence of a driver who fails the assessment as well as reflecting badly on your reputation.

An ESDS TRAINER must always have the safety and well-being of the driver in mind - ESDS TRAINERS are responsible for the safety of the driver and need to build the driver's confidence and shape their attitudes and behaviours by designing lesson plans which feature appropriate driving situations and routes. It is part of the ESDS TRAINERS role to instil a professional, safe and socially responsible attitudes into ESV drivers at all levels of driving ability. ESDS TRAINERS should support drivers during the training process and encourage them to take control of their own learning and accept responsibility for their own behaviour.

### **1.4 Personal conduct**

ESDS TRAINERS should behave in a professional manner at all times. They should be mindful of the cleanliness of their training vehicle, their own personal hygiene and the appropriateness of their physical contact with the driver.

## 1.5 Lesson structure

ESDS TRAINERS will be responsible for preparing lessons before the session begins and broadly follow a structure based on the competencies required in the appropriate syllabus. The lesson should be structured so that it has a beginning, middle and an end. The following is also very important:

- The lesson should be conducted in a courteous manner;
- The ESDS TRAINER should be well prepared for each lesson before the session begins, including having designed a lesson plan;
- The ESDS TRAINER should state the lesson objectives at the beginning of the session;
- Faults in a driver's driving should be identified, analysed and corrected in a safe and timely manner;
- Feedback for any piece of changeable behaviour should be given in a balanced, timely, effective, and supportive manner;
- ESDS TRAINERS are responsible for providing information that is accurate, up-to-date and otherwise suitable to the individual driver's needs;
- All directions should be given clearly and in good time while showing a concern for the safety of all road users;
- A complete wrap-up should be carried out at the end of each lesson;
- The vehicle used should be clean, fit for purpose, and carry safety equipment and learning supports;
- A variety of training methods should be included in order to make the learning process easier for the Driver;
- ESDS TRAINERS should keep proper records covering their activities and make entries on relevant documents as required.

## CHAPTER 2

# Becoming an ESDS TRAINER

This chapter sets out how to become a Registered ESDS TRAINER. It outlines the ESDS TRAINER registration and assessment process where applicable across each Level.

The chapter goes on to discuss the need for you to maintain your own competence as an ESDS Trainer.

### 2.1 Ways of becoming an ESDS TRAINER

ESDS TRAINERS will be registered to conduct category specific training in ESDS levels 1, 2 and 3.

**Firstly, in order to be an ESDS Trainer, you must either:**

**(a) Be a nominated Driver Trainer from a ESDS participating emergency services organisation**

**or**

**(b) Be a current Approved Driving Instructor (ADI)**

The following charts outline the process for each Level:

## Criteria to become an ESDS Registered Trainer in Level 1B

I work in an ESDS participating  
Emergency Service organisation

Your ES organisation must apply  
on your behalf to the RSA stating the  
ESDS Level and vehicle category you  
wish to be certified in

Complete ESDS Level 1 Core Theory Test  
**and** ESDS Trainer Module theory test  
(if not already completed)

You must be an ESDS Certified Driver at  
ESDS Level 1 in the Category of vehicle  
you are seeking Trainer certification in

Complete ESDS approved practical  
training workshop

RSA will register you as an  
ESDS Trainer in ESDS Level 1 in the  
relevant Vehicle Category

I am a current Approved Driving  
Instructor (ADI) not permanently  
employed in an Emergency  
Service organisation

You must apply directly to the  
ESDS Unit in the RSA stating the ESDS  
level and vehicle category you wish to  
be certified in

Must be a registered ADI in the relevant  
vehicle category with the ADI Unit in  
the RSA and must maintain this ADI  
registration

Complete ESDS Level 1 Core Theory Test  
**and** ESDS Trainer Module theory test

RSA will register you as an  
ESDS Trainer in ESDS Level 1 in the  
relevant Vehicle Category



## Criteria to become an ESDS Registered Trainer in Level 2B

I work in an ESDS participating Emergency Service organisation

Your ES organisation must apply on your behalf stating the ESDS Level and vehicle category you wish to be certified in

Be an ESDS Certified Driver at Level 2 in Category B. Have an ESDS Level 1 Trainer Certification in any vehicle category

Complete ESDS Level 2 Core Theory Test (or higher) **and** ESDS Trainer Module Theory Test (if not already completed)

Complete practical driving assessment and satisfactorily display lead instruction at ESDS Level 2 in the relevant vehicle category

RSA will register you as an ESDS Level 2 Trainer in the relevant vehicle category

I am a current Approved Driving Instructor (ADI) not permanently employed in an Emergency Service

You must apply directly to the ESDS Unit in the RSA stating the ESDS level and vehicle category you wish to be certified in

You must be an ESDS Certified Level 1 Trainer in any vehicle category

Complete ESDS Level 2 Core Theory Test (or higher) **and** ESDS Trainer Module Theory Test (if not already completed)

Complete Combined Driver & Trainer practical driving assessment and satisfactorily display lead instruction at ESDS Level 2 in the relevant vehicle category

Must be a registered ADI in the relevant vehicle category with the ADI Unit in the RSA and must maintain this ADI registration

RSA will register you as an ESDS Level 2 Trainer in the relevant vehicle category

## Criteria to become an ESDS Registered Trainer in Level 3B

I work in an ESDS participating  
Emergency Service organisation

Your ES organisation must apply on your  
behalf stating the ESDS Level and vehicle  
category you wish to be certified in

You must be eligible to avail of the  
exemptions under current Road Traffic  
legislation

You must be an ESDS Certified Driver at  
Level 3 in the category of vehicle you are  
seeking Trainer certification in\*

You must be an ESDS Level 2 Registered  
Trainer in any vehicle category

Will have already completed ESDS Level 3  
Core Theory Test & ESDS Trainer Module

Complete practical driving assessment  
and satisfactorily display lead instruction  
at ESDS Level 2 and 3 (if applicable) in the  
relevant vehicle category

RSA will register you as an ESDS Level 3  
Trainer in the relevant vehicle category

I am a current Approved Driving  
Instructor (ADI) not permanently  
employed in an Emergency Service

You must apply directly to the ESDS Unit in  
the RSA stating the ESDS level and vehicle  
category you wish to be certified in

You must be eligible to avail of the  
exemptions under current Road Traffic  
legislation

You must be an ESDS Certified Driver at  
Level 3 in the category of vehicle you are  
seeking Trainer certification in\*

You must be an ESDS Registered Level 2  
Trainer in any vehicle category

Will have already completed ESDS Level 3  
Core Theory Test & ESDS Trainer Module

Complete practical driving assessment  
and satisfactorily display lead instruction  
at ESDS Level 2 and 3 (if applicable) in the  
relevant vehicle category

Must be a registered ADI in the  
relevant vehicle category with the ADI  
Unit in the RSA and must maintain this  
ADI registration

RSA will register you as an ESDS Level 3  
Trainer in the relevant vehicle category

## Criteria to become an ESDS Registered Trainer in Levels 2 & 3 combined

I work in an ESDS participating Emergency Service organisation

Your ES organisation must apply on your behalf stating the ESDS Level and vehicle category you wish to be certified in

You must be eligible to avail of the exemptions under current Road Traffic legislation

You must be an ESDS Certified Driver at Level 3 in the category of vehicle you are seeking Trainer certification in\*

Have an ESDS Level 1 Trainer Certification in any vehicle category

Will have already completed ESDS Level 3 Core Theory Test. Must complete ESDS Trainer Module (if not already completed)

Complete practical driving assessment and satisfactorily display lead instruction at ESDS Levels 2 & 3 combined in the relevant vehicle category

RSA will register you as an ESDS Level 2 Trainer and ESDS Level 3 Trainer in the relevant vehicle category

I am a current Approved Driving Instructor (ADI) not permanently employed in an Emergency Service

You must apply directly to the ESDS Unit in the RSA stating the ESDS level and vehicle category you wish to be certified in

You must be eligible to avail of the exemptions under current Road Traffic legislation

You must be an ESDS Certified Driver at Level 3\* in the category of vehicle you are seeking Trainer certification in and must be an ESDS Level 1 Trainer in any category.

Will have already completed ESDS Level 3 Core Theory Test. Must complete ESDS Trainer Module (if not already completed)

Complete practical driving assessment and satisfactorily display lead instruction at ESDS Levels 2 & 3 combined in the relevant vehicle category

Must be a registered ADI in the relevant vehicle category with the ADI Unit in the RSA and must maintain this ADI registration

RSA will register you as an ESDS Level 2 Trainer and ESDS Level 3 Trainer in the relevant vehicle category

\* It may be possible for equivalence to be demonstrated by way of a recognised award in emergency service response driver training from another country or institution, by way of a significant body of relevant ESV driving and/or emergency service response driver training accrued by the applicant or by a combination of both. In determining the equivalence, or otherwise, of a particular qualification or body of experience the ESDS Unit may take cognisance of some or all of the following;

- Nature and evidence of qualification awarded
- Duration of study/learning for award
- Experience of the awarding body
- Nature and duration of prior experience of response driving
- Nature and duration of prior experience of emergency response driver training
- References and appropriate evidence for each of the above

The above list is non-exhaustive and each application for equivalence will be considered on a case by case basis.

