National Occupational Standards
BUS OPERATOR TRAINING INSTRUCTOR

Motor Carrier Passenger Council Of Canada
Conseil canadien du transport de passagers

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BUS OPERATOR TRAINING INSTRUCTOR

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INTRODUCTION

The modern bus and coach industry plays a major role in the Canadian economy and is an exciting place in which to work and build a career. Moving millions of people daily, the industry looks forward to continued growth. New technology is opening up many new developments, and modern techniques have created a vibrant, responsive industry. The industry is working hard to provide new and improved services for all its customers, this in turn means that a wide variety of skills is needed to deliver the highest level of customer care to the public.

The Motor Carrier Passenger Council of Canada (MCPCC) was established in January 1999 and partners with Human Resources and Skills Development Canada (HRSDC) to address human resource issues of value to the motor carrier passenger industry.

The sector comprises:

Urban transit systems engaging in the public transportation of passengers in urban areas;

Intercity bus lines providing scheduled inter-urban and rural passenger transportation;

Tour and charter bus services using motor coaches to transport groups and tourists;

School bus transportation providers using traditional yellow buses to transport students to and from school as well as school functions outside of a school setting.

Accessible services transporting persons with special needs.

The Council represents the interests of more than 100,000 employees across Canada, and is mandated to orchestrate the co-operation of management, unions, associations and government to improve human resource standards, performance and recognition for the industry.

This Occupational Standard has been developed by industry professionals and describes the skills, knowledge and abilities required to perform his or her duties as an Instructor of Bus Operators. Occupational standards can be used for a variety of purposes, and may form the basis for training, curriculum development, accreditation of training programs, recruitment, performance management and improvement, career development and the certification of practitioners.

For copies of this Standard, or information on the Motor Carrier Passenger Council of Canada, contact:

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VISION

The Council's vision is to develop, promote and enhance human capability by sharing resources, talents and best practices resulting in business and personal growth within the motor carrier passenger industry.

GOALS

- Enhance the recognition and value of the professional within the motor carrier passenger industry.
- Promote and share industry excellence through the creation of an industry-wide inventory of human resources best practices.
- Provide a national and collective voice on human resources issues.
- Develop standards for educational curriculum and accredited training programs leading to certification in recognition of an individual's skills, knowledge and attitudes.
- Support and encourage efforts to attract people to establish careers in the Motor Carrier Passenger Industry.
- Establish national occupational standards outlining the skills and attitudes required of an individual to perform competently in a particular occupation.

To achieve its goals the Council's mandate supports the passenger transport sector in a number of ways. For example:

- Researching and identifying skill requirements and training needs;
- Providing advisory services on recruitment, selection, workplace learning, and assessment procedures;
- Representing the industry's training needs to government;
- Assisting the sector to access funding for training and human resources programs;
- Working with professional institutions establishing coherent career paths;
- Working with the industry to professionalize the operator's vocation;
- Building the industry public image and ridership;
- Strengthening industry security (businesses and jobs);
- Stabilizing operator staffing;
- Working with industry and government to perpetuate and expand industry self-regulation
- Providing a centralized resource pool (database, reference library, programs, materials)

GUIDE TO THE OCCUPATIONAL STANDARD

THE OCCUPATIONAL STANDARD

WHAT ARE STANDARDS?

Standards describe the tasks and sub-tasks to be performed in an occupation. They include statements outlining the performance, knowledge and abilities required for competency in the occupation.

Standards are relevant to individuals in the bus and coach industry because they
- cover areas of work involved
- can be undertaken "on the job"
- recognize expertise and experience
- cover new skills and knowledge
- are developed by the industry itself

BENEFITS OF STANDARDS

Industry Professionals
- offer a foundation for career development
- provide motivation to learn and develop new and existing skills
- offer greater job satisfaction through improved personal achievement
- enhance public and professional image

Employers and Owners
- provide guidance for recruitment, training and development of staff
- provide means of increasing competitiveness and profitability
- identify key tasks and roles
- ensure that employee skills are effectively utilized
- help create a competent, flexible and motivated workforce
- help to promote the industry as a viable career choice for new entrants

Educators
- provide the basis for curriculum and training development
- identify areas where expertise is required

Community
- provide a national framework related to identified needs for occupational skills, knowledge and abilities
- provide nationally recognized, industry-driven benchmarks of best performance
- provide the means for making better use of national resources

RELATIONSHIP TO CERTIFICATION

Standards provide the basis for the development of certification criteria for a system of professional recognition.

THE OCCUPATIONAL STANDARD

DEVELOPMENT OF THE OCCUPATIONAL STANDARD

This Occupational Standard was developed and validated by people with extensive knowledge and experience in bus operator training and instruction.

In December 2009 extensive research was conducted into existing provincial and international standards.

In April 2010 an Occupational Analysis Workshop was conducted in Toronto, Ontario with 19 industry practitioners.

In June 2010 a Second Occupational Analysis Workshop was conducted in Vancouver, British Columbia with 18 industry practitioners.

In September and October 2010 the draft document was distributed to a wide variety of individuals and industry organizations for their input and comments. All respondents endorsed the standard, some requested minor changes or additions which were incorporated into the document.

TITLE CONVENTION

This Occupational Standard covers the occupation of Bus Operator Training Instructor which is also known as "Bus Operator Trainer", "Bus Operator Instructor" or "Driver Trainer" in some jurisdictions.

