

Instructions for Driver Training – Online Learning



This document outlines options for allowing driver training theory classes to occur in an online web-based format.

Schools offering GLP, motorcycle skills, MELT or air brake courses may apply to offer online training that meets the following requirements:

Basic requirements

1. Theory instructors involved in facilitating or monitoring the training, and practical instructors delivering the practical lessons, are on the instructor list of the school issuing the Declaration of Completion (DoC) or completion certificate and adequate school bonding is in place.
2. Instructors and learners have adequate technology and workspace that includes:
 - sufficient internet speed
 - computer or tablet with audio and video capability, and
 - a distraction-free environment to participate.
3. Live conference-style and virtual classes are limited to 10 learners per class to ensure adequate opportunity to engage with each learner. This limit will be monitored and may be adjusted later.
4. Attendance records are maintained as per Division 27 of the Motor Vehicle Act Regulations and the applicable agreement (GLP, motorcycle skills, MELT or air brakes). Driver training schools must be able to verify the identity of each learner present during each of the modules offered online and attest to the participation of each learner throughout the whole duration of each module. A list of learners completing online learning may need to be provided upon request.
5. With the exception of MELT, all of the theory training may occur before any practical training. MELT courses require that some integration between theory and practical occur. If more than 60 days lapses between the end of the theory class and the beginning of practical lessons, the learner is required to take theory refresher training to prepare them for practical lessons. Each school must determine what is appropriate based on their learners and the time elapsed.
6. The entire course must be completed within the times set in the applicable agreement, unless otherwise approved in writing by ICBC.
7. The school must provide each trainee with an opportunity to anonymously evaluate the online portion of the course, so that feedback may be used by the school for continual improvement and to monitor customer satisfaction. The school must provide the results of trainee course evaluations to ICBC upon request.

Time allowances

There are certain time allotments allowed for different types of online learning.

Note: you may combine any allowed online learning with face-to-face theory sessions.

Air Brake Certification

Minimum 7-hour theory, plus 4-hour practical for certification course. Total certification course time: 11 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none">• May offer entire theory via web-conferencing• 30% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences. <p>Note: some theory learning may take place around an air brakes equipped vehicle.</p>
Self-paced e-learning	7 hours maximum time allowed – as part of the minimum required time

Class 7 GLP course

Minimum 16-hour theory, 12-hour practical, plus 4-hour discretionary time. Total course time: 32 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none">• May offer entire theory via web-conferencing• 30% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences.
Self-paced e-learning	8 hours maximum time allowed – as part of the minimum required time

Mandatory Entry-Level Training (MELT)

Minimum 47-hour theory, 18 hours off-highway, 19 hours yard, 50 hours on-road, plus 6 hours of practical flexible time. Total certification course time: 140 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none">• May offer entire theory via web-conferencing• 50% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences.
Self-paced e-learning	23.5 hours maximum time allowed – as part of the minimum required time

Motorcycle Skills

Minimum 7-hour theory, 9-hour practical, plus 2-hour discretionary time. Total course time: 18 hours.

Type of Learning	Requirements
Instructor-led web conferencing	<ul style="list-style-type: none">• May offer entire theory via web-conferencing.• 30% of lessons must include interactive experiences – refer to definition under interactive and virtual classroom experiences. Face-to-face interactive classroom learning may replace the virtual interactive experiences. <p>Note: some theory learning may take place outside in the parking lot.</p>
Self-paced e-learning	4 hours maximum time allowed – as part of the minimum required time

How to apply

Note: approval to offer an online course must be received in writing from ICBC, otherwise online hours will not count towards the approved course.

1. Complete the [Total Online Course Hours Chart \(DTC413\)](#).
2. Complete the [Online and Blended Theory Lessons Outline \(DTC414\)](#) form.
3. Complete the [Rapid eLearning Outline \(MV2957\)](#) form – applicable to self-paced learning only.
4. Complete the Course Questionnaire.
5. Provide video, videoed classroom lesson information, or both, if applicable.
6. Email your application package to Michael Collins at Michael.Collins@icbc.com. You will be provided with feedback and suggestions to help ensure your course meets minimum requirements.
7. In advance of running the first online course, the instructors running and monitoring the course must demonstrate their ability to effectively use the technology to teach online. This will be done as a short mock class where the instructor will demonstrate the various online features used, with a reviewer participating.