Trainer Certification at Levels 2 and 3 may also be attained through the successful completion of an ESDS approved Training workshop.

## 2.2 Driving assessment for ESDS Trainers

The test of ESDS TRAINER practical driving skills is based on the assessment criteria for candidates undertaking their normal ESDS assessment as contained in the ESDS Standard Operating Procedures and Marking Guidelines. All ESDS TRAINER assessments will be conducted through the ESDS unit of the RSA.

The following marking criteria will apply:

### Level 2 ESDS TRAINER Assessment:

Referral of this assessment arises where you incur any of the following:

- 1 or more Disqualifying faults, or
- 3 or more Technical faults under a Section heading e.g. Vehicle Control.
- A total of 7 or more Technical faults overall across Sections 1, 2, 3, 4 and 5.

### Level 3 ESDS TRAINER assessment:

Referral of this assessment arises where you incur any of the following:

- 1 or more Disqualifying faults, or
- 3 or more Technical Faults under a Section heading, *e.g. Emergency Response Driving*.
- A total of 7 or more Technical Faults across sections 1, 2, 3, 4 and 5.

When presenting for ESDS TRAINER driving assessment the vehicle must comply with requirements for representative vehicles for the ESDS Assessments (Appendix A).

## 2.3 Lead instruction

The candidate will be required to show the following competencies when delivering lead instruction in a selected module of the respective level

1. Introduces and conducts lesson in a courteous and friendly manner;
2. Clearly states lesson subject;
3. Demonstration drive with commentary on lesson subject;
4. Uses range of techniques as required;
5. Identifies faults demonstrated;
6. Provides safe analysis of faults at appropriate level;
7. Provides remedial instruction in a timely manner;
8. Provides balanced and appropriate feedback;
9. Information is accurate and up to date;
10. Controls lesson appropriately;
11. Demonstrates a concern for safety and customer care;
12. Gives correct, factual and safe guidelines and information.

## 2.4 ESDS Theory Tests

The purpose of the Category Specific ESDS Theory tests is to check knowledge of the skills and theory within the ESDS Publications and reference material. The ESDS Theory tests will include topics such as:

- Rules of the Road
- ESDS Standards

- Training Skills
- Safe Driving behaviour

The ESDS theory tests are computer based and are user friendly.

## ESDS Theory Test Levels and Modules

The following chart displays the different ESDS theory test core modules and category specific modules (including Trainer specific Module) and what they contain.

ESDS Level 1	ESDS Level 2	ESDS Level 3
<p><i>ESDS LEVEL 1</i> CORE THEORY TEST</p> <ul style="list-style-type: none"> <li>• Category B, BE, W</li> </ul>	<p><i>ESDS LEVEL 2</i> CORE THEORY TEST</p> <ul style="list-style-type: none"> <li>• Category B, BE, W</li> <li>• Elements of Level 1 Core</li> <li>• Roadcraft</li> </ul>	<p><i>ESDS LEVEL 3</i> CORE THEORY TEST</p> <ul style="list-style-type: none"> <li>• Category B, BE, W</li> <li>• Elements of Level 1 Core</li> <li>• Elements of Roadcraft</li> <li>• Emergency Response</li> </ul>
<p>50 multiple choice questions for ESDS Level 1 Core</p>	<p>80 multiple choice questions made up of:</p> <ul style="list-style-type: none"> <li>• 30 ESDS Level 1 Core</li> <li>• 50 ESDS Level 2 Core</li> </ul>	<p>100 multiple choice questions made up of:</p> <ul style="list-style-type: none"> <li>• 30 ESDS Level 1 Core</li> <li>• 40 ESDS Level 2 Core</li> <li>• 30 ESDS Level 3 Core</li> </ul>

Candidate should have completed the relevant core theory test (above) before proceeding onto the below modules:

Truck Module	Bus Module	Trainer Module
<p>30 multiple choice questions specifically for Truck.</p>	<p>30 multiple choice questions specifically for Bus.</p>	<p>40 multiple choice questions specifically for Trainers.</p>

## 2.5 Assessment of ESDS TRAINERS in other categories

ESDS TRAINERS who want to register in more than one category of vehicle will have to undertake:

ESDS TRAINER practical driving skills assessment and lead instruction in that Level and Category of vehicle.

## 2.6 Maintaining your competence as an ESDS Driver Trainer

ESDS Trainer Registration lasts for two years from the date of issue. This is to ensure that the quality of training provided across the ESDS levels is uniform and allows Trainers maintain their ESDS competence over time. It will also give Trainers a forum to discuss issues which they face while conducting training. ESDS TRAINERS must also maintain ADI Registration where applicable.

ESDS TRAINERS must complete 1 day's classroom based ESDS Training every two years in order to be recertified as an ESDS Trainer.

# SECTION 2

## Driving emergency service vehicles

**Overview:** This section describes what an ESDS TRAINER should know about the ESDS and driving an ESV across Levels 1-3. It introduces the ESDS suite of publications and explains how they fit into the training process.



## CHAPTER 3

# Professional, Safe and Socially Responsible ESV Drivers

This Chapter summarises the ESDS approach to developing professional, safe and socially responsible ESV drivers. It explains the role of the ESDS syllabi. It also explains how the ESDS TRAINER competence framework and syllabus will be used to achieve consistent delivery and quality of ESDS training.

### 3.1 Developing professional, safe and socially responsible ESV drivers

Creating a culture of safe and socially responsible driving is essential for reducing deaths and casualties on Irish roads. Drivers of emergency service vehicles must appreciate how the presence of emergency service vehicles can impact other road users and understand the need to act responsibly at all times. The Emergency Services Driving Standard reflects the need for higher standards of driving and aims to develop and sustain a spirit of cooperation, caution and courtesy in emergency service drivers. Emergency service drivers should aim to achieve an exemplary standard of driving that acts as a positive example to other road users. The overarching aim of this driving standard is to significantly reduce the risks created by driving emergency service vehicles to benefit their drivers and other road users, and provide for the safety and comfort of patients/passengers as may arise.

ESDS TRAINERS have a key role to play in developing better, safer ESV drivers and, this means that ESDS training process should be designed to develop a driver's understanding of the effect that their actions, or lack of them, have on others.

It follows that one of the main responsibilities of the ESDS TRAINER is to ensure that drivers have safe and socially responsible attitudes to their vehicle, their safety and that of their passengers and towards other road users.

### 3.2 Legal requirements for ESV drivers

All ESDS Candidates must hold the relevant driving licence or qualification in respect of the category of vehicle they wish to receive training in.

ESDS TRAINERS must ensure that drivers are eligible to undergo the relevant level of ESDS training in line with current Road Traffic Legislation.

The driver should also be in compliance with the medical requirements associated with the category of vehicle.

The importance of Fitness to drive is incorporated into the ESDS.

The most up-to-date and in- depth advice on this is available on the RSA website.

### 3.3 Attitudes and behaviours

Professional, safe and socially responsible ESV drivers need to be more than just technically skilled. They need to be motivated and willing to behave in safe and socially responsible ways. Competence is strongly influenced by personal attributes such as vigilance and the ability to multitask and by a person's attitudes and beliefs. For example, a person's attitudes to other road users and the extent to which they believe they are in control are known to have an important influence on the likelihood of them being involved in a collision.

Attitudes reflect a person's feelings and emotions towards another person or object and they are formed as a result of subjection to an experience. As an ESDS TRAINER it is your responsibility to recognise when drivers have negative attitudes to driving and try to change them before they impact on driving behaviour.

### 3.4 Changing attitudes

It is often assumed that attitudes are hard to change but this is not true.

It can be quite easy to get people to change their attitudes - the hard part is getting them to change their behaviour. When it comes to attitudes and behaviour, drivers often act irrationally. They will tell you that they believe or value one thing and then drive in a way that contradicts it. There are several reasons why this can happen:

- They may hold unconscious attitudes that override their expressed attitudes;
- They may hold contradictory attitudes and be more motivated to behave in accordance with one rather than the others;

- They may see no personal benefit in behaving in accordance with their attitudes;
- They may even think that behaving in accordance with their attitudes will cost them too much;
- Peer pressure or cultural expectations may lead them to behave in a manner that contradicts their attitudes;
- They may feel compelled to behave in certain ways, for example, in the company of others, even though they disagree with them;

These conflicts, contradictions and inconsistencies come about because of the way attitudes develop.

There are three main influences:

<b>Cognitive factors</b>	People are more likely to pay attention to information that fits easily into their existing knowledge and beliefs. Dealing with new or contradictory information is hard work, so you need to be well-motivated to do it;
<b>Emotional factors</b>	Information which is accompanied by strong emotional reactions is more likely to be remembered and to influence future behaviour. Emotional reactions include positive things like physical or social pleasure but also negative things like fear of punishment or memories of injuries.
<b>Enforced behaviours</b>	People will often do what they are told as long as someone is watching them or if they think they can achieve some short-term benefit. However, such behaviour may not be maintained when they are no longer observed or when it is no longer seen to have value.

