



# **Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment)**

**Qualification Handbook**

Qualification Number: 603/7679/X

Operation Start Date: 1st July 2021

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# 1. Introduction

## 1.1. About Us

SFJ Awards is part of the Workforce Development Trust, together with Skills for Justice and Skills for Health. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the health, justice and security sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation. We work with employers in the policing, community safety, legal, armed forces, security, and health sectors and understand their specific challenges, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient service, providing excellent value for money.

## 1.2. Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

## 1.3. Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

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Meadowcourt Business Park  
4 Hayland Street  
Sheffield  
S9 1BY

Tel: 0114 284 1970  
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Website: [www.sfjawards.com](http://www.sfjawards.com)

## 2. The Qualification

### 2.2 Qualification Objective

This handbook relates to the following qualification:

#### **SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment)**

The objective of this qualification is to re-assess the learner to ensure that they are still competent to drive a vehicle under emergency response conditions at high-speed, safely, and systematically, and are able to claim legal exemptions in accordance with legislation. As the qualification re-assesses knowledge and skills in emergency response driving at high-speed, the learner will only be expected to undertake minimal learning/training to refresh their knowledge and ensure continued competence. The Total Qualification Time and Guided Learning Hours (GLH) reflect the fact that this qualification is assessment only and does not involve substantial new learning.

The qualification is aimed at those who have previously completed a training course to drive a vehicle under emergency response conditions at high-speed and **must** take place within 5 years of the initial course training or previous re-assessment.

The re-assessment **must** take place in the class of vehicle for which the learner is qualified.

Vehicle Description	
Class 2 - Car and Light vehicles (LV)	Cars and light vehicles with four or more wheels and a gross vehicle weight not exceeding 3,500kg
Class 3 - Medium-sized vehicle (MV)	Medium-sized vehicles with four or more wheels and a gross vehicle weight which exceeds 3,500kg but which does not exceed 7,500kg
Class 4 - Heavy vehicles (HV)	Heavy vehicles with four or more wheels and a gross vehicle weight which exceeds 7,500kg

Learners are required to select the pathway which applies to the class of vehicle they are trained to drive.

The pathways available are:

- Emergency Response Driving High-Speed (Re-Assessment) – Class 2 ERD-LV Pathway: units 1, 2, 5
- Emergency Response Driving High-Speed (Re-Assessment) – Class 3 ERD-MV Pathway: units 1, 3, 5

- Emergency Response Driving High-Speed (Re-Assessment) – Class 4 ERD-HV Pathway: units 1, 4, 5

This qualification has been developed with Emergency Response Driving Training (ERDT) Limited and is based on the Police System of Vehicle Control (“Roadcraft”) and written in line with NFCC Emergency Response Driver Framework<sup>1</sup>. The qualification meets the legal requirements of Section 19 of the Road Safety Act 2006 and standards of the draft Road Traffic (training courses at high speed) Training Regulations 2020.

### 2.3 Pre-Entry Requirements

Centres must ensure that learners are able to complete this qualification, for example, through completing a skills scan to ensure they can work at the appropriate level.

Learners must hold a full valid UK driving licence for the class of vehicle being driven.

The re-assessment must take place within 5 years of the initial emergency response driving at high-speed course or the previous re-assessment.

Furthermore, before enrolling on this qualification, learners must provide evidence that they have completed the centre’s Emergency Response Driving E-Learning training package. They must also pre-read the Police System of Vehicle Control (“Roadcraft”) manual, all relevant road traffic law and regulations, the Highway Code and their organisational policy regarding emergency response driving.

It is the centre’s responsibility to check the learner has met the pre-entry requirements for this qualification and any requirements specified in regulations and codes of practice relating to emergency response driving. For quality assurance purposes, centres must retain records relating to these checks for a minimum of 3 years.

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<sup>1</sup> Emergency response driver and instructor framework, NFCC  
<https://www.ukfrs.com/guidance/emergency-response-driver-and-instructor-framework>

## 2.3 Qualification Structure

This qualification is made up of three pathways. Learners must complete the units for their chosen vehicle pathway as detailed in the tables below.

