





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



# National Occupational Standards BUS OPERATOR TRAINING INSTRUCTOR

Disponible en français sous le titre:  
Normes professionnelles nationales  
FORMATEUR DE CONDUCTEURS D'AUTOBUS



# INTRODUCTION

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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.

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Printed February 2011



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# ACKNOWLEDGEMENTS

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The Motor Carrier Passenger Council of Canada wishes to express sincere appreciation for the contribution of the many transportation companies, associations, labour organizations, operators and all others who contributed, directly or indirectly, to this publication and specifically the following representatives:

Kevin Alexander	Halifax Metro Transit	Nova Scotia
Lisa Andrews	Edmonton Transit System	Alberta
Gary Anselmo	Edmonton Transit System	Alberta
Darryl Antymniuk	Winnipeg Transit System/Accessible Services	Manitoba
Andrea Araszewski	Coast Mountain Bus Company Ltd.	British Columbia
Ed Armstrong	Coast Mountain Bus Company Ltd.	British Columbia
Aunts Aug	Coast Mountain Bus Company Ltd.	British Columbia
Sharon Backstrom	Edmonton Transit System	Alberta
Michael Bateman	Edmonton Transit System	Alberta
Derrick Bayer	Coast Mountain Bus Company Ltd.	British Columbia
Raymond Bédard	OC Transpo (Ottawa)	Ontario
Gurdev Bohugan	Coast Mountain Bus Company Ltd.	British Columbia
Éric Breton	Centre de formation en transport de Charlesbourg	Québec
Alan Brown	Coast Mountain Bus Company Ltd.	British Columbia
Joe Brown	Calgary Transit	Alberta
Maurice Buffel	Educator	Alberta
Wayne Burnash	Edmonton Transit System	Alberta
Beth Bутtenham	Stock / National Express Corp	Ontario
Rick Cable	Coast Mountain Bus Company Ltd.	British Columbia
Rod Cameron	Fanshawe College	Ontario
Dave Carroll	Motor Coach Canada	Ontario
Howard Chafe	St. John's Transportation Commission	Newfoundland
Jag Chahal	Coast Mountain Bus Company Ltd.	British Columbia
Dennis Childs	Toronto Transit Commission	Ontario
Terry Clancy	Toronto Transit Commission	Ontario
Michael Coates	British Columbia Institute of Technology	British Columbia
Perley Crandlemire	Coast Mountain Bus Company Ltd.	British Columbia
Vince Cossette	Edmonton Transit System	Alberta
Debbie DeBiasio	Diversified Transportation Prince George	British Columbia
Paul Drummond	OC Transpo (Ottawa)	Ontario
Derek Drynan	Edmonton Transit System	Alberta
Julian Evetts	Bow Valley College	Alberta
Greg Fisher	Saskatoon Transit	Saskatchewan
Mike Fleming	Amalgamated Transit Union	Ontario
Charles Freake	Saint John Transit Commission	New Brunswick
Barry George	BC Transit	British Columbia
Allan Goorovich	York Region Mobility Plus	Ontario
Ken Grube	Ontario Northland	Ontario
Bevan Hemsworth	Coast Mountain Bus Company Ltd.	British Columbia
Phil Holtskog	Pacific Western Transportation	Alberta
Tim Hoskins	Edmonton Transit System	Alberta
Winston Ingraham	Nova Scotia Community College	Nova Scotia
Mary Rose Jenner	Region of Peel, Transhelp	Ontario
George Johansen	Coast Mountain Bus Company Ltd.	British Columbia
Patrick Kavanagh	Coast Mountain Bus Company Ltd.	British Columbia