Once the above steps have been satisfactorily completed, you'll receive written approval to offer a course. The first course will be monitored by an ICBC reviewer who will provide private feedback at appropriate times.

New approved course applicants – if you do not currently have an agreement with ICBC, you are considered a new applicant. In addition to these requirements, you must apply as a new applicant. Please contact our office at 1-866-339-0363 or dtas@icbc.com and ask for an application package for the course you wish to offer.

If you have any questions or concerns, please email Michael Collins, Driver Education Programs Advisor at Michael.Collins@icbc.com

Options for delivery

Principles of good teaching and learning apply just as much in an online environment as they do in a face-to-face classroom setting. Schools should be providing a variety of activities and learning opportunities that encourage learners to interact with each other. The school is responsible for the security and privacy of their participants in all online learning environments chosen.

This section describes different options you can use for online delivery.

Web-conferencing

Instructor-led web conferencing programs allow for audio-video live streaming where instructors interact directly, in real time, with groups of learners or individuals. The instructor must be able to effectively use program functions and interact with learners.

Time restriction — A maximum of four hours of web-conferencing allowed in a day – with a minimum 15 minute break every 90 minutes.

At a minimum, the web conferencing application must allow for:

- entrance by invitation or password only
- face-to-face interaction to ensure attendance and to confirm identity of the learners
- screen sharing for documents, websites, slides and videos, and so on
- “hand up” feature for learners to ask questions
- private and group chat feature — to allow learners to make comments and ask questions during the presentation and read the comments of others
- controlling mute and who can speak, and
- optional recording of the session so instructor and learner can review later — can be useful if you have a guest speaker, are having discussions that would be good for learners to review later, or for recording learners presentations.
Note: prior to recording online sessions, schools must obtain trainees’ written consent to be recorded.

Interactive virtual classroom experiences

Interactive virtual classroom experience includes additional activities and ensures some learner-to-learner interaction. Schools may choose to use a variety of different platforms to achieve the virtual classroom experience.

At least 30% of web-conference lessons must include some interactive experiences. This does not mean that the entire lesson is an interactive activity but that the lesson is centred on an interactive activity. Alternatively, you could teach the interactive portions of your course face-to-face in a classroom setting.

The following activities would be considered virtual classroom experience:

- **Breakout rooms** — Instructors break classes into smaller groups via virtual breakout rooms, where learners can share experiences, discuss strategies, and collaborate to solve problems. The instructor can pop in and out of the rooms to check on the discussion and give time warnings.
- **Interactive whiteboards** — Virtual whiteboards allow instructors and learners actively share information, make annotations, diagrams and so on.
- **Polling or online real-time quizzes** — There are a variety of programs and apps that allow for real time quizzes done on a computer, tablet, or phone. Polling is built into some applications providing instant group results. When quizzes are done in teams, the activity counts as interactive time.
- **Real-time online games and interactive simulations** — can allow for individual or team results.

How to calculate time that counts towards the 30% interactive experiences

Example 1: You are going to have learners discuss crash scenarios and determine strategies to avoid these. Time is calculated as follows:

- Intro and general discussion of common crash factors with whole class – 10 minutes
- Break out room activity – 15 minutes
- Discussion of results with whole class – 10 minutes.

Total lesson time – 35 minutes.

Example 2: You are going to have learners watch a video about wildlife collisions and then together answer some questions about what they learned. Time is calculated as follows:

- Intro to the topic. Learners and instructor share wildlife collision experiences or stories – 10 minutes
- Introduce and show the video – 10 minutes
- Break out room activity – 10 minutes
- Discussion of results with the whole class – 15 minutes.

Total lesson time – 45 minutes.

Example 3: You are going to give learners a test or quiz to complete as a team. Time is calculated as follows:

- Explanation and intro to the test – 5 minutes
- Online game activity – learners put into pairs or teams. Learners do the activity – 10 minutes
- Review team results with whole class – 5 minutes.