Emergency Response Driving High-Speed (Re-Assessment) – Class 2 ERD-LV Pathway					
Unit No	Odyssey Reference	Unit Title	Level	TQT	GLH
1	5872	Demonstrate Advanced Driving Skills (Re-Assessment)	3	3	3
2	5873	Class 2 Emergency Response Driving Car and Light Vehicle (Re-Assessment)	3	1	1
5	5876	Drive Vehicles at High-Speed under Emergency Response Conditions (Re-Assessment)	3	4	4

Emergency Response Driving High-Speed (Re-Assessment) – Class 3 ERD-MV Pathway					
Unit No	Odyssey Reference	Unit Title	Level	TQT	GLH
1	5872	Demonstrate Advanced Driving Skills (Re-Assessment)	3	3	3
3	5874	Class 3 Emergency Response Driving Medium-sized Vehicle Cat-C1 (Re-Assessment)	3	1	1
5	5876	Drive Vehicles at High-Speed under Emergency Response Conditions (Re-Assessment)	3	4	4

Emergency Response Driving High-Speed (Re-Assessment) – Class 4 ERD-HV Pathway					
Unit No	Odyssey Reference	Unit Title	Level	TQT	GLH
1	5872	Demonstrate Advanced Driving Skills (Re-Assessment)	3	3	3
4	5875	Class 4 Emergency Response Driving Heavy Vehicle Cat-C (Re-Assessment)	3	1	1



5	5876	Drive Vehicles at High-Speed under Emergency Response Conditions (Re-Assessment)	3	4	4
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## 2.4 Total Qualification Time (TQT)

Values for Total Qualification Time<sup>2</sup>, including Guided Learning, are calculated by considering the different activities that Learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a Learner's Teacher based on the requirements of an individual Learner and/or cohort. Individual Learners' requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning
- All Guided Learning.

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a Trainer/Instructor
- Work-based learning supervised by a Trainer/Instructor
- Live webinar or telephone tutorial with a Trainer/Instructor in real time
- E-learning supervised by a Trainer/Instructor in real time
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

<sup>2</sup> Total Qualification Time, Ofqual

<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>



The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) - Class 2 ERD-LV Pathway	8	8
SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) - Class 3 ERD-MV	8	8
SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) - Class 4 ERD-HV Pathway	8	8

Please note, the instructor to learner ratio is 1:1 for one day or 1:2 over two days for course delivery.

## 2.5 Age range and geographical coverage

This qualification is available to learners aged 18 years and over and is regulated in England and Wales.

## 2.6 Opportunities for progression

Following successful completion of the qualification, learners can progress to the Emergency Response Driving Instructor (ERDI) course.

## 2.7 Use of languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment. Policies are available on our website [www.sfjawards.com](http://www.sfjawards.com) or on request from SFJ Awards.

### 3. Qualification Units

<b>Title</b>	Demonstrate Advanced Driving Skills (Re-Assessment)		
<b>Level</b>	3		
<b>Unit Number</b>	1		
<b>GLH</b>	3		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance and/or Indicative Content</b>
1. Be able to carry out a daily vehicle safety inspection	1.1	Carry out a daily vehicle safety inspection	Required checks on: <ul style="list-style-type: none"> <li>• Tyres</li> <li>• Brakes</li> <li>• Sound equipment</li> <li>• Fluid levels</li> <li>• Lights</li> <li>• Safety equipment</li> <li>• Bodywork</li> <li>• Cleanliness</li> </ul>
	1.2	Confirm the equipment required to be with the vehicle is present and in working order	
	1.3	Explain how to identify, document and report vehicle defects prior to and following use	
2. Be able to carry out vehicle pre-use checks	2.1	Complete accurate documentation as required relating to the vehicle use	Vehicle logbooks are accurately completed for each

			specific journey and refuelling is correctly recorded
	2.2	Perform a vehicle cockpit drill	
	2.3	Identify and familiarise themselves with vehicle controls before driving	
3. Understand current legislation and driving regulations	3.1	State the reasons for complying with legislation and driving regulations	<p>Road Traffic Law and Legislation:</p> <ul style="list-style-type: none"> <li>• Road Safety Act (RSA) 2006</li> <li>• Road Traffic Regulations Act (RTRA) 1984 <ul style="list-style-type: none"> <li>○ Exceeding Speed Limits, RTRA, Sec 87 (amended RSA 2006)</li> </ul> </li> <li>• Traffic Signs Regulation and General Directions (TSRGD) 2002 <ul style="list-style-type: none"> <li>○ Red Traffic Lights, TSRGD 36(1)(b)</li> <li>○ Keep Left/Right Signs, TSRGD 15(2)</li> </ul> </li> <li>• Construction and Use Regulation (CAUR) 1986 <ul style="list-style-type: none"> <li>○ Use of audible warnings at night, CAUR Reg 99</li> </ul> </li> <li>• Road Vehicle Lighting Regulations (RVLR) 1989</li> </ul>