## Acknowledgements (continued)

Katherine Keam	School District #83 Shuswap	British Columbia
Elena Klein	Coast Mountain Bus Company Ltd.	British Columbia
David Knarr	Edmonton Transit System	Alberta
Bill Koen	Coast Mountain Bus Company Ltd.	British Columbia
Knisley Krestel	Coast Mountain Bus Company Ltd.	British Columbia
Dean Kulhavy	Edmonton Transit System	Alberta
Jackie Kundert	Coast Mountain Bus Company Ltd.	British Columbia
Mike Kuny	Edmonton Transit System	Alberta
Michelle Kupchanko	Southland Transportation Ltd.	Alberta
Michel Larocque	Autobus Transco/First Student	Québec
Tim Larson	Edmonton Transit System	Alberta
Christine Lemire	Groupe Orléans Express Inc.	Québec
Trevor MacFarlane	Coast Mountain Bus Company Ltd.	British Columbia
Ray Mantha	Coast Mountain Bus Company Ltd.	British Columbia
André Marcotte	Groupe Orléans Express Inc.	Québec
Dino Marrazzo	Edmonton Transit System	Alberta
Toni Matic	Edmonton Transit System	Alberta
Mark McKenzie	Coast Mountain Bus Company Ltd.	British Columbia
Cameron McKinnon	Amalgamated Transit Union	British Columbia
Michael Mooney	Edmonton Transit System	Alberta
John Moudakis	Canadian Urban Transit Association	Ontario
Steve Muller	Coast Mountain Bus Company Ltd.	British Columbia
Maureen Murphy	Coast Mountain Bus Company Ltd.	British Columbia
Paul Naujokas	Greyhound Canada / First Canada	Ontario
Margo Ottacher	Edmonton Transit System	Alberta
Denis Paquette	Société de transport de Montréal	Québec
Paul Parmar	Edmonton Transit System	Alberta
Craig Peters	Coast Mountain Bus Company Ltd.	British Columbia
Cordell Plitt	Edmonton Transit System	Alberta
Kevin Ponech	Lethbridge Transit	Alberta
Bob Power	Halifax Metro Transit	Nova Scotia
Ruth Ritchey	Coast Mountain Bus Company Ltd.	British Columbia
Guy Rockwell	Coast Mountain Bus Company Ltd.	British Columbia
Sébastien Roy	Centre de formation du transport routier de Saint-Jérôme	Québec
Mario St-Laurent	Association des propriétaires d'autobus du Québec	Québec
Michel St-Pierre	Centre de formation du transport routier de Saint-Jérôme	Québec
Roberto Salvalaggio	Coast Mountain Bus Company Ltd.	British Columbia
Nick Sandhu	Coast Mountain Bus Company Ltd.	British Columbia
Michael Savary	Groupe Orléans Express Inc. /Acadian	Nova Scotia
Yuvraj Sharma	Edmonton Transit System	Alberta
Mark Shaughnessy	Coast Mountain Bus Company Ltd.	British Columbia
Shirley Sherwin	First Student Canada	Ontario
Peter Simpson	School District # 63 Saanich	British Columbia
David Smith	Edmonton Transit System	Alberta
Sean Sparrow	York Region Mobility Plus	Ontario
Barry Stannard	GO Transit/Professional Instructor Driver Education Program	Ontario
John Strachan	Coast Mountain Bus Company Ltd.	British Columbia
Phil Thornton-Joe	BC Transit	British Columbia
Alida Van Kalsbeek	Coast Mountain Bus Company Ltd.	British Columbia
Bruce Van Luven	Coast Mountain Bus Company Ltd.	British Columbia
Debbie Wack	Edmonton Transit System	Alberta
Larry Warcup	Coast Mountain Bus Company Ltd.	British Columbia

## Acknowledgements (continued)

Doug Watt	Edmonton Transit System	Alberta
Debbie Wellein	Société de transport de Montréal	Québec
Robin West	Amalgamated Transit Union	Canada
Valerie Wiens	Brewster Inc.	Alberta
Ron Williams	Coast Mountain Bus Company Ltd.	British Columbia
Murray Wilson	Brewster Inc.	Alberta
David Wiperman	GO Transit	Ontario
Gordon Wood	Coach Canada	Ontario
Cataldo Zuccaro	Mississauga Transit	Ontario

The Motor Carrier Passenger Council of Canada acknowledges the support and guidance of the Board of Directors.