To create stable attitudes which really result in a change in behaviour, all three types of influence have to be taken into account. So, to change driving attitudes and behaviours you need to do the following:

- Help the driver understand what their driving attitudes are. This means carrying out an assessment of their attitudes. This can be done by observing their driving, asking them to explain why they do what they do.
- Where necessary, help the driver understand which of their attitudes are misguided or misconceived.
- Why these attitudes are unsafe or irresponsible and what would be preferable attitudes to adopt.

- Make sure the driver drives consistently in a professional, safe and socially responsible way. Constantly reinforce this behaviour by praising or rewarding them when they drive well. However, you must remember to point out instances where they drive badly. Keep reminding them why it is important to drive in a professional, safe and socially responsible way.

The professional safe and socially responsible driver will have good attitudes soundly established, be constantly aware of why these attitudes are important and be motivated and willing to drive in ways that are consistent with these attitudes.

### 3.5 The ESDS publications and reference documents

The following outlines the ESDS Publications and reference documents and explains how they fit into the training process.

#### The Guidance Manual – Levels 1-3 - ESDS

The Emergency Services Driving Standard (ESDS) has three levels. This documents sets out the skills and behaviours that an ESV Driver should be able to demonstrate across these levels which are outlined below. It will assist the ESDS TRAINER as it provides a basis for training and assessing ESV drivers, across categories of vehicles.

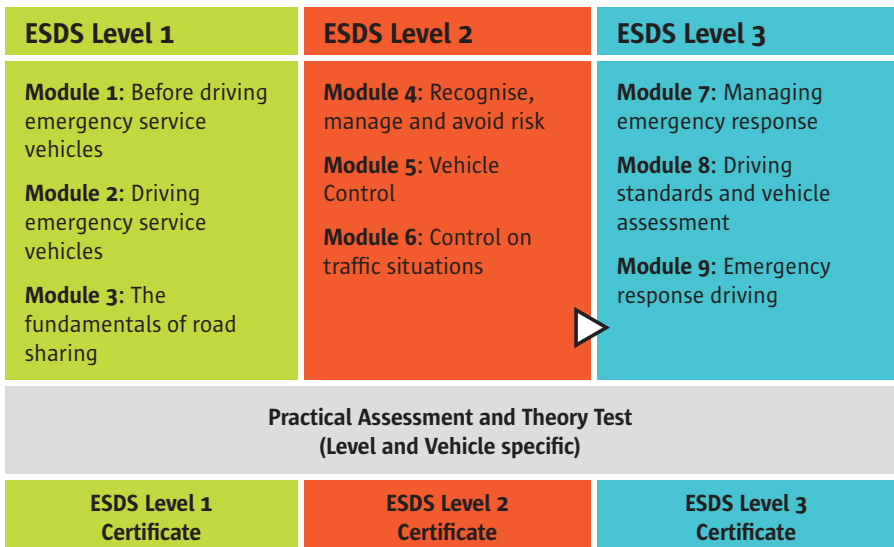
1. **ESDS level 1** – This is the entry level and sets out the training, learning and assessment that will produce competent, socially responsible emergency service drivers.
2. **ESDS level 2** - Describes the training, learning and assessment for emergency service drivers and includes the principles and skills set of “*Roadcraft*”. *Roadcraft* is a recognised system of vehicle control in the training of emergency service drivers that develops a methodical approach to driving hazards and increases safety by giving the driver more time to react in complex situations.
3. **ESDS level 3** – Is the only level that extends to driving vehicles while availing of exemptions from Road Traffic legislation. It sets out a series of principles and response tactics which are compatible with *Roadcraft* and focus on the driver’s attitude towards emergency response driving.

## Syllabus - ESDS

The ESDS syllabus describes how ESDS TRAINERS should deliver effective and appropriate training at each level. It is underpinned by the ESDS Competence Framework and ESDS Guidance manual.

The ESDS Syllabus is divided into three ESDS Levels comprising of a total of nine training modules as shown below:

Figure 1: Diagram representing ESDS levels 1-3 and modules 1-9:



Each module is supported by several units that cover the knowledge and skills that must be assessed and evaluated during training. It includes an overview of the content of each training module and specific learning objectives.

The ESDS Syllabus will help ESDS TRAINERS to prepare individual lesson plans around each unit and ensure that the lessons cover the key skills and behaviours.

## ESDS - Competence Framework

The framework outlines the competencies i.e. the skills, behaviours, knowledge and understanding together with required performance indicators across the ESDS Levels 1-3.

The framework is reflected in all publications and is useful in the development of lesson plans around each module and unit.

### **ESDS - Tactical Response Guidelines**

This document sets out a consistent tactical approach for ESDS TRAINERS to implement the emergency response driving at ESDS Level 3, where risks to the public and emergency service personnel must be carefully managed and properly balanced against the objectives to be achieved.

### **ESDS - Standard Operating Procedures and Marking Guidelines**

This sets out the standard procedures for ESDS Assessors in conducting assessments. The marking guidelines are designed to assist Assessors in deciding when and where a particular Driving Fault should be recorded.

This document will assist ESDS TRAINERS in the evaluation of their trainees and their level of competence prior to undertaking an assessment.

### **ESDS - Drivers Guide**

To provide drivers with information on ESDS.

#### *Reference documents:*

#### **Rules of the road – Current edition**

The Rules of the Road are the fundamentals of safe and socially responsible driving. The rules comply with and reflect current Road Traffic Legislation and are valuable text for all levels of drivers.

#### **Roadcraft – The Official Police Drivers Handbook - Current edition**

This publication sets out the fundamentals of Roadcraft and the skillsets around the system of vehicle control in the training of emergency service drivers. This text is invaluable and required for all drivers wishing to attain ESDS certification under Levels 2 and 3.

#### **Relevant road traffic legislation**

All current legislation relevant to driving particularly regulations in respect of the use and driving of Emergency Service Vehicles.

#### **ESDS Theory Test Information**

This publication sets out information in relation to ESDS Theory Tests.

# SECTION 3

## Delivery of learning

**Overview:** This section of the handbook focuses on the various approaches and methods that can be used to deliver the ESDS to different types of drivers. It also considers the roles of assessment and feedback.

# CHAPTER 4

## Competence based training

This chapter looks at the effectiveness of Competence based training together delivered by professional ESDS TRAINERS, which plays a crucial role in developing Professional ESV Drivers

### 4.1 Guiding principles

Professional, Safe and socially responsible driving requires close integration of driver knowledge, attitudes and practical skills. ESDS TRAINERS need to work out how best to meet this requirement in the case of every individual they train. A tailored approach that takes into account the attitudes and the pre-existing abilities and practical skills of the driver is essential. To achieve this, you need to be thoroughly familiar with the ESDS Publications and able to use relevant training and assessment methods to aid individual learning.

Competence is the ability to perform activities as well as expected. It calls for a mix of practical training, experience and thinking skills, underpinned by knowledge and understanding of the activity being carried out.

Competence is a condition, similar to physical fitness. It needs to be maintained and actively updated otherwise it will deteriorate.

ESDS TRAINERS should be aware that they need to continuously refresh their knowledge and skills because they, and the world, are constantly changing

Drivers will encounter many changes over their driving lives. The changes may be in vehicle technology, road design, regulations or in public perception of what is acceptable. Maintaining and improving their skills will reduce the risks they face when driving and will also enhance their reputation as safe drivers.

ESDS TRAINERS need to be aware and take full advantage of good practice approaches and sources of advice from other sectors.

The processes for training, developing and assessing drivers, at whatever stage of their driving life, should enable consistent decisions to be made on performance based on evidence.



The more evidence sources you have available to you, the better your decision will be.

Using ESDS syllabi and Guidance Manual, ESDS TRAINERS are responsible for the delivery of the ESDS Syllabus at the relevant level.

The ESDS suite of publications are invaluable tools for developing training plans for individuals in the various ESDS Levels. These publications signify an important shift in emphasis from handling the vehicle to interacting with other road users as emergency service drivers. Safe and socially responsible driving involves more than being able to control and manoeuvre an ESV effectively; it includes unique attributes and competencies.

The ESDS publications are designed to not merely train emergency service drivers to pass the practical assessment and instead start preparing them to drive safely and responsibly. This does not mean that the practical assessment will be harder, but it does mean that training and assessment will need to suit the needs of the emergency service driver.

The ESDS publications provide TRAINERS and the emergency service driver with a common language for planning and participating in learning and identifying and discussing learning needs within the ESDS framework. They will help ESDS TRAINERS to make decisions and decide when an emergency service driver is ready to take their practical assessment.

## 4.2 Identifying driver needs

The first task with any driver is to establish a baseline of current driving skill. This is normally done through discussion and/or conducting a driving assessment. All drivers seeking training will already hold a driving qualification relevant to the category of vehicle. The results will enable you to tailor the training.

Every driver has a different starting point, although there are three broad categories:

### 1. New entrants

These may be new or potential entrants to an Emergency service who have little or no experience of driving an ESV at the relevant level. In many cases, you will be introducing them to an ESV and its features and components for the first time. These drivers need to participate in a well-planned and structured programme of instruction.