STRUCTURE OF THE STANDARD

To facilitate the understanding of the nature of the occupation, the work performed is divided into the following divisions:

BLOCK	*Block* is the largest division within the analysis, and reflects a distinct operation relevant to the occupation.
TASK	*Task* is a distinct, observable, measurable, activity, which, combined with others, makes up the logical and necessary steps the practitioner is required to perform to complete a specific assignment within a block.
CONTEXT STATEMENT	*Context Statement* defines the parameters of the task.
SUB-TASK	*Sub-task* is the smallest division into which it is practical to subdivide any work activity, and, combined with others, fully describes all duties constituting a task.
SUPPORTING KNOWLEDGE AND ABILITIES	*Supporting Knowledge and Abilities* are elements of skill and knowledge an individual must acquire to adequately perform the sub-task.

THE BUS OPERATOR TRAINING INSTRUCTOR

A Bus Operator Training Instructor is an individual who is responsible for training and upgrading bus operators in an industrial training environment, normally for a bus operating organization.

Bus Operator Training Instructors are typically experienced bus operators with additional training and skill in instructional delivery techniques. In some jurisdictions they also require certification in adult education and training, and specialized training in human rights legislation, air brakes and special needs. They are responsible for developing and delivering training programs which train learners to operate vehicles to company and regulatory requirements. They deliver driving, bus operating and passenger relations training as well as emergency procedures and company policy instructions to new employees; they also provide upgrading training to existing employees. They accomplish this by delivering instruction both to groups of students in a classroom setting and to individual learners in workplace simulations and on the road situations.

Today, a greater level of service is demanded of the motor carrier passenger industry; this includes a greater awareness of people with mobility and other travel challenges, understanding of cultural appropriateness, and quality passenger relations. All sectors are now expected to take on more responsibility for passengers, and provide a better service to the public. Instructors in the industry are now delivering more customer relations training than ever before.

In some jurisdictions instructors develop and/or adapt curriculum designed to meet company training requirements; in larger jurisdictions, this is a separate function.

Bus Operator Training Instructors must be proficient in the knowledge, skills, and attitudes required of bus operations; they must keep up to date on current trends and technology in the industry, government regulations, and hone their instructional techniques. An important component of the instructional role is to model a professional image of the company, and the instructor occupation.

Bus Operator Training Instructors conduct ongoing evaluations of their training programs to make them applicable to a wide variety of learning styles.

ANALYSIS

BLOCK A	PROGRAM DEVELOPMENT
BLOCK B	LEARNING ENVIRONMENT
BLOCK C	PROGRAM DELIVERY
BLOCK D	EVALUATIONS
BLOCK E	ADMINISTRATION
BLOCK F	PERSONAL COMPETENCIES

BLOCK A *PROGRAM DEVELOPMENT*

TASK 1	Assesses training needs
	Context statement:
	The motor carrier passenger industry is constantly changing; the introduction of new technology and equipment present training challenges to instructors. New recruits to the industry require training in all aspects of bus operations, including passenger relations, and company policies and procedures. Changes to company policy and procedures and changes to applicable legislation often require re-training for existing employees. Bus Operator Training Instructors must review such changes and recommend and develop training programs to address the new requirements. The needs and levels of training vary from individual to individual, and the instructor must assess the learner's existing skills and knowledge, depth of training and adapt the training program accordingly.

Sub-task 1.01	Reviews organization's objectives
	Supporting Knowledge & Abilities
	1.01.01 knowledge of operational demands
	1.01.02 knowledge of staffing requirements
	1.01.03 knowledge of operational policies and procedures
	1.01.04 knowledge of latest developments in field
	1.01.05 ability to assist with recruitment of new staff
	1.01.06 ability to relate company objectives to training needs
	1.01.07 ability to recommend training to address organizational objectives

Sub-task 1.02	Identifies performance levels
	Supporting Knowledge & Abilities
	1.02.01 knowledge of performance indicator trends
	1.02.02 knowledge of performance standards
	1.02.03 knowledge of tools required to measure performance level
	1.02.04 ability to identify deficiencies in performance such as collisions and complaints
	1.02.05 ability to identify the gap between performance levels and required behaviour
	1.02.06 ability to relate performance deficiencies to training requirements
	1.02.07 ability to recommend training to address performance level deficiencies

Sub-task 1.03	Monitors industry trends and standards

Supporting Knowledge & Abilities

1.03.01	knowledge of company capability to address industry trends
1.03.02	knowledge of related organizations
1.03.03	knowledge of sources of industry information
1.03.04	knowledge of current industry standards
1.03.05	ability to research new and upcoming trends
1.03.06	ability to relate trends and standards to training requirements
1.03.07	ability to assess financial implications of trends such as new equipment, replacement operators, and training/certification for instructor
1.03.08	ability to participate in seminars, workshops, and trade shows related to the industry
1.03.09	ability to recommend training to address latest trends and standards

Sub-task 1.04	Monitors legislation

Supporting Knowledge & Abilities

1.04.01	knowledge of current legislation
1.04.02	knowledge of proposed legislation or pending legislation
1.04.03	ability to relate new legislation to training requirements
1.04.04	ability to recommend training to address new or upcoming legislation
1.04.05	ability to source current and emergent legislation

Sub-task 1.05	Conducts prior learning assessment (PLA)

Supporting Knowledge & Abilities

1.05.01	knowledge of learning assessments
1.05.02	knowledge of prior learning assessment process
1.05.03	ability to gather relevant information on each learner
1.05.04	ability to relate training outcomes to learner's existing abilities
1.05.05	ability to adapt training to learner's requirements

TASK 2	Develops curriculum

Context statement:

Bus Operator Training Instructors develop or adapt curriculum to meet the needs of each training program. In some organizations formal curriculum development is a separate function from instructional delivery. In smaller operations curriculum development is the responsibility of the instructor. In most cases the instructor must be familiar with the curriculum development process to be able to conduct gap analyses based on occupational standards, identify training content required to meet occupational standards and adapt curriculum to meet specific learner needs and situations.