### BOARD OF DIRECTORS

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Michael Roschlau	President & CEO, Canadian Urban Transit Association

Special acknowledgement is extended to Mike Chapman who worked with the industry representatives to develop the Occupational Standard with the assistance of Carol Chapman and Mary Olscamp.

The Motor Carrier Passenger Council of Canada also acknowledges Human Resources and Skills Development Canada (HRSDC) for their financial contribution to the project and for guidance with this occupational standard. Specifically the assistance of Mr. Ed Arial of the Sectoral Partnerships Division is gratefully recognized.

# *THE MOTOR CARRIER PASSENGER COUNCIL OF CANADA*

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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*

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# THE OCCUPATIONAL STANDARD

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## 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

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## 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:

<b>BLOCK</b>	<i>Block</i> is the largest division within the analysis, and reflects a distinct operation relevant to the occupation.
<b>TASK</b>	<i>Task</i> 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.
<b>CONTEXT STATEMENT</b>	<i>Context Statement</i> defines the parameters of the task.
<b>SUB-TASK</b>	<i>Sub-task</i> 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.
<b>SUPPORTING KNOWLEDGE AND ABILITIES</b>	<i>Supporting Knowledge and Abilities</i> are elements of skill and knowledge an individual must acquire to adequately perform the sub-task.

# *SCOPE OF THE BUS OPERATOR TRAINING INSTRUCTOR*

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## **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*

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**BLOCK A** PROGRAM DEVELOPMENT

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**BLOCK B** LEARNING ENVIRONMENT

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**BLOCK C** PROGRAM DELIVERY

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**BLOCK D** EVALUATIONS

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**BLOCK E** ADMINISTRATION

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**BLOCK F** PERSONAL COMPETENCIES

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# BLOCK A PROGRAM DEVELOPMENT

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<b>TASK 1</b>	<b>Assesses training needs</b>
	<b>Context statement:</b> 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.
<b>Sub-task 1.01</b>	<b>Reviews organization's objectives</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 1.02</b>	<b>Identifies performance levels</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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

<b>Sub-task 1.03</b>	<b>Monitors industry trends and standards</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 1.04</b>	<b>Monitors legislation</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 1.05</b>	<b>Conducts prior learning assessment (PLA)</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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

<b>TASK 2</b>	<b>Develops curriculum</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 2.01</b>	<b>Develops learning objectives</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>2.01.01 knowledge of instructional techniques</p> <p>2.01.02 knowledge of subject matter</p> <p>2.01.03 knowledge of competent performance</p> <p>2.01.04 knowledge of training objectives</p> <p>2.01.05 ability to research subject matter</p> <p>2.01.06 ability to write objectives at learner level</p>
<b>Sub-task 2.02</b>	<b>Develops lesson plans</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>2.02.01 knowledge of instructional techniques</p> <p>2.02.02 knowledge of lesson plan format and conventions developed by organization/industry</p> <p>2.02.03 knowledge of teaching aids</p> <p>2.02.04 knowledge of training objectives</p> <p>2.02.05 knowledge of cultural appropriate language</p> <p>2.02.06 ability to organize plans to meet training objectives</p> <p>2.02.07 ability to produce learning materials</p> <p>2.02.08 ability to establish time frame for lesson</p> <p>2.02.09 ability to produce learning guide for learners</p> <p>2.02.10 ability to develop or adapt lesson plans to support a variety of learning styles</p> <p>2.02.11 ability to incorporate teaching aids into lesson plans</p>