			<ul style="list-style-type: none"> <li>Motorway Traffic England and Wales Regulation (MTEWR)</li> </ul>
		Outline the consequences of disregarding legislation and driving regulations	
4. Know the goals for driver education (the “GDE matrix”)		Explain the four goals for driver education (the “GDE matrix”)	GDE matrix (Hatakka, Keskinen, Glad, Gregersen, Hernetkoski, 2000)
5. Be able to manage hazards and control the vehicle accurately, appropriate to road and traffic conditions	5.1	Demonstrate the ability to recognise, assess and manage hazards through advanced and effective observation, anticipation and planning	
	5.2	Demonstrate steering the vehicle accurately to maintain a safe and appropriate course	
	5.3	Demonstrate safe, accurate use and interpretation of driver signals	
	5.4	Demonstrate safe and systematic control of the vehicle through proper use of accelerator, brakes, steering, gears and clutch (if fitted)	
6. Be able to make safe progress appropriate to the road and traffic conditions	6.1	Demonstrate safe progress appropriate to the road and traffic conditions	
7. Be able to select the best position to see and be seen	7.1	Demonstrate safe and systematic positioning on the approach to a hazard, hazard negotiation and overtaking	
	7.2	Approach and negotiate corners safely	

	7.3	Identify limit points when negotiating corners	
8. Be able to use the system of vehicle control (“Roadcraft”)	8.1	Explain the phases of the system of vehicle control (“Roadcraft”)	
	8.2	Explain the advantages of the system of vehicle control (“Roadcraft”)	
	8.3	Demonstrate accurate use of the system of vehicle control (“Roadcraft”)	
9. Be able to manoeuvre and park a vehicle safely	9.1	Select safe and appropriate locations to park and manoeuvre the vehicle	
	9.2	Call on the assistance of others before completing difficult manoeuvres	
	9.3	Perform low speed, confined space, reverse manoeuvring and park safely	
10. Understand factors relevant to safe driving under emergency response driving conditions	10.1	Summarise the main requirements of relevant road traffic laws, regulations and Highway Code provisions	
	10.2	Identify physiological and psychological factors relevant to safe driving	
	10.3	Explain the Police System of Car Control (“Roadcraft”)	
	10.4	Define the legal exemptions available to emergency drivers	
	10.5	Define the legal and safety requirements of operating in-car technology	

Additional information about the unit	
Unit summary	This unit assesses skills, knowledge and understanding required to prepare, manoeuvre and drive emergency vehicles implementing the Police System of Vehicle Control (“Roadcraft”) over mixed roads including pre-driving checks, managing factors relevant to safe driving. This unit is non-vehicle specific.
Assessment guidance	<p><b>Range statement: A typical variety of road traffic conditions within the statutory speed limits.</b></p> <ul style="list-style-type: none"> <li>• As specified in The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1:</li> <li>• Independent advanced driving assessment – learners must demonstrate routine driving throughout an assessment of at least 30 minutes duration over mixed roads to a sufficient standard.</li> <li>• Theory test – learners must be able to demonstrate a thorough knowledge of the following topics: <ul style="list-style-type: none"> <li>○ relevant road traffic laws, regulations and Highway Code provisions</li> <li>○ physiological and psychological factors relevant to safe driving</li> <li>○ the Police System of Vehicle Control (“Roadcraft”)</li> <li>○ legal exemptions available to emergency drivers</li> <li>○ legal and safety requirements of operating in-car technology</li> </ul> </li> </ul>
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1</i>

<b>Title</b>	Class 2 Emergency Response Driving Car and Light Vehicle (Re-Assessment)		
<b>Level</b>	3		
<b>Unit Number</b>	2		
<b>GLH</b>	1		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance and/or Indicative Content</b>
1. Be able to drive a car or light vehicle under emergency response conditions	1.1	Manage crew comfort and safety when driving a car or light vehicle	In daylight and darkness
	1.2	Demonstrate driving, manoeuvring and parking a car or light vehicle	In daylight and darkness Consider vulnerabilities associated with driving a car or light vehicle: <ul style="list-style-type: none"> <li>• Vehicle presence</li> <li>• Vehicle dimensions</li> <li>• Spatial awareness</li> </ul>
	1.3	Manage car or light vehicle handling characteristics and performance	In daylight and darkness
<b>Additional information about the unit</b>			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a car or light vehicle implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1</i>		