Sub-task 2.01	Develops learning objectives

Supporting Knowledge & Abilities

2.01.01	knowledge of instructional techniques
2.01.02	knowledge of subject matter
2.01.03	knowledge of competent performance
2.01.04	knowledge of training objectives
2.01.05	ability to research subject matter
2.01.06	ability to write objectives at learner level

Sub-task 2.02	Develops lesson plans

Supporting Knowledge & Abilities

2.02.01	knowledge of instructional techniques
2.02.02	knowledge of lesson plan format and conventions developed by organization/industry
2.02.03	knowledge of teaching aids
2.02.04	knowledge of training objectives
2.02.05	knowledge of cultural appropriate language
2.02.06	ability to organize plans to meet training objectives
2.02.07	ability to produce learning materials
2.02.08	ability to establish time frame for lesson
2.02.09	ability to produce learning guide for learners
2.02.10	ability to develop or adapt lesson plans to support a variety of learning styles
2.02.11	ability to incorporate teaching aids into lesson plans

Sub-task 2.03	Selects resource materials

Supporting Knowledge & Abilities

2.03.01	knowledge of industry resources
2.03.02	knowledge of existing equipment
2.03.03	knowledge of new/pending technology
2.03.04	ability to research applicable resource materials
2.03.05	ability to access and use the resources to develop lesson plans
2.03.06	ability to modify or adapt resources to meet requirements of lesson
2.03.07	ability to implement new training technology

Sub-task 2.04	Develops training materials

Supporting Knowledge & Abilities

2.04.01	knowledge of instructional techniques
2.04.02	knowledge of training objectives
2.04.03	knowledge of teaching aids
2.04.04	knowledge of training delivery media
2.04.05	knowledge of cultural appropriate language
2.04.06	ability to research training material
2.04.07	ability to adapt existing training material to lesson objective
2.04.08	ability to develop presentation material
2.04.09	ability to develop printed material
2.04.10	ability to develop audio/visual material
2.04.11	ability to develop electronically delivered material
2.04.12	ability to develop simulators and mock-ups
2.04.13	ability to adapt material to accommodate cultural appropriateness

Sub-task 2.05	Develops learning activities

Supporting Knowledge & Abilities

2.05.01	knowledge of instructional techniques
2.05.02	knowledge of available resources and equipment
2.05.03	knowledge of training objectives
2.05.04	knowledge of learning styles
2.05.05	knowledge of case studies
2.05.06	knowledge of cultural appropriateness
2.05.07	ability to implement various resources
2.05.08	ability to create role play scenarios
2.05.09	ability to develop activities that complement and reinforce training objectives
2.05.10	ability to adapt learning activities suitable to learners

BLOCK B *LEARNING ENVIRONMENT*

TASK 3	Establishes classroom environment

Context statement:

Bus Operator Training Instructors must prepare the classroom and equipment for impending training programs. The room must be of sufficient size for the number of participants, be laid out according to the proposed activities, and be comfortable, safe, and conducive to learning.

Sub-task 3.01	Creates climate for learning

Supporting Knowledge & Abilities

3.01.01	knowledge of standards of cleanliness
3.01.02	knowledge of lighting requirements
3.01.03	knowledge of temperature comfort zones
3.01.04	knowledge of extraneous distractions such as noise and visuals on the learning environment
3.01.05	ability to communicate with custodial staff
3.01.06	ability to adjust lighting levels as required
3.01.07	ability to adjust temperature or communicate with facility personnel
3.01.08	ability to mitigate and compensate for distraction such as noise and visual
3.01.09	ability to customize learning environment with appropriate visuals

Sub-task 3.02	Plans layout of learning environment

Supporting Knowledge & Abilities

3.02.01	knowledge of room set-up for specific learning activity
3.02.02	knowledge of clear sight lines
3.02.03	knowledge of room size appropriate to learning activities
3.02.04	knowledge of chronological distribution of participant material
3.02.05	knowledge of health and safety standards and ergonomics and repetitive strain issues
3.02.06	ability to adapt room layout for anticipated numbers of learners and proposed activities
3.02.07	ability to adjust sight lines
3.02.08	ability to adapt room for audio/visual presentations
3.02.09	ability to ensure learning environment conforms to health and safety standards

Sub-task 3.03	Ensures adequacy of supplies and equipment

Supporting Knowledge & Abilities

3.03.01	knowledge of required supplies and equipment for specific training
3.03.02	knowledge of number of participants
3.03.03	knowledge of how to obtain training aids
3.03.04	ability to identify and acquire required supplies and equipment
3.03.05	ability to obtain training aids and learning material

Sub-task 3.04	Sets up training equipment

Supporting Knowledge & Abilities

3.04.01	knowledge of functions of equipment
3.04.02	knowledge of location of electrical, phone, and network outlets
3.04.03	knowledge of location of supporting material
3.04.04	knowledge of environmental requirements of equipment such as cooling, power, and lighting
3.04.05	knowledge of safety requirements for training equipment such as goggles and hearing protection
3.04.06	ability to set up and operate equipment
3.04.07	ability to use correct outlet for application
3.04.08	ability to ensure safety equipment availability for each learner
3.04.09	ability to display all training media

TASK 4	Establishes on-road environment

Context statement:

Bus Operator Training Instructors spend a great deal of their time training learners on the road. While this is often the most effective instructional strategy, particularly for new operators, it is also the most dangerous and stressful both for the operator and instructor. Care must be taken to ensure the training vehicle is suitable and ready for learners to operate. There are two components to on-vehicle training; under controlled environment such as in a parking lot or an on-property test track; and on-road practice routes. The practice routes must be carefully selected to correspond to the skill level of the learner and provide a wide variety of learning experiences, but must also consider the safety of operators, the public, and the convenience of other road users.