Sub-task 2.03	<b>Selects resource materials</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>2.03.01 knowledge of industry resources</p> <p>2.03.02 knowledge of existing equipment</p> <p>2.03.03 knowledge of new/pending technology</p> <p>2.03.04 ability to research applicable resource materials</p> <p>2.03.05 ability to access and use the resources to develop lesson plans</p> <p>2.03.06 ability to modify or adapt resources to meet requirements of lesson</p> <p>2.03.07 ability to implement new training technology</p>

Sub-task 2.04	<b>Develops training materials</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>2.04.01 knowledge of instructional techniques</p> <p>2.04.02 knowledge of training objectives</p> <p>2.04.03 knowledge of teaching aids</p> <p>2.04.04 knowledge of training delivery media</p> <p>2.04.05 knowledge of cultural appropriate language</p> <p>2.04.06 ability to research training material</p> <p>2.04.07 ability to adapt existing training material to lesson objective</p> <p>2.04.08 ability to develop presentation material</p> <p>2.04.09 ability to develop printed material</p> <p>2.04.10 ability to develop audio/visual material</p> <p>2.04.11 ability to develop electronically delivered material</p> <p>2.04.12 ability to develop simulators and mock-ups</p> <p>2.04.13 ability to adapt material to accommodate cultural appropriateness</p>

Sub-task 2.05	Develops learning activities
	<b>Supporting Knowledge &amp; Abilities</b>
	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*

<b>TASK 3</b>	<b>Establishes classroom environment</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 3.01</b>	<b>Creates climate for learning</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>3.01.01 knowledge of standards of cleanliness</p> <p>3.01.02 knowledge of lighting requirements</p> <p>3.01.03 knowledge of temperature comfort zones</p> <p>3.01.04 knowledge of extraneous distractions such as noise and visuals on the learning environment</p> <p>3.01.05 ability to communicate with custodial staff</p> <p>3.01.06 ability to adjust lighting levels as required</p> <p>3.01.07 ability to adjust temperature or communicate with facility personnel</p> <p>3.01.08 ability to mitigate and compensate for distraction such as noise and visual</p> <p>3.01.09 ability to customize learning environment with appropriate visuals</p>
<b>Sub-task 3.02</b>	<b>Plans layout of learning environment</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>3.02.01 knowledge of room set-up for specific learning activity</p> <p>3.02.02 knowledge of clear sight lines</p> <p>3.02.03 knowledge of room size appropriate to learning activities</p> <p>3.02.04 knowledge of chronological distribution of participant material</p> <p>3.02.05 knowledge of health and safety standards and ergonomics and repetitive strain issues</p> <p>3.02.06 ability to adapt room layout for anticipated numbers of learners and proposed activities</p> <p>3.02.07 ability to adjust sight lines</p> <p>3.02.08 ability to adapt room for audio/visual presentations</p> <p>3.02.09 ability to ensure learning environment conforms to health and safety standards</p>

<b>Sub-task 3.03</b>	<b>Ensures adequacy of supplies and equipment</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 3.04</b>	<b>Sets up training equipment</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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



<b>TASK 4</b>	<b>Establishes on-road environment</b>
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**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.

<b>Sub-task 4.01</b>	<b>Ensures pre-trip inspection is performed</b>
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- 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

<b>Sub-task 4.02</b>	<b>Configures training vehicle</b>
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- 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

<b>Sub-task 4.03</b>	<b>Configures controlled environment exercises</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 4.04</b>	<b>Plans training routes</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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