<b>Title</b>	Class 3 Emergency Response Driving Medium-sized Vehicle Cat-C1 (Re-Assessment)		
<b>Level</b>	3		
<b>Unit Number</b>	3		
<b>GLH</b>	1		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance and/or Indicative Content</b>
1. Be able to drive a medium-sized vehicle under emergency response conditions	1.1	Manage crew (patient if driving an Ambulance) comfort and safety when driving a medium-sized vehicle	In daylight and darkness
	1.2	Demonstrate driving, manoeuvring and parking a medium-sized vehicle	In daylight and darkness Take into consideration vehicle dimensions and demonstrate spatial awareness
	1.3	Drive a medium-sized vehicle whilst considering the vehicle's handling characteristics and higher centre of gravity	In daylight and darkness
	1.4	Drive a medium-sized vehicle whilst considering vehicle stability management (anti-rollover) procedures and techniques	In daylight and darkness
<b>Additional information about the unit</b>			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a medium-sized vehicle implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		
Links	<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1</i>		

<b>Title</b>	Class 4 Emergency Response Driving Heavy Vehicle Cat-C (Re-Assessment)		
<b>Level</b>	3		
<b>Unit Number</b>	4		
<b>GLH</b>	1		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance and/or Indicative Content</b>
1. Be able to drive a heavy vehicle under emergency response conditions	1.1	Manage crew comfort and safety when driving a heavy vehicle	In daylight and darkness
	1.2	Demonstrate driving, manoeuvring and parking a heavy vehicle	In daylight and darkness Take into consideration vehicle dimensions and demonstrate spatial awareness
	1.3	Drive a heavy vehicle whilst considering the vehicle's handling characteristics and higher centre of gravity	In daylight and darkness
	1.4	Drive a heavy vehicle whilst considering vehicle stability management (anti-rollover) procedures and techniques	In daylight and darkness Learner should take into consideration liquid loads when driving a Fire Appliance
<b>Additional information about the unit</b>			
Unit summary	This unit assesses skills, knowledge and understanding required to drive a heavy vehicle implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.		

Links		<i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1</i>	
<b>Title</b>	Drive Vehicles at High-Speed Under Emergency Response Conditions (Re-Assessment)		
<b>Level</b>	3		
<b>Unit Number</b>	5		
<b>GLH</b>	4		
<b>Learning Outcomes</b> <i>The learner will:</i>		<b>Assessment Criteria</b> <i>The learner can:</i>	<b>Guidance and/or Indicative Content</b>
1. Be able to prepare and drive a vehicle at high-speed	1.1	Identify the requirements for individuals to drive a vehicle at high-speed	
	1.2	Confirm they are authorised to prepare and drive a vehicle at high-speed	
	1.3	Ensure the vehicle is fit for purpose to be driven progressively at high-speed during and after use	
2. Be able to formulate and implement driving plans and use observation links when driving at high-speed	2.1	Gather information to formulate driving plans	
	2.2	Anticipate driving situations when implementing driving plans	
	2.3	Use observation links effectively	
	2.4	Provide a 'system' based commentary while driving'	Based on driving the system of car control ("Roadcraft")

3. Be able to make safe progress at speed on a variety of roads	3.1	Make safe progress whilst showing and maintaining restraint	<ul style="list-style-type: none"> <li>• Urban</li> <li>• Single track</li> <li>• Single carriageway</li> <li>• Multi-lane</li> <li>• Dual carriageway</li> <li>• Motorway roads</li> </ul>
	3.2	Judge accurately the speed of own vehicle	
	3.3	Judge accurately the speed of other vehicles relative to circumstances and own proposed actions	
4. Be able to control and steer the vehicle safely when driving at high-speed	4.1	Control the vehicle safely and smoothly through use of the accelerator	
	4.2	Control the vehicle safely and smoothly by applying the required amount of braking at the correct time	
	4.3	Select the correct gear for the circumstances	<ul style="list-style-type: none"> <li>• When driving a manual vehicle, select the correct gear for the circumstances through smooth use of the gears and clutch</li> <li>• When driving a vehicle with an automatic gearbox, correctly select gears in accordance with the manufacturer's guidance</li> </ul>
	4.4	Steer the vehicle accurately, adapting steering techniques as necessary when manoeuvring	
5. Be able to position the vehicle safely when driving at high-speed	5.1	Position the vehicle correctly when following and overtaking other vehicles	