Total time – 20 minutes.

Self-paced learning

Self-paced learning is learning that does not involve interaction with other learners or the instructor. Learners choose when and where to access the learning. If used, schools should determine how this learning fits into the total program. For example, do learners need to complete specific units before participating in a web conference? There are two types of self-paced learning allowed.

Videos and videoed classroom lessons, with assignment

Up to two hours of videoed classroom lessons and other videos may be provided to learners to watch, on their own, at home and may count as self-paced course time provided there is a homework assignment associated with each video. Time is calculated as per length of the video. Homework completion time that may include questions, essays and so on does not count towards required course hours.

For approval, provide a list of videos used in this way including:

- video title and length
- brief description of what it covers
- instructions for the homework assignment, and
- links to the videos.

Self-paced rapid eLearning

A learning management system (LMS) that takes learners through the content. The amount of rapid eLearning allowed depends on the type of course. See time allowances section.

The delivery system must be web-based training (WBT) accessed through the internet, not computer based training (CBT) accessed through a CD or DVD.

Administrator and trainee access to the complete online course must be provided to ICBC for review.

You must plan for ways to assess learning obtained through this method outside of the LMS. For example, additional assessment would also need to occur during live web sessions, during face-to-face classroom or during practical training lessons.

Rapid eLearning must also meet the following requirements:

- Include an introduction that outlines learning objectives, course structure, assessment, and how to use the program, including technology requirements.
- Be password protected. Each learner must have an individual sign-on identifier and strong password.
- Require re-authentication after a period of inactivity – maximum 15 minutes.
- Does not allow more than one login to the same account at the same time.
- Is able to track learner progress and prove that a learner has completed the required content.
- Require learners to engage in content – not just click through it.
- Allows learners to go back and review previously completed units.
- Assessment is included throughout the course.
- Content is organized in a logical sequence and chunked into digestible pieces.
- Graphics, video, and sound are of professional quality and the overall design is simple and consistent.
- Use a variety of audio and visual methods to make the information interesting and engaging to meet different learning preferences such as action animation, games, pop-up boxes, quizzes, videos, and so on.
- Content level (complexity) is appropriate for the learners and content information is correct.

Other ways to connect with learners

Uploading of assignments — either in a secure virtual classroom platform or by secure email, homework assignments can be deposited in a central location. These should be saved for auditing purposes.

Social media sites

- Set up a private class social media page with specific rules and guidelines on use.
- Use social media to send notifications about upcoming classes to learners.

Forums — Set up a private online forum for learners to share content, comments, questions and even videos in a common environment where other learners can comment.

Developing your online course

The school is responsible for any costs incurred in the development of, or revisions required to the online portion of a course. The school is also responsible for ensuring the privacy of participants and the security of the online environment chosen by the school.

Note: There may be existing online driver education materials available in the marketplace. The quality and appropriateness of these courses can vary. Schools are responsible for ensuring that online training developed, shared or purchased meets the requirements listed.

Course questionnaire

As part of your application, please provide answers to the following questions about your online course.


1. What security measures and procedures are in place to identify the learner throughout the course?
2. How did you determine the assigned hours for the different types of online learning used?
3. Describe methods of assessment used for each type of online learning used.
4. If using rapid eLearning, what follow-up assessment is done during the live web-conference, face-to-face portions (class or practical), or other portion of the course to confirm that the learner has completed the online learning and attained the required knowledge and understanding?

Appendix A: How to complete the Online Course Hours Chart (DTC413)

Complete the Online Course Hours Chart (DTC413) and include it with your application..

Figure 1 is an example of how to complete the course hours chart using a motorcycle (MSA) course. **It does not represent a required or suggested MSA course.**

Figure 1: Sample Online Course Hours Chart (DTC413)



Online Course Hours Chart

Section 1 School Information

<small>DRIVER TRAINING SCHOOL</small> Test School	<small>DTC #</small> 9999	<small>CONTACT NAME</small> FirstName LastName
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Section 2 Course Hours Chart

Course Type
 Airbrakes GLP MELT MSA

Complete the chart and include in your application.