## 2. Existing emergency service personnel/driver

These may be existing staff undertaking a driving role for the first time or seeking a new ESDS level. They will have some experience of travelling in and maybe driving ESVs in particular roles. Drivers in this category need to be assessed to establish a baseline of their current skills, knowledge and experience. You should use this information to make a judgement on which basic skills you need to focus on and consolidate before progressing further.

## 3. Driver - existing ESV drivers

These may be existing ESV Drivers and may have no formal training, be partially trained or have undertaken some previous instruction, and may possess certain ESV driving skills and knowledge. They will have varying degrees of driving experience and have either been referred from another ESDS TRAINER, are returning to a driving role or seeking ESDS certification.

Drivers in this category need to be assessed to establish the finishing skills needed and the area of competence to be addressed relevant to the ESDS Level.

In some instances the assessment may reveal greater deficiencies than expected and require an extensive training plan.

When a driver is approaching assessment standard, training routes should enable them to practise and develop their skills and demonstrate appropriate behaviours in a wide range of driving situations and road conditions. A number of simulated assessments should be conducted under assessment conditions and detailed feedback provided on these simulated assessments.

*Tip:* It is not advisable to use actual assessment routes. This will give the wrong impression to drivers. You are teaching driving skills, not just to pass the practical driving assessment. Constant use of the assessment routes gets in the way of others trying to undergo their assessment and can cause candidates to become anxious. It also annoys local residents to a point where they complain.

### 4.3 Drivers with disabilities

The key thing to remember about teaching drivers with disabilities is that the subject matter and the required standard of driving (*as described in ESDS*) are exactly the same – you just have to adapt your training approach and consider each individual driver's needs. For example:

If someone has a severe physical disability you may need to allow extra time getting into and out of the vehicle;

Drivers with concentration disorders may need to have shorter lessons than usual or have breaks in a lesson to allow them time to catch up.

### 4.4 Developing a training plan

Once you have established the driver's baseline skills, you will need to identify the gap between where they are now and where they want to get to. The ESDS publications should serve as a basis for planning training around driver needs and defining specific learning objectives for this. Some drivers will need more instruction than others. This will need to be considered when you are designing the overall training plan for a particular driver. As an ESDS TRAINER you may be limited to a particular course structure and time frame, dependant on the requirement of a service provider.

In order to meet learning objectives, a training plan should be developed. The plan should focus on strengths and weaknesses and be adjusted to reflect progress. There should be a structured and logical sequence of learning events relevant to the ESDS level.

### 4.5 Developing individual lesson plans

Quite apart from any requirements of the relevant ESDS Syllabus, objectives for the training plan should be organised into short, progressive sections of learning which will, in turn, form the basis of your lesson plans.

A good lesson Plan should include the following

1. A measurable outcome;
2. Specific objectives;
3. Specific teaching events that should be covered  
(*e.g. Explanation, demonstration and practice*);
4. Time for feedback for wrap- up session.

## 4.6 Encouraging self-analysis

One of the most important roles of the ESDS TRAINER is encouraging the driver to use self-analysis. In self-analysis, the driver is encouraged to use both self-reflection and self-assessment to evaluate their knowledge, skills, attitudes and behaviour.

Self-assessment takes the form of observations of their own driving performance, while self-reflection takes the form of questioning themselves about their skill level, behaviour and attitude to driving.

The best drivers are those who have a realistic idea of their own strengths and weaknesses. Self-analysis is a useful tool in attitude change. Drivers should be encouraged to exercise self-reflection on how well they have done something.

Self-assessment encourages the driver to critically consider their previous actions.

Sample questions to promote self-reflection and self-analysis are outlined throughout the ESDS Guidance manual.

## 4.7 Why is self-analysis important?

Decisions can be made by drivers based on their driving performance in formal driving lessons (*with an ESDS TRAINER*), or by testing their knowledge of the ESDS.

Drivers can become more effective at learning when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, drivers step back from the process to think about their learning strategies and the progress they are making.

Self-analysis encourages drivers to become independent drivers and increase their motivation. ESDS TRAINERS should encourage self-analysis because it makes drivers more active participants in the training process and will enable you to target your efforts where they are most needed. In addition, self-analysis helps guard against over-confidence in drivers which is one of the major dangers for professional drivers.

It is important for ESDS TRAINERS to self-analyse too because it shows drivers that it is important for everybody to self-analyse and self-evaluate. One thing ESDS TRAINERS can do is to ask their drivers for feedback on how the lesson is going and what is being done well – and not so well. In this way, you show that you are looking to improve what you do too.

## 4.8 Learning styles

No two drivers learn the same way. Most people have a preferred way of taking in and processing information. Some get more from visual imagery while others prefer verbal explanations. Some tend to try things out and see what happens and others are more inclined to think things through first. This is known as an individual's learning style.

Awareness of learning style differences can help ESDS TRAINERS teach in ways that are effective with most drivers by adapting their teaching approach and methods to individual needs. Driving instruction is mostly a one-on-one interaction between the ESDS TRAINER and the driver.

### VARK learning styles model

One of the most widely-used categorisations of learning styles is the VARK model (Fleming, 2001). This identifies four categories of learning preference as follows:

- *Visual*: Drivers have a preference for **Seeing** information.
- *Auditory*: Drivers learn best through **Listening**.
- *Read/write*: Drivers have a preference for gaining information through **Reading**.
- *Kinaesthetic*: Drivers prefer to learn through **actions**.

(For more information see [www.vark-learn.com](http://www.vark-learn.com))

If you feel a driver is having an unusual amount of difficulty with a particular topic or point, it may be an indication that your training approach is not applicable to their learning style.

The table below suggests some teaching aids that can be used for individuals with different VARK learning styles.

Preferred learning style	Teaching aids
<b>Visual drivers respond best to training methods that have a strong visual component.</b>	Diagrams with plenty of colours, pictures on hand outs, graphs or pictures to provide visual cues.  Practical demonstration of skills that drivers can observe and copy.  Colour coding of written material to make it more visually stimulating.
<b>Auditory drivers respond best to training methods that focus on spoken words and sounds.</b>	Discussions, role plays, explanation from ESDS TRAINER where drivers can listen to explanations and discuss the points.  Give spoken examples to back up written or visual material.
<b>Read/Write drivers Respond best to training methods that focus on words.</b>	Text-based inputs or outputs such as writing tasks. These drivers like to read information so point them towards any written publications. In addition, they like lists and researching things on the internet so you can set them tasks to write down lists of common driving related issues.
<b>Kinesthetic drivers Respond best to training methods that include hands-on activity.</b>	Simulator training, practical experience. These drivers struggle least with the manipulative skills required for driving because they prefer to learn and master the skill themselves through practice and self-correction.

As an ESDS TRAINER you do not need to have in-depth knowledge of learning models and theory but you will find it useful to have an appreciation of them and how they can be used because it may help improve the effectiveness of your training.

There are a number of other models which also categorise learning styles, including those summarised below:

<b>Model</b>	<b>Description</b>
<b>Kolb (1984)</b>	<b>Four types of driver:</b>
	Converger: Good at making practical applications of ideas.
	Diverger: Good at coming up with ideas and seeing things from different perspectives.
	Assimilator: Good at making abstract observations. Accommodator: Good at actively engaging with the world.
<b>Bateson (1972)</b>	<b>Levels of learning:</b>
	Level 0: No learning.
	Level 1: Trial and error process.
	Level 2: Corrective change. Level 3: Gaining control, and therefore changing.
<b>Honey and Mumford (1982)</b>	<b>Four ways of learning:</b>
	Activist: Learn best from new experiences or challenges and short tasks.
	Reflector: Learn best when encouraged to think about activities and carry out detailed research.
	Theorist: Learn best when they can question and probe the idea. Pragmatist: Learn best when they can try out and practice techniques that have an obvious real life situation.
<b>Gardner (1983)</b>	<b>Seven multiple intelligences:</b>
	1. Linguistic: Learn best using words and language.
	2. Logical-mathematical: Learn best using logic and numbers.
	3. Musical: Learn best using music, sound and rhythm.
	4. Bodily-kinesthetic: Learn best using physical experience and movement.
	5. Spatial-visual: Learn best using images and 3D pictures.
	6. Interpersonal: Learn best using human contact, communications, teamwork.
7. Intrapersonal: Learn best using self-reflection and self-discovery.	

Whichever model you use, it is important to remember that driving is a skill which means your main training techniques will be practical demonstration relevant to the ESDS Level, creating opportunities for drivers to practise and develop themselves, and encouraging them to practise their driving skills. Whatever their natural preferences are, a large part of the information and skills drivers gain must be achieved through attention and active involvement in the practical driving experience.

## 4.9 Barriers to learning

Drivers progress at different rates and training should be structured to reflect this. As well as an appreciation of the driver's preferred learning style, it is also beneficial for the ESDS TRAINER to have an awareness of the main barriers to learning which include

- **Emotional states**

Some drivers may be very nervous, others over-confident. ESDS TRAINERS need to show a lot of patience and understanding with drivers who are nervous. More time might have to be spent learning and practicing new skills and competencies.