	5.2	Position the vehicle correctly when negotiating corners and bends	
	5.3	Position the vehicle to obtain the best view with regard to safety	
	5.4	Adopt the safest road position at all times in relation to existing road and traffic positions	
6. Be able to assess and negotiate corners safely when driving at high-speed	6.1	Assess and negotiate corners and bends correctly and accurately taking account of all relevant factors	
	6.2	Identify limit points when negotiating corners	
7. Be able to give and interpret signals when driving at high-speed	7.1	Give appropriate signals to other road users using indicators, lights, audible devices and hand signals	
	7.2	Correctly interpret and act on signals from other road users	
8. Be able to overtake safely when driving at high-speed	8.1	Demonstrate overtaking safely	
	8.2	Identify, plan and execute all overtaking manoeuvres safely when passing stationary and moving objects	
9. Be able to join, drive on and leave motorways, multi-lane and dual carriageways safely when driving at high-speed	9.1	Follow the correct procedure for joining motorways, multi-lane and dual carriageway roads	
	9.2	Adopt the correct lane or position for existing road and traffic conditions	

	9.3	Adjust speed appropriately for the type of road and traffic conditions	
	9.4	Follow the correct procedure for exiting motorways, multi-lane and dual carriageway roads	
	9.5	Interpret the relevant sections of the Highway Code when joining, driving on and leaving motorways, multi-lane and dual carriageways safely at high-speed, including the meaning of all road signs, matrix signals, marker boards and cats' eyes on motorways, multi-lane and dual carriageway road	
10. Be able to justify the use of an emergency response and speed exemption	10.1	Justify that an emergency response is proportionate, legal, necessary, accountable and should be maintained	
	10.2	Justify the decision to take advantage of speed exemptions	
	10.3	Ensure all actions are consistent with legal requirements and organisational policies	
11. Be able to drive a vehicle safely under emergency response conditions in daylight and darkness	11.1	Demonstrate safe, systematic, progressive and high-speed driving under emergency response conditions while showing restraint	
	11.2	Demonstrate driving a vehicle under emergency response conditions in daylight	
	11.3	Demonstrate driving a vehicle under emergency response conditions in darkness	

	11.4	Demonstrate effective use of emergency warning equipment	
	11.5	Anticipate and respond to the actions of other road users	
	11.6	Maintain a duty of care whilst using the speed limit and other legal exemptions	
	11.7	Maintain clear communication with others as required	
	11.8	Demonstrate the ability to safely claim the legal exemption to exceed the speed limit for the class of vehicle being driven	
	11.9	Demonstrate safely proceeding through a red traffic signal junction and pedestrian crossing in-line with legislation	
	11.10	Demonstrate safely passing on the wrong side of a 'keep left' or 'keep right' sign in-line with legislation	
12. Be able to demonstrate the correct attitude and behaviour when driving under response conditions	12.1	Demonstrate giving priority to public safety when driving under response conditions	
	12.2	Demonstrate a calm, considerate and professional manner when driving under response conditions	
	12.3	Control the tendency to 'personalise' (red mist)	
	12.4	Recognise and respond appropriately to the effects of fatigue, adrenaline, stress and other physical and	



		physiological factors that may impair judgment, performance and decision making	
	12.5	Concentrate on driving in the face of any other distraction	
13. Understand how to respond to incidents	13.1	Identify safe positioning at incidents	
	13.2	Identify the appropriate actions when involved in a collision	
14. Be able to drive in a manner, which minimises the risk of skidding	14.1	Demonstrate how to drive in adverse weather conditions	Weather permitting
	14.2	Demonstrate driving a vehicle in a manner, which minimises the risk of skidding	
15. Understand the types and corrections of skids	15.1	Explain the cause and the correction of front-wheel, rear-wheel and four-wheel skids without active safety devices	
	15.2	Explain cause and the correction of front-wheel, rear-wheel and four-wheel skids with active safety devices	
	15.3	Explain the cause and correction of aquaplaning	
	15.4	Explain the appropriate corrective action on the type of vehicle being driven	
Understand vehicle control under emergency response conditions	16.1	Identify mechanisms of control loss including oversteer, understeer, lift-off oversteer and aquaplaning	

	16.2	Identify techniques and safety systems available to maintain vehicle stability and avoid loss of control	
	16.3	Identify the effects of adverse weather conditions	
	16.4	Identify how to drive in adverse weather conditions	