<b>TASK 5</b>	<b>Delivers in-class training</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 5.01</b>	<b>Conducts orientation</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>5.01.01 knowledge of fire exits and emergency procedures</p> <p>5.01.02 knowledge of program agenda</p> <p>5.01.03 knowledge of training goals and objectives</p> <p>5.01.04 knowledge of learner's experience and background</p> <p>5.01.05 ability to explain or demonstrate emergency procedures</p> <p>5.01.06 ability to present training agenda</p> <p>5.01.07 ability to put learners at ease</p> <p>5.01.08 ability to engage learners in introductory exercises</p>
<b>Sub-task 5.02</b>	<b>Presents information</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>5.02.01 knowledge of instructional techniques</p> <p>5.02.02 knowledge of information to be presented</p> <p>5.02.03 knowledge of significance of information</p> <p>5.02.04 knowledge of presentation methods</p> <p>5.02.05 knowledge of learner comprehension levels</p> <p>5.02.06 knowledge of cultural appropriate language</p> <p>5.02.07 ability to adapt delivery to learners needs</p> <p>5.02.08 ability to adapt information to learner</p> <p>5.02.09 ability to maintain learner interest</p> <p>5.02.10 ability to monitor comprehension</p> <p>5.02.11 ability to deliver presentations</p> <p>5.02.12 ability to operate multi-media and electronic equipment</p>

<b>Sub-task 5.03</b>	<b>Demonstrates equipment operation</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 5.04</b>	<b>Stimulates discussion</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 5.05</b>	<b>Uses motivational strategies</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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

<b>Sub-task 5.06</b>	<b>Monitors learning process</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 5.07</b>	<b>Elicits learner feedback</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 5.08</b>	<b>Draws closure</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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

<b>TASK 6</b>	<b>Delivers in-vehicle training</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 6.01</b>	<b>Defines learning objectives</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>6.01.01 knowledge of training objectives</p> <p>6.01.02 knowledge of traffic acts</p> <p>6.01.03 knowledge of learner’s level of comprehension</p> <p>6.01.04 knowledge of learners driving experience</p> <p>6.01.05 ability to communicate expected outcome</p> <p>6.01.06 ability to relate daily activities to training outcomes</p> <p>6.01.07 ability to define the performance criteria</p>
<b>Sub-task 6.02</b>	<b>Supervises pre-trip inspection</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>6.02.01 knowledge of legislative requirements</p> <p>6.02.02 knowledge of equipment</p> <p>6.02.03 knowledge of company policies</p> <p>6.02.04 knowledge of appropriate forms</p> <p>6.02.05 ability to identify defects</p> <p>6.02.06 ability to demonstrate inspections</p> <p>6.02.07 ability to determine vehicle is safe to operate</p> <p>6.02.08 ability to verify required documents on board</p>

<b>Sub-task 6.03</b>	<b>Demonstrates driving techniques</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 6.04</b>	<b>Demonstrates on-road equipment</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 6.05</b>	<b>Facilitates interactive role plays</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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

<b>Sub-task 6.06</b>	<b>Observes and coaches learner's performance</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 6.07</b>	<b>Provides constructive feedback</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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
<b>Sub-task 6.08</b>	<b>Prepares for safe operation of vehicle</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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



<b>TASK 7</b>	<b>Promotes learner relations</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 7.01</b>	<b>Counsels learners</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>7.01.01 knowledge of learner’s abilities and capabilities</p> <p>7.01.02 knowledge of counselling techniques</p> <p>7.01.03 knowledge of training objectives</p> <p>7.01.04 ability to set climate for counselling</p> <p>7.01.05 ability to be tactful and diplomatic</p> <p>7.01.06 ability to provide constructive feedback</p> <p>7.01.07 ability to monitor performance for follow-up</p>
<b>Sub-task 7.02</b>	<b>Assists learner to develop confidence</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>7.02.01 knowledge of learner’s abilities/capabilities</p> <p>7.02.02 knowledge of motivational strategies</p> <p>7.02.03 knowledge of role of self confidence in learning process</p> <p>7.02.04 ability to praise effectively</p> <p>7.02.05 ability to monitor learner’s progress</p> <p>7.02.06 ability to interpret non-verbal cues</p> <p>7.02.07 ability to reinforce positive behaviour</p>

Sub-task 7.03	Addresses learner's conduct
	<b>Supporting Knowledge &amp; Abilities</b>
	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*