- **Beliefs**

These develop as a result of exposure to information or practices which may not be in line with the ESDS. Drivers can have an un-realistic belief in their own ability or they might believe they have a 'right to drive' an ESV in a particular manner.

- **Driver attitudes**

These are often reflected in a person's behaviour. They reflect a person's feelings or emotions and are often indicative of previous experiences or the influences of others. Drivers can have good or bad attitudes, such as a very professional or irresponsible approach to other road users. ESDS focuses greatly on the correct attitude required to drive an ESV at each Level.

- **Driver age**

In itself this should not be a serious issue. Mature drivers can bring much experience and a mature attitude to risk to the training environment. The immaturity of younger drivers is also thought to be a contributory factor in driver collision rates.



- **Over confidence**

Drivers who are over-confident can have excellent vehicle control skills and fast reaction times. However, they are poor at identifying hazards and assessing risk. In addition, they tend to overestimate their ability to avoid hazards and collisions.

As an ESDS TRAINER you must make sure that whenever you teach an over-confident driver you take great trouble to point out the potential hazards and risks involved in their driving. You should be able to provide them with up to date road casualty statistics about the causes of road collisions and how their driving behaviour may put them and others at risk. Try not to be overly critical but make sure you consistently point out where their driving is not at the standard that you expect of a professional, safe and responsible driver.

- **Prior learning**

A driver can present with lots of practise to the ESDS but without formal tuition or be, very poorly informed. They may have had formal instruction from another Trainer but if this was undertaken a long time ago it might be out of date or incorrect.

- **Physical state**

Drivers need to be monitored for any effects resulting from drunkenness or drug use, injuries, illness or fatigue. ESDS TRAINERS should also be mindful of any apparent eyesight or hearing deficiencies which may need to be addressed with the driver.

- **Mental state**

This may not be easily detected but look for signs that might suggest the driver is having difficulty coping with their emotions.

- **Reason for ESDS Training**

There are a range of instances where the reasons why a driver is undertaking ESDS training which may impede on the learning experience. For example, some drivers might not be interested in the ESDS but may have to seek certification for their job.

# CHAPTER 5

## Training techniques and delivery options

This chapter considers the range of training techniques available to ESDS TRAINERS and when and how to use these. Some lessons will require a mixture of these to deliver the lesson objectives.

### 5.1 Training techniques

As an ESDS TRAINER you will be involved in training new skills, refining learned skills and assessing previously learned skills. As each driver will have different needs your training techniques will need to vary accordingly.

The choice of training approach will depend on the specific needs of the driver and what stage they have reached in the ESDS process. Training techniques fall into four main groups, as follows:

- Instructing
- Explaining, demonstrating and practicing
- Question and answer techniques
- Coaching

### 5.2 Instructing

All lessons involve some form of instruction ranging from giving directions to providing detailed descriptions of new skills. It is important that instructions are clear and consistent and pitched at a level that is right for the driver and relevant to the level of training being undertaken.

Unnecessary jargon should be avoided. Sometimes jargon cannot be avoided, for example using the term 'coasting', but in such cases make sure you explain the meaning of the term and check the driver's understanding. Instructions should be given in good time to allow the driver to respond in the prevailing road and traffic conditions.

An important question for all ESDS TRAINERS is how to get the balance right between instructing and enabling the driver to take responsibility and make their own decisions. Drivers differ in their ability to handle the driving tasks presented to them. You should use question and answer techniques to check their understanding before moving them onto more complex tasks and reducing the amount of instruction.

### 5.3 Explaining, demonstrating and practicing

Demonstrations, explanations and practice sessions are most useful in the early stages of training and should be used when introducing skills for the first time.

#### Explaining

One of the main techniques used By ESDS TRAINERS is explanations. There are a number of useful techniques, which include:

- Breaking information down into components (*sometimes referred to as sub-skills*);
- Using memory aids or acronyms to make routines more memorable (*for example, MSMM*);
- Using word association as a memory aid;
- Slowing or quickening the speed of your speech to match the speed at which you want the action to be carried out;
- Using pauses after important points;
- Using question and answer techniques to confirm driver understanding;
- Using visual aids and providing hand-outs;
- Keeping your explanations short and simple;
- Emphasising the key points.

#### Demonstrating

Demonstrations of the relevant ESDS driving skills and techniques are essential for drivers to see actions and skills being carried out first hand which they can then put in to practice. Demonstrations are particularly useful when teaching complex tasks, for example, from a driving manoeuvre up to and including Emergency Response Techniques. They give the driver a clear idea of what they should be able to do and can be adapted to suit different learning needs and styles.

Demonstrations should include the following steps:

- Explain the purpose of the demonstration;
- Explain what is going to be demonstrated;
- Provide commentary during the demonstration. Be sure that the commentary is at a suitable level for the driver's ability and level of training being delivered;
- Keep initial explanations and demonstration commentaries simple;
- If it is a manoeuvre or skill, explain its everyday use to the driver;
- Make the demonstration as perfect an example as possible;
- Debrief after the demonstration with key points;
- Allow the driver to ask questions.

*(Source: Miller, J., and Stacy, M. (2010))*

Breaking your demonstrations down into smaller components will help drivers gain some initial success even if they are struggling with a particular issue or skill. Balanced feedback could then be used to highlight success as well as identify weakness and where more practice will be required.

Relevant commentary driving is an essential technique during demonstrations. It involves describing what you are doing and observing as you demonstrate a skill or progress through traffic.

## Practicing

All drivers need time to practise skills. This is particularly important following a demonstration. Practice allows a skill to be learnt and perfected. It is essential that it is conducted in a safe and controlled environment.

Practice should follow these stages as the driver progresses through the training process:

<b>Controlled practice:</b>	The driver should follow simple verbal commands to carry out the manoeuvre or exercise a skill.
<b>Prompted practice:</b>	Instruction should be reduced to prompts to allow the driver more scope to take responsibility and make decisions.
<b>Transferred responsibility:</b>	Prompting should be phased out, leaving the driver to make their own decisions.

## 5.4 Question and answer techniques

The question and answer technique must be used for training and to test the driver's understanding. Questions can be used to challenge the driver as well as simply test that they have retained information. Questioning should be:

- Appropriate to the stage the driver has reached in the learning-to-drive process;
- Well timed, relevant, reasonable and easy to understand;
- Linked to the situation;
- Linked to previous experiences;
- Based on driver responses;
- Include 'open' questions, which ask, for example, what, where and when, and closed questions which require, for example, factual answers,
- Asked one at a time.

During the lesson, questions should be asked with full consideration for the driving environment. They should be focused on what is happening inside and outside the vehicle, as follows:

Questions based on what is happening inside the vehicle should focus on the vehicle's controls and general observations;

Questions based on what is happening outside the vehicle should focus on hazard perception and actions that need to be taken in response to hazards relevant to the level of training. Questioning should ensure that the driver sees and understands the environment and takes appropriate action; After an incident has occurred which required ESDS TRAINER intervention questioning should be used to help the driver self-analyse their performance;

After an incident has occurred, you should ask the driver to tell you what they think happened. Open-ended questions are the most appropriate here and should be used to judge whether the driver has understood what went wrong and why you had to intervene. However, the use of 'why' questions should be avoided as they can come across as being negative and critical. 'Why' questions should be used to promote or reinforce a positive point e.g. *Why did that go well for you?*

At the end of every lesson you should recap the lesson objectives, state what the driver has achieved, what needs to be improved and what further action is needed. Questions should be asked to help the driver self-analyse their performance.

## 5.5 Coaching

Coaching allows the driver to develop in a way that suits their individual needs and requirements. Coaching shifts the training process from one where the ESDS TRAINER is the expert to one where the driver takes more responsibility for their own driving and develops their skills and behaviours in partnership with the ESDS TRAINER.

As training progresses, coaching should gain greater emphasis in your training approach. This will encourage the driver to be more active and think for themselves.

However, instruction techniques should not be disregarded entirely because you may need to be direct with the driver if they become flustered or find themselves in a particularly difficult driving situation.

*The main principles of coaching are outlined below:*

<b>Creating an equal relationship:</b>	Working in partnership with the driver to set objectives, identify weaknesses and improve skills.
<b>Identifying and meeting goals:</b>	Goal setting is an important principle in coaching. The driver should be encouraged to plan their own learning and set goals at each stage of the learning process. The driver's existing knowledge and prior experience should be identified before goals and objectives are discussed and set. Where possible, you should link new learning experiences to past ones. This encourages the driver to consider their own progress and any obstacles to obtaining goals.
<b>Raising awareness, responsibility and self-acceptance:</b>	The process of raising the driver's awareness and responsibility helps them become more confident in their own ability. This involves empathising, using explanations, slowly becoming less directive and encouraging and praising the driver as they get more confident and make more decisions for themselves.
<b>Addressing 'internal obstacles':</b>	When coaching the driver, you should address any issues or obstacles affecting their development and progress. You should be sympathetic towards problems and difficulties drivers face when developing a new skill or competence. This should be approached with patience and sensitivity.
<b>Authentic, neutral and non-judgemental communication:</b>	ESDS TRAINERS should communicate with drivers in a neutral and non-judgemental way. Be careful not to criticise the driver too much as this can reduce their confidence and create tensions. Focus on giving balanced feedback and comments
<b>Questioning, Listening and Reflecting</b>	Questioning should be used to raise awareness about a particular topic or to help the driver reflect on their performance. The use of questions is a major part of the coaching process, with the driver being involved in discovering rather than being told what to do. This is sometimes referred to as a 'driver-centred approach'.