Additional information about the unit	
Unit summary	This unit assesses skills, knowledge and understanding required to drive a vehicle under emergency response conditions at high-speed implementing advanced observation, hazard perception, anticipation and planning in daylight and darkness.
Assessment guidance	<p><b>Range Statement: A typical variety of road traffic conditions within and above statutory speed limits.</b></p> <p>As specified in The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1:</p> <ul style="list-style-type: none"> <li>• Emergency response driving assessments – learners must be able to consistently demonstrate by way of continuous assessment and final practical examination under response conditions: <ul style="list-style-type: none"> <li>○ safe, systematic, progressive driving on urban, single track, single carriageway, multi-lane, dual carriageway and motorway roads</li> <li>○ advanced observation, hazard perception, anticipation and planning</li> <li>○ safe, accurate use and interpretation of driver signals</li> <li>○ safe and systematic control of the vehicle through proper use of accelerator, brakes, steering and gears</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ safe and systematic positioning, hazard negotiation, overtaking and cornering</li> <li>● Theory test – learners must be able to demonstrate a thorough knowledge of the following topics:             <ul style="list-style-type: none"> <li>● safe positioning at incidents</li> <li>● actions when involved in a collision</li> <li>● mechanisms of control loss including oversteer, understeer, lift-off oversteer and aquaplaning</li> <li>● techniques and safety systems available to maintain vehicle stability and avoid loss of control</li> <li>● how to drive in, and the effects of, adverse weather conditions</li> </ul> </li> </ul>
Links	<p><i>Reference to The Road Traffic (Training Courses for Driving Vehicles at High Speed) Regulations 2020 (draft) – Schedule 1</i></p>

## 4. Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance (IQA) processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Guidance and the SFJ Awards Quality Assurance (Internal and External) Guidance, available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

## 5. Assessment

This qualification is based on the Police System of Vehicle Control (“Roadcraft”) and written in line with the NFCC Emergency Response Driver Framework. The qualification meets the legal requirements of Section 19 of the Road Safety Act 2006 and standards of the draft Road Traffic (training courses at high speed) Training Regulations 2020.

### 5.1 Qualification assessment methods

Assessment methods that can be used for the SFJ Awards Level 3 Award in Emergency Response Driving High-Speed (Re-Assessment) are as follows:

- Multiple Choice Examination
- Practical Assessment / Direct Observation, including Questions and Answers

Assessment will be internally set, marked and quality assured, and externally quality assured by SFJ Awards.

Learners must demonstrate that they have met all assessment criteria of all units. The qualification is not graded and learners who achieve the qualification will receive a Pass.

## **5.2 Assessment Format**

### **5.2.1 Theory Test (re-assessment)**

The learner must be able to demonstrate by a thorough knowledge of the following topics:

- Relevant road traffic laws, regulations and Highway Code provisions
- Physiological and psychological factors relevant to safe driving
- The Police System of Vehicle Control (“Roadcraft”)
- Legal exemptions available to emergency drivers
- Legal and safety requirements of operating in-car technology
- Safe positioning at incidents
- Actions when involved in a collision
- Mechanisms of control loss including oversteer, understeer, lift-off oversteer and aquaplaning
- Techniques and safety systems available to maintain vehicle stability and avoid loss of control
- How to drive in, and the effects of, adverse weather conditions

### **5.2.2 Practical assessments (re-assessment)**

The independent advanced driving assessment is followed by an emergency response driving assessment. If the learner is deemed not competent on the advanced driving assessment, a support plan will be put in place and the learner will not be assessed under emergency response conditions. If the learner is deemed competent, they will be assessed under emergency response driving conditions. If the learner is deemed not competent a support plan will be put in place, but they will not be required to re-sit the advanced driving assessment.

During the independent advanced driving and emergency response driving assessments, the learner’s driving standard and attitude will be observed. It must meet the standards defined in the learning outcomes and assessment criteria.

### **5.2.3 Assessment durations**

1. Advanced driving assessment (practical)– 30 minutes
2. Emergency response assessment (practical) – 45 minutes in a minimum of two different driving environments

### 5.2.4 Assessment competency

The learner will not be deemed competent if:

- The learner does not demonstrate the required outcomes of the assessment criteria
- The learner commits a road traffic offence
- The learner places other road users, the vehicle or public in actual or potential danger
- If the learner is not competent in one or more elements of the assessment, they will be deemed not competent

The instructor may ask questions to check the learner's knowledge and understanding of elements which cannot be practically assessed.

On the emergency response driving assessment depending on the road, weather and traffic conditions, it is expected the learner will make safe progress above the posted speed limits if safe to do so.

The purpose of the emergency response driving assessment is to demonstrate the learner is competent to drive at high-speed while claiming a range of legal exemptions, where appropriate, however the learner must not compromise safety at any time. The learner must be prepared to return to routine driving if it is not safe to drive under response.