<b>TASK 8</b>	<b>Conducts learner evaluations</b>
	<p><b>Context statement:</b></p> <p>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).</p>
<b>Sub-task 8.01</b>	<b>Prepares learner for evaluation</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>8.01.01 knowledge of requirements for testing</p> <p>8.01.02 knowledge of material to be tested</p> <p>8.01.03 knowledge of learner’s strengths and weaknesses</p> <p>8.01.04 ability to put learner at ease</p> <p>8.01.05 ability to convey the reality of situation</p> <p>8.01.06 ability to identify problems and recommend solutions</p>
<b>Sub-task 8.02</b>	<b>Develops learner evaluation instruments</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>8.02.01 knowledge of testing techniques</p> <p>8.02.02 knowledge of training objectives</p> <p>8.02.03 knowledge of types of evaluations</p> <p>8.02.04 knowledge of subject to be tested</p> <p>8.02.05 knowledge of electronic evaluation programs and equipment</p> <p>8.02.06 ability to create testing material and/or documents</p> <p>8.02.07 ability to develop electronic evaluation instruments</p>

<b>Sub-task 8.03</b>	<b>Administers cognitive evaluations</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 8.04</b>	<b>Evaluates observed performance</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 8.05</b>	<b>Conducts post-evaluation feedback</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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

<b>TASK 9</b>	<b>Conducts program evaluations</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 9.01</b>	<b>Develops program evaluation instruments</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>9.01.01 knowledge of training objectives</p> <p>9.01.02 knowledge of evaluation techniques</p> <p>9.01.03 knowledge of electronic evaluation programs and equipment</p> <p>9.01.04 ability to prepare evaluation instructions</p> <p>9.01.05 ability to prepare objective evaluations</p> <p>9.01.06 ability to develop electronic evaluation instruments</p>
<b>Sub-task 9.02</b>	<b>Administers program evaluation</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>9.02.01 knowledge of evaluation criteria</p> <p>9.02.02 knowledge of regulations and company policy</p> <p>9.02.03 knowledge of technical materials and any testing tools</p> <p>9.02.04 ability to communicate testing procedures</p> <p>9.02.05 ability to conduct evaluation</p> <p>9.02.06 ability to monitor evaluation process</p>

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

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

# BLOCK E ADMINISTRATION

<b>TASK 10</b>	<b>Maintains records</b>
	<b>Context statement:</b> 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.
<b>Sub-task 10.01</b>	<b>Identifies record keeping requirements</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 10.02</b>	<b>Maintains learner records</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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	<b>Maintains course records</b>
	<p data-bbox="483 285 919 317"><b>Supporting Knowledge &amp; Abilities</b></p> <p data-bbox="483 342 1154 373">10.03.01 knowledge of courses required to be archived</p> <p data-bbox="483 384 1317 415">10.03.02 knowledge of requirements to maintain past course content</p> <p data-bbox="483 426 1430 457">10.03.03 knowledge of collection, retention, and destruction of course records</p> <p data-bbox="483 468 1133 499">10.03.04 ability to archive records in correct location</p> <p data-bbox="483 510 1435 541">10.03.05 ability to monitor course history for future use and course scheduling</p> <p data-bbox="483 552 1203 583">10.03.06 ability to retrieve past course content information</p> <p data-bbox="483 594 1068 625">10.03.07 ability to collate information collected</p> <p data-bbox="483 636 1003 667">10.03.08 ability to apply retention periods</p> <p data-bbox="483 678 1133 709">10.03.09 ability to destroy course records as required</p>

Sub-task 10.04	<b>Provides input into active records</b>
	<p data-bbox="483 842 919 873"><b>Supporting Knowledge &amp; Abilities</b></p> <p data-bbox="483 898 1045 930">10.04.01 knowledge of style guide formatting</p> <p data-bbox="483 940 1068 972">10.04.02 knowledge of file naming conventions</p> <p data-bbox="483 982 1240 1014">10.04.03 knowledge of active records that must be maintained</p> <p data-bbox="483 1024 1133 1056">10.04.04 knowledge of where records are maintained</p> <p data-bbox="483 1066 1455 1098">10.04.05 knowledge of impact or implication of information contained on forms</p> <p data-bbox="483 1108 1292 1140">10.04.06 ability to archive learner records that must be maintained</p> <p data-bbox="483 1150 1170 1182">10.04.07 ability to maintain records in specific locations</p> <p data-bbox="483 1192 1463 1251">10.04.08 ability to schedule recurring training based on frequency and legislative requirements</p>