Sub-task 4.01	Ensures pre-trip inspection is performed

Supporting Knowledge & Abilities

4.01.01	knowledge of daily trip inspection procedures
4.01.02	knowledge of forms required on board
4.01.03	knowledge of national, provincial, and municipal safety codes
4.01.04	knowledge of Motor Vehicle Acts
4.01.05	ability to perform daily trip inspection procedures
4.01.06	ability to ensure safety equipment is in place and functioning
4.01.07	ability to verify all required documents are on board
4.01.08	ability to ensure vehicle is safe for training
4.01.09	ability to communicate to mechanics/maintenance if bus is unsafe or ill-equipped

Sub-task 4.02	Configures training vehicle

Supporting Knowledge & Abilities

4.02.01	knowledge of bus set up to support instructor observations
4.02.02	knowledge of destination sign codes
4.02.03	knowledge of type of vehicle required for training
4.02.04	ability to optimize instructor field of vision
4.02.05	ability to affix signage to identify training vehicle
4.02.06	ability to communicate vehicle requirements

Sub-task 4.03	**Configures controlled environment exercises**
	Supporting Knowledge & Abilities
	4.03.01 knowledge of training objectives
	4.03.02 knowledge of exercise parameters
	4.03.03 knowledge of equipment parameters
	4.03.04 ability to design exercises to meet training objectives
	4.03.05 ability to acquire material and space
	4.03.06 ability to adapt exercise to learner ability

Sub-task 4.04	**Plans training routes**
	Supporting Knowledge & Abilities
	4.04.01 knowledge of local area
	4.04.02 knowledge of training objectives
	4.04.03 ability to plan route according to objectives and time requirements/ constraints
	4.04.04 ability to adjust/adapt route to learner capability

BLOCK C *PROGRAM DELIVERY*

TASK 5	Delivers in-class training

Context statement:

Much of the basic theory of bus operations is conducted in the classroom; this can follow a lecture format, multi-media presentation, group discussion, self study, or use of simulators. Systems and mechanical simulators are being used to teach basics such as the principles of hydraulic or the functions of modern fare boxes, bus simulators may also be used to provide practical driving experiences in a safe 'virtual world' environment. The Bus Operator Training Instructor must ensure that each learner is an active participant in the process, material is presented to suit each learner's style, and the pace must be varied to maintain learner interest.

Sub-task 5.01	Conducts orientation

Supporting Knowledge & Abilities

5.01.01	knowledge of fire exits and emergency procedures
5.01.02	knowledge of program agenda
5.01.03	knowledge of training goals and objectives
5.01.04	knowledge of learner's experience and background
5.01.05	ability to explain or demonstrate emergency procedures
5.01.06	ability to present training agenda
5.01.07	ability to put learners at ease
5.01.08	ability to engage learners in introductory exercises

Sub-task 5.02	Presents information

Supporting Knowledge & Abilities

5.02.01	knowledge of instructional techniques
5.02.02	knowledge of information to be presented
5.02.03	knowledge of significance of information
5.02.04	knowledge of presentation methods
5.02.05	knowledge of learner comprehension levels
5.02.06	knowledge of cultural appropriate language
5.02.07	ability to adapt delivery to learners needs
5.02.08	ability to adapt information to learner
5.02.09	ability to maintain learner interest
5.02.10	ability to monitor comprehension
5.02.11	ability to deliver presentations
5.02.12	ability to operate multi-media and electronic equipment

Sub-task 5.03	Demonstrates equipment operation

Supporting Knowledge & Abilities

5.03.01	knowledge of instructional techniques
5.03.02	knowledge of policies regarding equipment
5.03.03	knowledge of equipment operating procedures
5.03.04	knowledge of environmental requirements of equipment such as cooling, power, and lighting
5.03.05	knowledge of safety requirements for training equipment such as goggles and hearing protection
5.03.06	ability to ensure learners follow safety precautions around equipment
5.03.07	ability to explain operating procedures
5.03.08	ability to explain policies
5.03.09	ability to demonstrate use of equipment

Sub-task 5.04	Stimulates discussion

Supporting Knowledge & Abilities

5.04.01	knowledge of significance of group interaction
5.04.02	knowledge of when to encourage group interaction
5.04.03	knowledge of group dynamics
5.04.04	ability to ask open-ended questions
5.04.05	ability to engage all learners
5.04.06	ability to moderate discussion
5.04.07	ability to interpret verbal and non-verbal cues

Sub-task 5.05	Uses motivational strategies

Supporting Knowledge & Abilities

5.05.01	knowledge of learner's interest
5.05.02	knowledge of learner's abilities
5.05.03	ability to relate learner's interest and abilities to training objectives
5.05.04	ability to engage learner in learning process
5.05.05	ability to demonstrate relevance of learning to occupation

Sub-task 5.06	**Monitors learning process**
	Supporting Knowledge & Abilities
	5.06.01 knowledge of instructional techniques
	5.06.02 knowledge of incremental learning
	5.06.03 knowledge of course objectives
	5.06.04 ability to observe learners
	5.06.05 ability to question for understanding
	5.06.06 ability to interpret body language
	5.06.07 ability to ask probing questions
	5.06.08 ability to reinforce learning