## 5.3 Instructor, Assessor, Internal Quality Assurer and External Quality Assurer requirements

### 5.3.1 Occupational knowledge and competence

All instructors, assessors, internal and external quality assurers must:

- be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role
- engage in continuous professional development activities to maintain:
  - occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
  - professional competence and knowledge.

Instructors/assessors must also:

- be occupationally competent in the functions covered by the units they are assessing
- have gained their occupational competence by working in the sector relating to the units or qualifications they are assessing. This means they must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager

- be able to interpret and make judgements on current working practices and technologies within the area of work.

Internal quality assurers (IQAs) must also:

- understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units
- understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring\*.

*\*Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.*

Approved centres will be required to provide SFJ Awards with current evidence of how each member of their team meets these requirements, for example certificates of achievement or testimonials.

### 5.3.2 Instructor competence

All instructors must hold a valid driving licence for the class or classes of vehicle used in the delivery of the speed training course and have held that licence for at least 3 years.

Emergency response driving instructors must hold a current or be working towards an acceptable emergency response driving instructor's qualification/accreditation as specified in appendix 1 and have relevant occupational competency on the vehicle pathway they wish to deliver training on. Instructors that wish to deliver ERD Car and Light vehicles (ERD-LV) must hold a DVSA Approved Driving Instructor (ADI) or (PDI) trainee licence.

Instructors not yet qualified/accredited must be registered on one of the listed emergency response driving instructor's qualifications/accreditations and be actively working towards the qualification/accreditation. They will be required to be supervised and mentored by a suitably qualified/accredited emergency response driving instructor.

### 5.3.3 Assessor competence

Due to the risk-critical nature of the work and the legal implications of the assessment process, assessors must understand the nature and context of the candidate' work.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the course they are assessing.



Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement<sup>3</sup>

Further information on recognised assessor qualifications is provided in appendix 1.

Any unqualified assessors will be required to have all of their assessment decisions countersigned by a fully qualified assessor.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

#### **5.3.4 Internal Quality Assurer Competence**

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

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<sup>3</sup> National Occupational Standards for Learning and Development, LLUK 2010  
<https://www.excellencegateway.org.uk/>

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment.

Further information on recognised IQA qualifications is provided in appendix 1.

Any unqualified IQAs will need to have their verification decisions countersigned by a fully qualified IQA.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

### 5.3.5 External Quality Assurer competence

All EQAs must be occupationally competent and qualified to make external quality assurance decisions.

Further information on recognised EQA qualifications is provided in appendix 1.

Any unqualified EQAs will be required to have all of their verification decisions countersigned by a fully qualified EQA.

## 5.4 Assessing competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels are defined in Ofqual's level descriptors. Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable

## 5.5 Methods for assessing competence

This qualification is assessed by the methods specified in Section 5.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make decisions about an individual's occupational competence. Further information on assessment methods is provided below and in the SFJ Awards Assessment Guidance.

### 5.5.1 Observation

SFJ Awards believes that direct observation by an assessor is preferable as it allows for authenticated, valid and reliable evidence.

SFJ Awards recognises that some learners may not encounter some of the traffic and road conditions specified within the learning outcomes during assessment. However, they must still satisfy the assessor that they could cope under these conditions. This can often be done by the assessor asking questions about how the driver would adjust their driving to take account of these conditions or by using simulation.

### 5.5.2 Professional discussion

Professional discussions are a free-flowing two-way dialogue between the assessor and learner. It should not be confused with questioning where the assessor asks specific questions, and the learner provides answers. Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio/electronic records of discussions must be maintained.

### 5.5.3 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio/electronic records of all questioning must be maintained.

## 5.6 Assessing knowledge and understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.<sup>4</sup> Further information on qualification levels is included in the SFJ Awards Assessment Guidance.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

## 5.7 Methods for assessing knowledge and understanding

Qualifications may be assessed using any method, or combination of methods in Section 5.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a bank of assessments that are sufficient to be changed regularly.

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<sup>4</sup> Qualification and Component Level, Ofqual  
<https://www.gov.uk/guidance/ofqual-handbook/section-e-design-and-development-of-qualifications>

## 5.8 Assessment planning

Planning assessment allows a holistic approach to be taken. Holistic assessments are those which focus on assessment of the learner's activity as a whole. This means that the assessment:

- reflects the skills requirements to demonstrate competency
- saves time and streamlines processes

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process. By effectively planning assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. As a consequence the assessment is a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

## 5.9 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

Written/audio/electronic records of all standardisations must be maintained, including records of all involved parties.