<b>TASK 11</b>	<b>Writes reports</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 11.01</b>	<b>Collects information</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>11.01.01 knowledge of information required</p> <p>11.01.02 knowledge of sources of information</p> <p>11.01.03 knowledge of filing systems</p> <p>11.01.04 knowledge of electronic information sources</p> <p>11.01.05 knowledge of privacy and confidentiality laws</p> <p>11.01.06 ability to collect information</p> <p>11.01.07 ability to conduct research</p> <p>11.01.08 ability to use electronic information sources</p>
<b>Sub-task 11.02</b>	<b>Processes information</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>11.02.01 knowledge of significance of information</p> <p>11.02.02 knowledge of report objectives</p> <p>11.02.03 knowledge of legislative and corporate policies</p> <p>11.02.04 ability to interpret gathered information</p> <p>11.02.05 ability to sort information</p> <p>11.02.06 ability to use proper document or format</p> <p>11.02.07 ability to draw conclusions from gathered information</p> <p>11.02.08 ability to maintain privacy and confidentiality</p>

<b>Sub-task 11.03</b>	<b>Tabulates results</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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



<b>TASK 12</b>	<b>Performs financial functions</b>
	<b>Context statement:</b>
	<p>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.</p>

<b>Sub-task 12.01</b>	<b>Requisitions equipment and supplies</b>
	<b>Supporting Knowledge &amp; Abilities</b>
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

<b>Sub-task 12.02</b>	<b>Provides input into budget process</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 12.03</b>	<b>Monitors inventory</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 12.04</b>	<b>Justifies potential expenditures</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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

<b>TASK 13</b>	<b>Maintains currency in field</b>
	<b>Context statement:</b> <p>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.</p>
<b>Sub-task 13.01</b>	<b>Keeps up-to-date with instructional techniques</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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
<b>Sub-task 13.02</b>	<b>Keeps up-to-date with vehicle technology</b>
	<b>Supporting Knowledge &amp; Abilities</b>
	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

<b>TASK 14</b>	<b>Communicates with others</b>
	<p><b>Context statement:</b></p> <p>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.</p>
<b>Sub-task 14.01</b>	<b>Projects image of role</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>14.01.01 knowledge of what constitutes professionalism</p> <p>14.01.02 knowledge of job requirements</p> <p>14.01.03 knowledge of organization's policy and procedures regarding rules and regulations</p> <p>14.01.04 knowledge of acceptable standards for personal hygiene and appearance</p> <p>14.01.05 ability to perform duties in an efficient and effective manner</p> <p>14.01.06 ability to project a dignified and professional demeanour</p> <p>14.01.07 ability to be tactful and diplomatic</p>
<b>Sub-task 14.02</b>	<b>Communicates with other instructors</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>14.02.01 knowledge of the value that information sharing has on the training outcome</p> <p>14.02.02 knowledge of information that must be shared for corporate and regulatory purposes</p> <p>14.02.03 ability to communicate relevant information daily with fellow instructors</p> <p>14.02.04 ability to convey required information to other instructors</p>
<b>Sub-task 14.03</b>	<b>Communicates with management</b>
	<p><b>Supporting Knowledge &amp; Abilities</b></p> <p>14.03.01 knowledge of required information for corporate and regulatory purposes</p> <p>14.03.02 knowledge of communication protocols</p> <p>14.03.03 ability to communicate required information</p> <p>14.03.04 ability to document shared information</p>

**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*

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