Sub-task 5.07	**Elicits learner feedback**
	Supporting Knowledge & Abilities
	5.07.01 knowledge of subject matter
	5.07.02 knowledge of questioning techniques
	5.07.03 ability to ask open questions
	5.07.04 ability to ask probing questions
	5.07.05 ability to ask leading questions
	5.07.06 ability to listen

Sub-task 5.08	**Draws closure**
	Supporting Knowledge & Abilities
	5.08.01 knowledge of training objectives
	5.08.02 knowledge of agenda
	5.08.03 knowledge of incremental learning
	5.08.04 knowledge of group dynamics
	5.08.05 ability to stay on schedule
	5.08.06 ability to gauge learner's comprehension
	5.08.07 ability to summarize learning
	5.08.08 ability to use principles of group dynamics to conclude sessions

TASK 6	Delivers in-vehicle training
	Context statement:
	The on-the-road portion of operator training is critical and presents the greatest challenges. The instructor must demonstrate safe driving techniques to new operators and guide and monitor the learners as they manoeuvre the vehicle through on-road exercises. Throughout each exercise, the instructor must not only instruct, monitor, and guide the learner but be constantly aware of the operating environment to ensure the safe operation of the vehicle at all times.

Sub-task 6.01	Defines learning objectives

Supporting Knowledge & Abilities

6.01.01	knowledge of training objectives
6.01.02	knowledge of traffic acts
6.01.03	knowledge of learner's level of comprehension
6.01.04	knowledge of learners driving experience
6.01.05	ability to communicate expected outcome
6.01.06	ability to relate daily activities to training outcomes
6.01.07	ability to define the performance criteria

Sub-task 6.02	Supervises pre-trip inspection

Supporting Knowledge & Abilities

6.02.01	knowledge of legislative requirements
6.02.02	knowledge of equipment
6.02.03	knowledge of company policies
6.02.04	knowledge of appropriate forms
6.02.05	ability to identify defects
6.02.06	ability to demonstrate inspections
6.02.07	ability to determine vehicle is safe to operate
6.02.08	ability to verify required documents on board

Sub-task 6.03	Demonstrates driving techniques
	Supporting Knowledge & Abilities
	6.03.01 knowledge of safe operating procedures
	6.03.02 knowledge of vehicle operation
	6.03.03 knowledge of current traffic acts
	6.03.04 knowledge of defensive driving techniques
	6.03.05 ability to operate vehicle safely
	6.03.06 ability to demonstrate safe operating procedures
	6.03.07 ability to apply current traffic acts

Sub-task 6.04	Demonstrates on-road equipment
	Supporting Knowledge & Abilities
	6.04.01 knowledge of the operation of on-road equipment, such as seats, mirrors, and exits
	6.04.02 knowledge of vehicle operating systems, such as brakes, lights, heating, safety devices and accessible equipment
	6.04.03 knowledge of operating features of equipment
	6.04.04 knowledge of location of safety equipment, such as fire extinguishers, first aid, and emergency exits
	6.04.05 ability to operate vehicle systems
	6.04.06 ability to explain the use of equipment
	6.04.07 ability to demonstrate use of equipment

Sub-task 6.05	Facilitates interactive role plays
	Supporting Knowledge & Abilities
	6.05.01 knowledge of relevant topic
	6.05.02 knowledge of value of role playing
	6.05.03 ability to monitor role play
	6.05.04 ability to lead groups

Sub-task 6.06	Observes and coaches learner's performance

Supporting Knowledge & Abilities

6.06.01	knowledge of incremental learning
6.06.02	knowledge of training objectives
6.06.03	ability to monitor learner's performance
6.06.04	ability to coach learner's performance
6.06.05	ability to motivate learner
6.06.06	ability to communicate expectations

Sub-task 6.07	Provides constructive feedback

Supporting Knowledge & Abilities

6.07.01	knowledge of communication barriers
6.07.02	knowledge of learner's abilities
6.07.03	knowledge of desired objectives
6.07.04	ability to judge timeliness of constructive feedback
6.07.05	ability to provide appropriate feedback
6.07.06	ability to overcome communication barriers

Sub-task 6.08	Prepares for safe operation of vehicle

Supporting Knowledge & Abilities

6.08.01	knowledge of defensive driving principles
6.08.02	knowledge of traffic codes and rules
6.08.03	knowledge of company safety procedures
6.08.04	ability to monitor road and traffic conditions
6.08.05	ability to anticipate potential hazards
6.08.06	ability to communicate potential dangers to learner
6.08.07	ability to take immediate and decisive action to avoid dangers

TASK 7	Promotes learner relations

Context statement:

Bus Operator Training Instructors recognize the importance of treating learners as individuals. They take care to monitor the learning process and the effect it has on each learner. They are prepared to take remedial action through one-on-one interventions whenever they detect a learner is having problems.

Sub-task 7.01	Counsels learners

Supporting Knowledge & Abilities

7.01.01	knowledge of learner's abilities and capabilities
7.01.02	knowledge of counselling techniques
7.01.03	knowledge of training objectives
7.01.04	ability to set climate for counselling
7.01.05	ability to be tactful and diplomatic
7.01.06	ability to provide constructive feedback
7.01.07	ability to monitor performance for follow-up

Sub-task 7.02	Assists learner to develop confidence

Supporting Knowledge & Abilities

7.02.01	knowledge of learner's abilities/capabilities
7.02.02	knowledge of motivational strategies
7.02.03	knowledge of role of self confidence in learning process
7.02.04	ability to praise effectively
7.02.05	ability to monitor learner's progress
7.02.06	ability to interpret non-verbal cues
7.02.07	ability to reinforce positive behaviour