## 5.6 Deciding which training technique to use

This is the generally accepted sequence for learning and developing driving skills and behaviours:

### **Basic training**

- Independent driving
- Explanation
- Demonstration
- Controlled practice

### **Skill development**

- Prompted practice
- Revision
- Increasing complexity
- Transferred responsibility
- Independent driving

# CHAPTER 6

## Structuring lessons

This chapter looks at how to structure lessons for the individual driver. It considers the contents of ESDS publications and how these can be used as the basis for developing effective lesson plans for drivers at different stages of the ESDS process. It describes how different driver needs can be met and how to select training techniques. It explains how lesson plans should be individualised to include targets and next steps

### 6.1 Structuring the training plan

Your training plan should be based on the needs of the individual driver and the timeframe or format applicable.

When designing an ESDS training plan, you should consider the following:

- What has the driver already covered?
- How is the driver progressing
- What does the driver need to cover?
- Where will the training plan be carried out?
- When should the main content of the training plan be delivered?
- How is the available time going to be managed?

### 6.2 Structuring lesson plans

Lessons need to be structured using the training plan. Each lesson should have specific objectives suited to the driver's progress and needs

Every lesson should be approached with a clear idea of what you are going to teach and why you are going to teach it, where the lesson is going to take place and how the time available is to be used. You should use the training plan to ensure that opportunities are created for the driver to gain relevant experience in an effective and enjoyable way. The way people prefer to learn and the pace of learning varies from person to person - there is no set pattern. When designing lesson plans for individuals you should:

- Take into account the level of ability of the driver when setting objectives for lessons;



- Know in advance what activities are going to take place during the lesson;
- Be prepared to modify lesson plans if problems are encountered as the lesson progresses or if the driver progresses quicker than anticipated;

The first lesson is particularly important for making a good first impression and for establishing the learning environment. It provides the basis for the way the rest of the training plan is delivered;

The learning environment should be informal and collaborative. You should be working with the driver to set learning objectives and evaluate progress after each lesson. Here is an example of how a lesson plan can be structured.

<b>Beginning</b>	Establish readiness for today's lesson (fitness etc.)
	Recapping on the previous lesson;
	Stating the objectives and aims;
	Establishing prior knowledge and understanding through question and answer techniques;
	Setting the baseline according to the above.
<b>Middle</b>	Follow the pattern of explanation, demonstration and practice;
	Apply the appropriate teaching, instructing and coaching skills;
	Create opportunities for learning to take place through practice.
<b>End</b>	Give appropriate feedback in a summary, including praise for procedures and routines learned and carried out correctly;
	Look forward to the next lesson and set tasks for the driver.

### 6.3 Route planning

Route planning is an important element of lesson planning. It requires understanding of the lesson objectives, the local conditions and the level of ability of the driver. A route should not expose drivers to unnecessary, or unfamiliar, risks which can adversely affect the success of the training or their confidence. When planning and selecting routes for a driver, you should consider the following points:

- The level of ability of the driver;
- The objectives for the lesson;
- The particular hazards or features that need to be included or avoided;
- Time available;

- The danger or inconvenience to other road users;
- Nuisance to local residents.

It is best not to use actual assessment routes. These may be busy with other assessment vehicles and give the driver the wrong impression. You should make the point that you are teaching the driver how to drive to the relevant ESDS and not just to pass the assessment. Training routes should be selected to ensure that the range of driving environments and expected hazards as identified in the relevant ESDS Levels are encountered by the driver.

## 6.4 Training aids

Training aids can be introduced into a lesson to improve learning and maintain interest. Such training aids can include flashcards; images of driving situations (*such as magnetic road layouts that can be used to illustrate driving and/or road situations*); a steering wheel trainer; clutch demonstrator and prompt cards. These can all provide a visual representation of a real driving situation and give meaning to unfamiliar objects, concepts and situations.

The problem with introducing training aids is that they are not always fit for purpose. Sometimes the best training aid is a pencil and blank piece of paper. This allows you to draw the exact driving situation and build up a picture of the driving situation you are explaining. You can make training aids more interactive by asking the driver what else needs to be considered and then draw any relevant points as they recount them. Before using a training aid you need to be certain that it will help you achieve the learning objectives more easily. If you are sure, then make sure it is clearly visible: words are legible, and sounds are audible.

*Kolb D.A. (1984), Experiential Learning experience as a source of learning and development, New Jersey: Prentice Hall.*

*Miller, J. & Stacey, M. (2007) 'The Driving Instructor's Handbook', Kogan Page, London.*

*New Zealand Transport Agency (2010), Learning Systems for Driving Instructors, New Zealand Transport Agency, Wellington.*

*Walklin, L. (2000), Instructional Techniques and Practice for Driving Instructors, Nelson Thornes, UK.*

# SECTION 4

# Assessment and Feedback

**Overview:** This section focuses on how informal assessments can be used by the ESDS TRAINER during the ESDS Training process. It includes methods for assessing a Driver's progress and gives advice about how best to provide feedback on the results leading towards preparation for practical ESDS Driving Assessment and theory tests.

# CHAPTER 7

## Assessing Competence and Effective Feedback

This chapter describes the benefits of assessing drivers' competence and giving effective feedback. Assessments are based on the actual skills and knowledge that a driver can demonstrate. Effective feedback is essential to the drivers development.

### 7.1 How to carry out formative assessments of drivers

In order to make the assessment meaningful, you need to compare the driver's performance with an objective standard – i.e. those standards set out in ESDS Level 1-3 which underpins the contents of both formal and informal driver assessments.

The ESDS TRAINER is responsible for assessing the progress made by the driver and judging when they are ready to move onto the next stage of development or to undertake a summative assessment. This will involve you undertaking continual, low-stake formative assessments.

Formative assessment is a reflective process designed to promote driver attainment and provides crucial feedback to ESDS TRAINERS and drivers.

Assessment results inform ESDS TRAINERS about the effectiveness of their training and they inform drivers about how well they are doing and indicate what should be done next.

In any driving lesson, there will be different opportunities for you to track the driver's progress and check their understanding.

The best way to get immediate feedback on the driver's performance is to watch what they are doing. Before commencing an observation or informal driving assessment, the ESDS TRAINER should agree with the driver what will be involved in performing the tasks. The assessment route must reflect the full range of local driving conditions. During the assessment, all observations should be recorded in an unobtrusive and systematic manner.

For drivers, self-analysis includes both self-assessment and self-reflection.

Self-assessment will take the form of observations of their own driving performance, while self-reflection will take the form of questioning themselves about their skill level, behaviour and attitude to driving. The best drivers are those who have a realistic idea of their own strengths and weaknesses.

## 7.2 Giving feedback

The purpose of giving feedback to drivers is to let them know how well they are progressing, where improvements are needed and what needs to be done to reach the required standard. Constructive criticism and review encourages the development of a healthy rapport and confidence.

Different types of feedback exist. The two most common types are:

- 'Performance-Orientated' and
- 'Learning-Orientated'.

The purpose of Performance-Orientated feedback is to evaluate someone's progress by identifying their skills shortfalls and what needs to be learned to improve performance.

Learning-Orientated feedback is about giving specific and timely instruction that is descriptive rather than evaluative. In general, drivers tend to find Learning-Orientated feedback more helpful. The sections below focus on how you can best give Learning-Orientated feedback to drivers.

## 7.3 What makes good feedback?

The characteristics of good feedback are universal and can be used in a number of different situations. As a general rule, the most effective feedback is balanced, timely and specific to an individual's needs and deals with one piece of changeable behaviour at a time.

## 7.4 Balanced feedback

It is extremely important that feedback is accurate. Simply recording words like 'Good' or 'Very Good' on a driver's training record provides them with no value whatsoever. More importantly it could lead to drivers wrongly believing they have a higher degree of competence and therefore take on risk that they may not be

ready for. Consistently following these guidelines on effective feedback whether verbal or written will help promote effective learning and may assist ESDS TRAINER's when under scrutiny.

Getting the balance right between giving positive and negative feedback is very important. Drivers are more likely to accept criticism and act if they first receive positive feedback. You should therefore always start your feedback by telling the driver what they have done well before addressing what they have done not so well.

Negative feedback needs to be delivered carefully and be constructive. Constructive feedback helps people learn from their mistakes and make better decisions. It should point out how poor behaviour can be corrected and how weaknesses can be converted into strengths. Feedback should be given in a non-judgemental way and with consideration to the driver's capabilities. Statements that are likely to cause defensive reactions should be avoided.

## 7.5 Timing

As a general rule, the sooner the feedback is given after the action, the better. The timing of feedback will depend on the driver's capabilities, which should have been assessed before starting the training process. Feedback should not be given when it may cause a distraction at a critical time or during a complex driving situation. For example, drivers with cognitive impairments may not be able to process information if there are distractions in the environment.