IQAs should facilitate internal standardisation events for assessors to attend and participate to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient. In addition, it is also good practice to participate in external standardisation activities. SFJ Awards will facilitate external standardisation events which are open to centres and their teams.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Guidance and the SFJ Awards Standardisation Policy

## 5.10 Recognition of Prior Learning (RPL)

Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification).

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality

Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

### 5.11 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and Civil partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who have specific learning needs are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

### 5.12 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high-risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

## APPENDIX 1 - Instructor, Assessor and Internal Quality Assurer (IQA) competence

The instructor, assessor and IQA must provide evidence based on the NFCC Emergency Response Driver and Instructor (ERDI) Framework <sup>5</sup> that they are competent to deliver SFJ Awards Level 3 Emergency Response Driving High-Speed qualification and hold the relevant qualification/accreditation or be registered and actively working towards the qualification/accreditation. The qualification/accreditation must be completed within two years of registration. Please see below for further details.

<b>ERDI Unit 1 Evidence Required:</b> <b>Emergency Response Driving High-Speed (ERD-HS)</b>
The course content must have evidence to include: <ul style="list-style-type: none"> <li>• Demonstrate basic/advanced driving skills</li> <li>• Prepare and drive to vehicles at high speed</li> <li>• Drive vehicles at high speed on motorway and multi-lane carriageways</li> <li>• Drive a vehicle under emergency response conditions</li> <li>• Avoid and correct skids when driving an emergency vehicle</li> <li>• Attitudes and behaviour</li> <li>• Knowledge and understanding</li> </ul>
<b>ERDI Unit 2 Evidence Required:</b> <b>Instructor Competency - Lesson Preparation and Delivery</b>
Workbook/portfolio and direct observation evidence: <ul style="list-style-type: none"> <li>• Design training sessions</li> <li>• Presentation skills</li> <li>• Managing group activities and exercises</li> <li>• Knowledge and understanding</li> </ul>
<b>ERDI Unit 2 Recommended Qualification/Accreditation Required:</b> <b>Instructor Competency - Lesson Preparation and Delivery</b> <b>Acceptable Qualification Equivalents or Higher</b>
Level 3 Award in Education and Training (QCF or RQF) or higher
Cert Ed/PGCE/B Ed/M Ed
PTLLS (6 or 12 credits)
CTLLS/DTLLS
S/NVQ level 3 in training and development

<sup>5</sup> Emergency response driver and instructor framework, NFCC  
<https://www.ukfrs.com/guidance/emergency-response-driver-and-instructor-framework>

<b>ERDI Unit 3 Evidence Required:</b>
<b>Instructor Competency - Driving Instruction and Coaching</b>
Workbook/portfolio and direct observation evidence: <ul style="list-style-type: none"> <li>• Lead instruction</li> <li>• Coaching</li> <li>• Student driver development</li> <li>• Knowledge and understanding</li> </ul>
<b>ERDI Unit 3 Recommended Qualification/Accreditation Required:</b>
<b>Instructor Competency - Driving Instruction and Coaching</b>
<b>Acceptable Qualification Equivalents or Higher</b>
Coaching Accreditation or Qualification
Police Standard or Advanced Driving Instructor certificate
BTEC Diploma Police Driving Instruction
Emergency Response Driving Instructor accredited by SFJ Awards
IHCD Ambulance Driving Tutor qualification
Edexcel BTEC Level 3 in Ambulance Driving Instruction
FutureQuals Level 4 Diploma for Emergency Response Ambulance Driving Instruction
Emergency Fire Appliance Driving Instructors certificate
<b>ERDI Unit 4 Evidence Required:</b>
<b>Assessor Competency - Conducting Assessments</b>
Workbook/portfolio and direct observation evidence: <ul style="list-style-type: none"> <li>• Conducting assessments</li> <li>• Gathering evidence</li> <li>• Monitoring and reviewing development</li> <li>• Self-reflection</li> <li>• Knowledge and understanding</li> </ul>
<b>ERDI Unit 4 Recommended Qualification/Accreditation Required:</b>
<b>Assessor Competency - Conducting Assessments</b>
Level 3 Award in Assessing Competence in the Work Environment
Level 3 Certificate in Assessing Vocational Achievement
A1 Assess candidate performance using a range of methods
D32 Assess candidate performance
D33 Assess candidate using different sources of evidence



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