Sub-task 7.03	Addresses learner's conduct
	Supporting Knowledge & Abilities
	7.03.01 knowledge of general rules of conduct
	7.03.02 knowledge of problem-solving techniques
	7.03.03 knowledge of conflict resolution
	7.03.04 knowledge of effective verbal communication techniques
	7.03.05 ability to apply rules with tact and respect
	7.03.06 ability to communicate the rules
	7.03.07 ability to apply problem-solving techniques
	7.03.08 ability to use tact and diplomacy
	7.03.09 ability to anticipate potential problems

BLOCK D *EVALUATIONS*

TASK 8	Conducts learner evaluations

Context statement:

Learner evaluations are a critical component of any training program. Evaluations must be designed to measure learner progress against training objectives. Bus Operator Training Instructors evaluate cognitive learning through oral or written, or electronic tests and psychomotor learning through direct observation. Instructors also prepare learners for external evaluations such as the Ministry of Transportation driving test. In smaller companies the Bus Operator Training Instructor is responsible for developing and administering all forms of evaluation. In larger companies, development of evaluation instruments may be the responsibility of the curriculum development department. Bus Operator Training Instructors may also be called upon to evaluate operators for the designation of Certified Professional Bus Operator (CPBO).

Sub-task 8.01	Prepares learner for evaluation

Supporting Knowledge & Abilities

8.01.01	knowledge of requirements for testing
8.01.02	knowledge of material to be tested
8.01.03	knowledge of learner's strengths and weaknesses
8.01.04	ability to put learner at ease
8.01.05	ability to convey the reality of situation
8.01.06	ability to identify problems and recommend solutions

Sub-task 8.02	Develops learner evaluation instruments

Supporting Knowledge & Abilities

8.02.01	knowledge of testing techniques
8.02.02	knowledge of training objectives
8.02.03	knowledge of types of evaluations
8.02.04	knowledge of subject to be tested
8.02.05	knowledge of electronic evaluation programs and equipment
8.02.06	ability to create testing material and/or documents
8.02.07	ability to develop electronic evaluation instruments

Sub-task 8.03	Administers cognitive evaluations
	Supporting Knowledge & Abilities
	8.03.01 knowledge of evaluation instruments in relation to regulations
	8.03.02 knowledge of criteria for scoring
	8.03.03 knowledge of rating or grading techniques
	8.03.04 ability to place candidates at ease
	8.03.05 ability to monitor process
	8.03.06 ability to interpret test results
	8.03.07 ability to convey test results to learner

Sub-task 8.04	Evaluates observed performance
	Supporting Knowledge & Abilities
	8.04.01 knowledge of observation techniques
	8.04.02 knowledge of training objectives
	8.04.03 knowledge of performance standards
	8.04.04 knowledge of expectation of performance
	8.04.05 ability to communicate expectations objectively
	8.04.06 ability to convey calm to learner
	8.04.07 ability to provide honest, constructive feedback
	8.04.08 ability to emphasize safety during performance
	8.04.09 ability to accurately document outcomes
	8.04.10 ability to use questions to confirm knowledge

Sub-task 8.05	Conducts post-evaluation feedback
	Supporting Knowledge & Abilities
	8.05.01 knowledge of test results or evaluation
	8.05.02 knowledge of required performance level
	8.05.03 knowledge of paperwork and evaluation answers
	8.05.04 knowledge of feedback techniques
	8.05.05 ability to interpret results
	8.05.06 ability to provide constructive feedback
	8.05.07 ability to provide corrective action
	8.05.08 ability to document post evaluation feedback

TASK 9	Conducts program evaluations

Context statement:

An important component of any training program is obtaining feedback on the training process; most training departments have a formal and informal process of program evaluation. Formal evaluations are conducted through the administration of learner feedback instruments. More informal program evaluations are conducted by measuring training outcome factors such as customer satisfaction and company safety statistics.

Sub-task 9.01	Develops program evaluation instruments

Supporting Knowledge & Abilities

9.01.01	knowledge of training objectives
9.01.02	knowledge of evaluation techniques
9.01.03	knowledge of electronic evaluation programs and equipment
9.01.04	ability to prepare evaluation instructions
9.01.05	ability to prepare objective evaluations
9.01.06	ability to develop electronic evaluation instruments

Sub-task 9.02	Administers program evaluation

Supporting Knowledge & Abilities

9.02.01	knowledge of evaluation criteria
9.02.02	knowledge of regulations and company policy
9.02.03	knowledge of technical materials and any testing tools
9.02.04	ability to communicate testing procedures
9.02.05	ability to conduct evaluation
9.02.06	ability to monitor evaluation process

Sub-task 9.03	Assesses training outcomes
	Supporting Knowledge & Abilities
	9.03.01 knowledge of program statistics for comparison analysis
	9.03.02 knowledge of purpose and storage of data
	9.03.03 knowledge of data processing skills
	9.03.04 ability to summarize outcomes
	9.03.05 ability to interpret data for record keeping
	9.03.06 ability to use technical equipment such as computers and interactive devices
	9.03.07 ability to produce concise reports

Sub-task 9.04	Solicits learner feedback
	Supporting Knowledge & Abilities
	9.04.01 knowledge of questioning skills to encourage participation
	9.04.02 knowledge of answering skills to encourage feedback
	9.04.03 knowledge of the history of the learner
	9.04.04 knowledge of motivation skills and techniques
	9.04.05 knowledge of industry, company, policies, and procedures, and regulations
	9.04.06 ability to communicate effectively
	9.04.07 ability to listen and encourage response
	9.04.08 ability to encourage learner feedback

BLOCK E *ADMINISTRATION*

TASK 10	Maintains records
	Context statement:
	In today's litigious environment, detailed training record keeping is more important than ever. It is imperative that in the event of a work related incident the training department be able to retrieve detailed training records showing the efforts the company put into ensuring the appropriate training and evaluation of each operator. Many records required for archiving are mandated from various transportation legislative bodies and as such, an accurate account of individual drivers training records is a necessity for compliance.