In this case, feedback should be given during the wrap-up session at the end of a lesson. The wrap-up session is an important time to go over the lesson objectives with the driver. Otherwise, time should be set aside during the lesson to stop the vehicle in a safe location and give feedback.

Try to develop a discussion about how well the driver feels they are meeting the learning objectives. This will help get the driver into the habit of conducting self-analysis.

## 7.6 Giving feedback to suit individuals' needs

ESDS TRAINERS need to modify how they give feedback to drivers – a 'one size fits all' approach will not be effective, each driver will have a preferred learning style

Where possible, drivers should be taught and given feedback in their preferred style. You should try not to give feedback in the least preferred learning style. For example, when giving feedback to a visual driver you should consider using training aids such as flashcards, magnetic training aids, maps and images to help demonstrate what you are trying to say.

Feedback given to anxious drivers should be encouraging and reassuring. If it is too direct, it may have a negative effect and produce greater anxiety. It may be necessary to give feedback more often or at regular intervals.

Over-confident drivers may find it difficult to deal with negative feedback. You should look for signs of denial - an over-confident driver may be inclined to disregard negative criticism. They may also become argumentative or defensive; you should discourage defensiveness and withdraw yourself from any arguments.

*Tip:* Ask an over-confident driver to explain why they feel their actions are correct or best practice and examine possible alternatives. This involves the driver and provides them with an opportunity for self-analysis.

## 7.7 Scope of feedback

Feedback should be detailed and focus on observations you made during the lesson. You should aim for descriptive feedback – based on objective observations of what happened and how it was right or wrong – rather than evaluative feedback, which is your opinion on what happened. Vague generalisations are not helpful. Questioning should be included in the feedback process. Open-ended questions will involve the driver in the feedback process and help them understand and remember main points from the lesson. Questioning is a good way of confirming that the driver has understood what has been taught, and encouraging them to ask you questions.

It is recommended that when giving feedback, an ESDS TRAINER should:

- Care about what you say or write and how you say or write it;
- Believe in yourself in what you have to say or what you have written;
- Create and maintain rapport;
- Listen to and maintain a dialogue;
- Offer feedback as close as possible to the event;
- Discuss one piece of changeable behaviour at a time;

- Be clear and concise;
- Use memorable phrases and images;
- Be specific and constructive;
- If critical, concentrate on the present, then the future; not the past;
- Involve rather than dominate;
- Be descriptive not judgemental;
- Target what can be changed and suggest how this might happen;
- Share ideas and information;
- Use your skills and knowledge to suggest ways forward;

## 7.8 Simulated practical driving assessment

Once you believe that the driver's driving is reaching the required assessment standard, you should conduct a simulated driving assessment. The most obvious reason for conducting a simulated assessment is to see how a driver will perform under assessment conditions. A practical driving assessment is not the same as a driving lesson: the driver can become very nervous when the stakes are higher and their driving ability may be affected. Another reason for carrying out a simulated test is to see how the driver copes with no input or support from the ESDS TRAINER.

The ESDS TRAINER should play the role of the ESDS Assessor, acting in the same way an Assessor would. You should conduct a full simulated assessment and use the same language and terms that are used in a real driving assessment. It is important to use these terms in simulated practical driving assessments and in formal lessons so that drivers become accustomed to them.

It is advisable to take notes on the driver's performance. The assessment should cover a wide variety of traffic situations as similar as possible to those that will be encountered in a real assessment relevant to the ESDS Level and category.

Simulated assessments should not be conducted on the actual assessment routes because this would limit the range of driving conditions and the range of road hazards the driver is exposed to.

Once you have completed the simulated assessment you should ask the driver how they felt it went. This encourages the driver to self-analyse their own driving skills and knowledge and develop a more accurate picture - under pressure and without your support - of the standard they have reached.



After the Driver has told you how they thought it went, you should give them a full debrief on their driving skills and behaviours. This is a vital piece of feedback and should be a realistic and balanced summary of how well the driver met the relevant ESDS standards, so you may need to refer to your notes. You should praise the things that the driver did well and tell them which areas might need more work and why. Remedial training may be required to address any of these areas or incorporated into the ongoing training programme.

## 7.9 Driving assessment practicalities

You must be familiar with the practical assessment process and should be able to explain what the driver should expect on the day of their practical driving assessment relevant to the ESDS level being undertaken. Guidance in this area can be obtained from the Standard Operating Procedures and Marking Guidelines Publication.

## 7.10 ESDS Theory Tests

The purpose of the Category Specific ESDS Theory tests is to check the ESV Drivers knowledge of the skills and theory required across ESDS Levels 1-3 including topics such as:

- Rules of the Road
- Risk Perception
- Eco Driving
- Hazard awareness
- Safe Driving behaviour

ESDS TRAINERS must be in a position to advise candidates as to the resources available to prepare for the relevant Theory Tests across the ESDS Levels 1-3.

The ESDS Theory tests are computer based and are user friendly.

A list of reference material is available on the website [www.rsa.ie/esds](http://www.rsa.ie/esds).

# SECTION 5

## Service Delivery

**Overview:** This section looks at the importance of delivering a good quality service and explains why it is an essential part of being a professional ESDS TRAINER. Good instruction delivered with good quality customer care can enhance your reputation. Recommendations are made on how to project a professional image, how to conduct business in a professional manner, how to keep up-to-date records and how to deal with enquiries and complaints.

# CHAPTER 8

## Service Delivery

This chapter deals with service delivery which is an important consideration for any profession and it is of particular importance for ESDS TRAINERS. Customer satisfaction is an important asset for ESDS TRAINERS.

The key aspects of service delivery are discussed below:

### 8.1 Personal appearance and conduct

An ESDS TRAINER should always have a professional but friendly manner. You should give the driver your undivided attention at all times. Mobile phones should not be used during a lesson and this includes hands-free or Bluetooth devices. Best practice is to switch the phone to 'silent'. (*Refer to the RSA publication 'Mobile Phones and Driving' for further information.*)

It is important to respect the driver's personal space and to avoid physical contact at all times.

Working in a confined space means that close attention should be paid to personal cleanliness and presentation of the training vehicle. This includes keeping body odour, appearance and breath to a good standard as it can otherwise detract from a positive learning experience, as can an untidy or unclean vehicle. Smokers should be aware of the effect smoking can have on the smell and appearance of themselves and the training vehicle. The ESDS TRAINER training vehicle is considered a place of work and it is therefore illegal to smoke inside the vehicle (*see Public Health (Tobacco) Act 2002 for more details*). The smell of stale smoke can be particularly off-putting for the driver.

### 8.2 Fitness to drive

As an ESDS TRAINER you must be legally 'fit to drive' whilst at work. An ESDS TRAINER will need to drive the training vehicle at some stage during a regular working day. Being 'fit to drive' means, amongst other things, not being under the influence of alcohol and/or drugs or being otherwise impaired, including being fatigued. Being unfit to drive sets a very poor example to drivers.

### 8.3 Punctuality and record keeping

It is essential to meet deadlines and appointments in a dependable and punctual manner. An ESDS TRAINER should be on time for all lessons. It is unacceptable to keep a driver waiting. If you are going to be delayed by more than five minutes, you should inform the driver as soon as possible.

### 8.4 Evaluate and reflect on the quality of service provided

Take an interest in each driver. In the event that a learner is not satisfied with your services, find out why and then take prompt and appropriate action to deal with the matter. You should continually review the service you are providing.

### 8.5 Dealing with complaints

In the first instance, you should deal with complaints against you in person. In most cases, the problems will be minor and relatively simple to resolve. Problems and issues should be tackled as soon as possible to avoid them escalating into more serious ones. To aid the process of handling complaints, all ESDS TRAINERS should have a simple and clear complaints procedure.

If an issue or complaint proves difficult to resolve, the ESDS TRAINER should consider contacting their line manager where appropriate or the ESDS Unit for guidance and advice on how to proceed. Proactive complaints policies and procedures will help deal with customer complaints and reduce the likelihood that they will escalate.

If the RSA receives a complaint about an ESDS TRAINER from a driver, as the certifying body it has a duty to investigate.

In order to deal fairly with complaints, the ESDS Unit first asks the driver if they wish to pursue the matter formally and informs them that this may lead to their details being provided to the ESDS TRAINER and/or line manager/contact person where appropriate' (*as a matter of due process*). If they decide to proceed, the ESDS Unit will write to the ESDS TRAINER and/or line manager/contact person where appropriate, informing them of the nature of the complaint and requesting a written response. Issues are usually dealt with quickly. If the matter cannot be resolved, the ESDS Unit may convene the ESDS Panel to consider the matter and advise the ESDS Unit on how to proceed. This process is designed to deal with

legitimate concerns and also to protect the rights of both the ESDS TRAINERS and the complainants.

Quality customer care requires that a prompt response is made to all requests for information, whether by a driver, the ESDS Unit or another interested party. This is particularly important when dealing with complaints.



Most drivers will be keen to drive at a competent standard as soon as possible. Perceived time wasting, for example, sitting by the side of road and receiving long verbal guidance rather than using the time for practical driving experience, long intervals between lessons or distractions during the lesson, for example, for rest breaks, comfort breaks, answering the telephone or re-fuelling stops, are all issues to be avoided wherever possible.