Sub-task 10.01	Identifies record keeping requirements
	Supporting Knowledge & Abilities
	10.01.01 knowledge of legislative record keeping requirements
	10.01.02 knowledge of contractual record keeping requirements
	10.01.03 knowledge of corporate record keeping requirements
	10.01.04 ability to apply legislative record keeping requirements
	10.01.05 ability to apply contractual record keeping requirements
	10.01.06 ability to apply corporate record keeping requirements

Sub-task 10.02	Maintains learner records
	Supporting Knowledge & Abilities
	10.02.01 knowledge of style guide formatting
	10.02.02 knowledge of file naming conventions
	10.02.03 knowledge of learner records that must be maintained
	10.02.04 knowledge of where records are maintained
	10.02.05 knowledge of impact or implications of information contained on forms
	10.02.06 ability to archive learner records that must be maintained
	10.02.07 ability to maintain records in specific locations

Sub-task 10.03	Maintains course records
	Supporting Knowledge & Abilities
	10.03.01 knowledge of courses required to be archived
	10.03.02 knowledge of requirements to maintain past course content
	10.03.03 knowledge of collection, retention, and destruction of course records
	10.03.04 ability to archive records in correct location
	10.03.05 ability to monitor course history for future use and course scheduling
	10.03.06 ability to retrieve past course content information
	10.03.07 ability to collate information collected
	10.03.08 ability to apply retention periods
	10.03.09 ability to destroy course records as required

Sub-task 10.04	Provides input into active records
	Supporting Knowledge & Abilities
	10.04.01 knowledge of style guide formatting
	10.04.02 knowledge of file naming conventions
	10.04.03 knowledge of active records that must be maintained
	10.04.04 knowledge of where records are maintained
	10.04.05 knowledge of impact or implication of information contained on forms
	10.04.06 ability to archive learner records that must be maintained
	10.04.07 ability to maintain records in specific locations
	10.04.08 ability to schedule recurring training based on frequency and legislative requirements

TASK 11	Writes reports

Context statement:

Bus Operator Training Instructors produce a variety of reports, such as post training reports, training incident reports, and may provide input into departmental and company reports.

Sub-task 11.01	Collects information

Supporting Knowledge & Abilities

11.01.01	knowledge of information required
11.01.02	knowledge of sources of information
11.01.03	knowledge of filing systems
11.01.04	knowledge of electronic information sources
11.01.05	knowledge of privacy and confidentiality laws
11.01.06	ability to collect information
11.01.07	ability to conduct research
11.01.08	ability to use electronic information sources

Sub-task 11.02	Processes information

Supporting Knowledge & Abilities

11.02.01	knowledge of significance of information
11.02.02	knowledge of report objectives
11.02.03	knowledge of legislative and corporate policies
11.02.04	ability to interpret gathered information
11.02.05	ability to sort information
11.02.06	ability to use proper document or format
11.02.07	ability to draw conclusions from gathered information
11.02.08	ability to maintain privacy and confidentiality

Sub-task 11.03	Tabulates results
	Supporting Knowledge & Abilities

11.03.01	knowledge of privacy and confidentiality laws
11.03.02	knowledge of documentation required
11.03.03	knowledge of required format for tabulated results
11.03.04	ability to interpret gathered information
11.03.05	ability to analyse raw data
11.03.06	ability to make recommendations
11.03.07	ability to draw conclusions
11.03.08	ability to format results in required format

TASK 12	Performs financial functions
	Context statement:
	Bus Operator Training Instructors are cognizant of the financial realities of the training department. On one hand, training is a direct cost to the company operation; on the other hand, the cost of poorly trained bus operators is very expensive in terms of all aspects of company operation. Instructors must communicate the needs of the training department with management to ensure the department is supplied with all required material and equipment.

Sub-task 12.01	Requisitions equipment and supplies
	Supporting Knowledge & Abilities

12.01.01	knowledge of forms required
12.01.02	knowledge of equipment required
12.01.03	knowledge of inventory and storage equipment
12.01.04	ability to communicate correct order
12.01.05	ability to identify departmental needs
12.01.06	ability to follow up orders
12.01.07	ability to maintain records

Sub-task 12.02	Provides input into budget process
	Supporting Knowledge & Abilities
	12.02.01 knowledge of costs
	12.02.02 knowledge of purpose and life expectancy of equipment
	12.02.03 knowledge of benefits and drawbacks
	12.02.04 ability to communicate convincingly
	12.02.05 ability to provide accurate data
	12.02.06 ability to be flexible and open minded

Sub-task 12.03	Monitors inventory
	Supporting Knowledge & Abilities
	12.03.01 knowledge of record keeping
	12.03.02 knowledge of inventory and storage requirements
	12.03.03 knowledge of future needs and requirements
	12.03.04 ability to manage records
	12.03.05 ability to reconcile expenditures

Sub-task 12.04	Justifies potential expenditures
	Supporting Knowledge & Abilities
	12.04.01 knowledge of requirements and necessary equipment
	12.04.02 knowledge of future growth and needs of company such as instructor development courses
	12.04.03 knowledge of cost-benefit analysis
	12.04.04 ability to present proposals and ideas to management convincingly
	12.04.05 ability to explain accurately

BLOCK F *PERSONAL COMPETENCIES*

TASK 13	Maintains currency in field

Context statement:

A major challenge for Bus Operator Training Instructors is to maintain their currency in a rapidly changing field. They must continuously review and update themselves in the constantly changing field of adult education as well as keeping abreast of changes in vehicle technology and the laws affecting the transportation of passengers.