An ESDS TRAINER may advise the driver to sit their practical driving assessment only when they believe the driver is ready for it and has satisfied all criteria listed in ESDS Syllabus. What might seem to be unacceptably slow progress to a driver may be regarded by the ESDS TRAINER as the appropriate rate given the driver's ability to attain the necessary level of competence.




## Appendix A

### Representative Vehicles for ESDS Practical Assessment



Level 3 assessment vehicles must be fitted with emergency warning equipment and organisational livery.

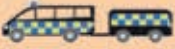

Vehicle Category	Representative vehicle
<b>B</b> 	<p>Four wheeled vehicles (e.g. cars/light vans), having a design gross vehicle weight not exceeding 3,500kg. with passenger accommodation for not more than 8 persons and capable of a speed of at least 100km/h. The vehicle should be minimum of 'C segment /Small Family Car 1'. The Vehicle must be fitted with an interior mirror and two exterior mirrors, one on the right and one on the left. In the case of van an interior mirror is only required if fitted at manufacture. Mirrors must be so fitted as to enable the driver to obtain an adequate view of traffic to the rear and on both sides. 1 e.g. Ford Focus, VW Golf (cars, station wagons, pickups).</p>
<b>BE</b> 	<p>A combination, made up of an ESDS Category B assessment vehicle which should be either (a) a length of at least 4.25 metres, or (b) a 4 wheel drive vehicle, and a trailer with a design gross vehicle weight of at least 1,400kg. but not exceeding 3,500kg., capable of a speed of at least 100km/h, which does not fall within Category B. The cargo compartment of the trailer must consist of a permanent, closed box body which is at least as wide and as high as the motor vehicle, except where the trailer is specific to emergency service operational requirements, and have a length of at least 2.4 metres. The trailer body may also be slightly less wide than the motor vehicle, provided that the view to the rear is only possible by use of the external rear-view mirrors of the motor vehicle. The trailer must be presented with a real total mass (the actual weight of the trailer including any load if necessary.) of at least 800kg., having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination. The drawing vehicle requires two external mirrors, one on the right and one on the left so fitted as to enable the driver to obtain an adequate view of traffic to the rear and on both sides.</p>

Vehicle Category	Representative vehicle
<p><b>C</b></p> 	<p>Vehicles (rigid trucks /large vans) with passenger accommodation for not more than 8 persons, a design gross vehicle weight of at least 12,000kg., a length of at least 7 metres, a width of at least 2.2 metres, capable of a speed of at least 80 km/h. The vehicle must be fitted with anti-lock brakes, be equipped with a gearbox having at least six (6) forward ratios and recording equipment (tachograph) where applicable. Cyclops mirror must be fitted where required. The cargo compartment/body shall consist of a permanently mounted cube shaped closed box body, which is at least as wide and as high as the cab, except where the vehicle is purpose built for emergency service operational requirements. The cargo compartment/body must be such that the view to the rear is only possible by use of the external rear view mirrors of the motor vehicle. The vehicle must be presented with a real total mass (the actual weight of the vehicle including any load if the necessary) of at least 10,000kg., having due regard for safety, stability, manufacturer's guidelines and legal limits. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>
<p><b>C1</b></p> 	<p>Vehicles (larger vans/light trucks) with passenger accommodation for not more than 8 persons, a design gross vehicle weight of greater than 3500kg., but not more than 7,500kg., a length of at least 5 metres and capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes and recording equipment (tachograph) where applicable. The cargo compartment/body shall consist of a permanently mounted cube shaped closed box body, which is at least as wide and as high as the cab, except where the vehicle is purpose built for emergency service operational requirements. The cargo compartment/body must be such that the view to the rear is only possible by use of the external rear view mirrors of the motor vehicle. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>

Vehicle Category	Representative vehicle
<b>D</b> 	<p>Vehicles (buses) having passenger accommodation for more than 16 persons, a length of at least 10 metres, a width of at least 2.4 metres and capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes and recording equipment (tachograph) where applicable. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>
<b>D1</b> 	<p>Vehicles (minibuses) having passenger accommodation for more than 8 persons, but not more than 16 persons, a design gross vehicle weight of greater than 3500kg., a length of at least 5 metres and capable of a speed of at least 80km/h. The vehicle must be fitted with anti-lock brakes, and recording equipment (tachograph) where applicable. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>
<b>CE</b> 	<p>Either (a) an articulated vehicle, or (b) a combination of an ESDS Category C assessment vehicle and a trailer of at least 7.5 metres in length. Both the articulated vehicle and the combination must have passenger accommodation for not more than 8 persons, at least 4 axles, a design gross vehicle weight of at least 20,000kg., a length of at least 14 metres, a width of at least 2.2 metres and be capable of a speed of at least 80 km/h. The vehicle must be fitted with anti-lock brakes, be equipped with a gearbox having at least six (6) forward ratios, and recording equipment (tachograph) where applicable. A Cyclops mirror must be fitted where required. The cargo compartment/body shall consist of a permanently mounted cube shaped closed box body which is at least as wide and as high as the cab, except where the vehicle/trailer is purpose built for emergency service operational requirements. The cargo compartment/body must be such that the view to the rear is only possible by use of the external rear view mirrors of the motor vehicle. The articulated vehicle or the combination must be presented with a real total mass (the actual weight of the vehicle including any load if necessary) of at least 15,000kg., having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>



Vehicle Category	Representative vehicle
<p><b>C1E</b></p> 	<p>A combination made up of an ESDS Category C1 assessment vehicle, and a trailer with a design gross vehicle weight of at least 2,000kg. The combination must be at least 8 metres in length, and must be capable of a speed of at least 80km/h. The combination must have a design gross vehicle weight of not more than 12,000kg., and the gross vehicle weight of the trailer must not exceed the unladen weight of the drawing vehicle. The cargo compartment/body of the trailer must consist of a permanent, closed box body which is at least as wide and as high as the cab, except where the trailer is purpose built for emergency service operational requirements, and have a length of at least 2.4 metres. The closed box body may also be slightly less wide than the cab, provided that the view to the rear is only possible by use of the external rear-view mirrors of the motor vehicle. The trailer must be presented with a real total mass (the actual weight of the trailer including any load if necessary) of at least 800kg., having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>
<p><b>DE</b></p> 	<p>A combination made up of an ESDS Category D assessment vehicle, and a trailer with a design gross vehicle weight of at least 1,400kg., capable of a speed of at least 80km/h. The cargo compartment / body of the trailer must consist of a permanent, closed box body except where the trailer is purpose built for emergency service operational requirements, which is at least 2 metres wide, 2 metres high, and has a length of at least 2.4 metres. The trailer must be presented with a real total mass (the actual weight of the trailer including any load if necessary) of at least 800kg., having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>

Vehicle Category	Representative vehicle
<p><b>D1E</b></p> 	<p>A combination made up of an ESDS Category D1 an assessment vehicle, and a trailer with a design gross vehicle weight of at least 1,400kg., capable of a speed of at least 80km/h. The cargo compartment/body of the trailer must consist of a permanent, closed box body except where the trailer is purpose built for emergency service operational requirements, which is at least 2 metres wide, 2 metres high, and have a length of at least 2.4 metres. The combination must have a gross vehicle weight of not more than 12,000kg., and the gross vehicle weight of the trailer must not exceed the unladen weight of the drawing vehicle. The trailer must be presented with a real total mass (the actual weight of the trailer including any load if necessary) of at least 800kg., having due regard for safety, stability, manufacturer's guidelines and legal limits of the combination. The vehicle must be fitted with external mirrors, on the right and on the left, so as to ensure the driver can obtain an adequate view of traffic to the rear and on both sides.</p>
<p><b>W</b></p> 	<p>Works Vehicles and Land Tractors.</p>

## ESDS Recertification Timeframes/ESDS Certification Validity

### Recertification within the Timeframe

Recertification	Validity of Certificate	Timeframe allowed for recertification	Application received before timeframe expiry	Recertification information
Driver	5 Years	5 years 6 months	Certification issues	Recertification may be sought 6 months before the expiry of a Driver Certificate
Trainer	2 Years	2 Years 6 months	Certification issues	Recertification may be sought 6 months before the expiry of a Trainer Certificate
Assessor	3 Years	3 Years 6 months	Certification issues	Recertification may be sought 6 months before the expiry of an Assessor Certificate

### Recertification outside the Timeframe

Recertification	Validity of Certificate	Timeframe allowed for recertification	Application received after timeframe expiry
Driver	5 Years	5 years 6 months	Certification expires (new application required)
Trainer	2 Years	2 Years 6 months	Certification expires (new application required)
Assessor	3 Years	3 Years 6 months	Certification expires (new application required)











## Údarás Um Shábháilteacht Ar Bhóithre

Road Safety Authority

Páirc Ghnó Ghleann na Muaidhe, Cnoc an tSabhaircín,  
Bóthar Bhaile Átha Cliath, Béal an Átha, Co. Mhaigh Eo.

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Version 5. November 2019.