Sub-task 13.01	Keeps up-to-date with instructional techniques

Supporting Knowledge & Abilities

13.01.01	knowledge of sources of information on instructional technology
13.01.02	knowledge of professional bodies and trends related to adult education
13.01.03	ability to access information on instructional technology
13.01.04	ability to participate in professional development activities

Sub-task 13.02	Keeps up-to-date with vehicle technology

Supporting Knowledge & Abilities

13.02.01	knowledge of new equipment
13.02.02	knowledge of training requirements
13.02.03	ability to research upcoming equipment changes
13.02.04	ability to relate training needs to new equipment
13.02.05	ability to recognize training implications of new equipment
13.02.06	ability to recommend training to address changing equipment

TASK 14	Communicates with others

Context statement:

Bus Operator Training Instructors communicate daily with other instructors, management, government agencies, and other stakeholders. Instructors serve as role models for both new operators and returning operators for retraining, they must project a professional image at all times which reflects the organization's basic principles.

Sub-task 14.01	Projects image of role

Supporting Knowledge & Abilities

14.01.01	knowledge of what constitutes professionalism
14.01.02	knowledge of job requirements
14.01.03	knowledge of organization's policy and procedures regarding rules and regulations
14.01.04	knowledge of acceptable standards for personal hygiene and appearance
14.01.05	ability to perform duties in an efficient and effective manner
14.01.06	ability to project a dignified and professional demeanour
14.01.07	ability to be tactful and diplomatic

Sub-task 14.02	Communicates with other instructors

Supporting Knowledge & Abilities

14.02.01	knowledge of the value that information sharing has on the training outcome
14.02.02	knowledge of information that must be shared for corporate and regulatory purposes
14.02.03	ability to communicate relevant information daily with fellow instructors
14.02.04	ability to convey required information to other instructors

Sub-task 14.03	Communicates with management

Supporting Knowledge & Abilities

14.03.01	knowledge of required information for corporate and regulatory purposes
14.03.02	knowledge of communication protocols
14.03.03	ability to communicate required information
14.03.04	ability to document shared information

Sub-task 14.04	Communicates with other stakeholders
	Supporting Knowledge & Abilities
	14.04.01 knowledge of relevant stakeholders
	14.04.02 knowledge of required information
	14.04.03 knowledge of communication protocols
	14.04.04 ability to communicate required information
	14.04.05 ability to document shared information

APPENDIX A: TASK PROFILE CHART

BUS OPERATOR TRAINING INSTRUCTOR - ANALYSIS

Blocks	A Program Development		B Learning Environment		C Program Delivery			D Evaluations		E Administration			F Personal Competencies	
TASKS	1 Assesses training needs	2 Develops curriculum	3 Establishes classroom environment	4 Establishes on-road environment	5 Delivers in-class training	6 Delivers in-vehicle training	7 Promotes learner relations	8 Conducts learner evaluations	9 Conducts program evaluations	10 Maintains records	11 Writes reports	12 Performs financial functions	13 Maintains currency in field	14 Communicates with others
SUB-TASKS	1.01 Reviews organization's objectives	2.01 Develops learning objectives	3.01 Creates climate for learning	4.01 Ensures pre-trip inspection is performed	5.01 Conducts orientation	6.01 Defines learning objectives	7.01 Counsels learners	8.01 Prepares learner for evaluation	9.01 Develops program evaluation instruments	10.01 Identifies record keeping requirements	11.01 Collects information	12.01 Requisitions equipment and supplies	13.01 Keeps up-to-date with instructional techniques	14.01 Projects image of role
	1.02 Identifies performance levels	2.02 Develops lesson plans	3.02 Plans layout of learning environment	4.02 Configures training vehicle	5.02 Presents information	6.02 Supervises pre-trip inspection	7.02 Assists learner to develop confidence	8.02 Develops learner evaluation instruments	9.02 Administers program evaluations	10.02 Maintains learner records	11.02 Processes information	12.02 Provides input into budget process	13.02 Keeps up-to-date with vehicle technology	14.02 Communicates with other instructors
	1.03 Monitors industry trends and standards	2.03 Selects resource materials	3.03 Ensures adequacy of supplies and equipment	4.03 Configures controlled environment exercises	5.03 Demonstrates equipment operation	6.03 Demonstrates driving techniques	7.03 Addresses learner's conduct	8.03 Administers cognitive evaluations	9.03 Assesses training outcomes	10.03 Maintains course records	11.03 Tabulates results	12.03 Monitors inventory		14.03 Communicates with management
	1.04 Monitors legislation	2.04 Develops training materials	3.04 Sets up training equipment	4.04 Plans training routes	5.04 Stimulates discussion	6.04 Demonstrates on-road equipment		8.04 Evaluates observed performance	9.04 Solicits learner feedback	10.04 Provides input into active records		12.04 Justifies potential expenditures		14.04 Communicates with other stakeholders
	1.05 Conducts prior learning assessment (PLA)	2.05 Develops learning activities			5.05 Uses motivational strategies	6.05 Facilitates interactive role plays		8.05 Conducts post-evaluation feedback						
					5.06 Monitors learning process	6.06 Observes and coaches learner's performance								
					5.07 Elicits learner feedback	6.07 Provides constructive feedback								
					5.08 Draws closure	6.08 Prepares for safe operation of vehicle								

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