Learning code	Type of learning	Estimated time (minutes)
1	Videos viewed at home with assignment	30
2	Self-paced rapid eLearning	90
3	Web-conference – direct instruction (lectures, presentations, videos, individual tests)	90
4	Web-conference with virtual classroom interactive activities	150
5	1:1 online conference with individual students (time calculated per student)	
6	In-person theory	120
7	Practical training	600
8	Other (please explain)	
Minimum total hours <ul style="list-style-type: none"> Airbrakes – 660 min (11 hour single unit certification course), or 930 min (15.5 hours) combination unit certification course) GLP – 1920 min (32 hours) MELT – 8400 min (140 hours) MSA – 1080 min (18 hours) 		1080

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Appendix B: How to complete the Online and Blended Theory Lessons Outline (DTC414)

Figure 2 is an example of how to complete the Online and Blended Theory Lessons Outline (DTC414) form using a motorcycle (MSA) course. **It does not represent a required or suggested MSA outline.**

Instructions

Provide an outline of the theory portion of your course including any planned face-to-face theory classes.

Information required for each column includes the following:

- Course type — Insert whether air brakes, GLP, MELT, or motorcycle (MSA).
- Unit or lesson number — An activity or chunk of time planned in the order it will be taught or introduced.
- Teaching method — List key teaching methods or platforms used in the unit.
- Estimated time — Insert the estimated amount of time it is expected the unit will take.
- Learning outcomes or main topics covered — Only describe topics and activities that are a main focus of the unit.
Note: For self-paced rapid eLearning, complete the form Rapid eLearning Outline form (MV2957) rather than listing detailed content for that here.
- Learning code — Insert the number representing the type of learning as listed on the Total Course Hours chart.
- Total time – total of estimated time — This amount must meet the minimum theory hours required but may be longer: air brakes 7 hours, GLP 16 hours, MELT 47 hours, MSA 7 hours.

Figure 2: Sample Online and Blended Theory Lessons Outline (DTC414)



Online and Blended Theory Lessons Outline

For instructions and examples on completing this form, refer to the document *Online Learning for Driver Training (DTC415)*.

Section 1 School Information

DRIVER TRAINING SCHOOL Test School	DTC # 9999	CONTACT NAME FirstName LastName
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Section 2 Course Hours Chart

Course Type				
<input type="checkbox"/> Airbrakes <input type="checkbox"/> GLP <input type="checkbox"/> MELT <input checked="" type="checkbox"/> MSA				
Unit/ lesson number	Teaching method	Estimated time (minutes)	Learning outcomes / main topics covered (List if a main focus of the unit)	Learning code
1	Joining Instructions	0	When they register, students are emailed joining instructions, course policies, course overview, links to videos, assessment requirements, and schedule	
2	Web conference	45	Course info, check student ID, instructor and student selfintroductions. Introduction to riding — responsibility of the rider, risks, costs, etc.	3
3	Web conference with breakout rooms	60	Riding goals, types of motorcycles, choosing the right bike, common riding errors. Breakout room activities to discuss content (2 x 10 min). Discussion of online course.	4
4	Videos at home	30	Videos on bike safety and protective gear. Includes questions to answer and email to instructor. (30 min flex time used).	1
5	Self-paced rapid eLearning	90	Students complete online units on hazards, safety equipment, and controls and parts of motorcycles. Includes interactive components and quizzes for assessment.	2

6	Web conference	45	Safe riding strategies and habits, traffic regulations, sharing the road, and riding with others.	3
7	Web conference with breakout rooms	45	Continuing with previous topics. Discussion on risk-taking. Breakout rooms activities used to discuss content (2 x 10 min).	4
8	Web conference with breakout rooms, online realtime quiz	45	General discussion and review. Assessment of previous topics via online quiz (completed through Zoom polling system) with discussion.	4
9	Face-to-face theory	120	Discussion of life-long learning as a rider. More on understanding the motorcycle. Review development of skill and knowledge over the entirety of course. Overview of practical training. Wrap-up activities: course evaluation form, time given for questions and thoughts/feelings about the course. (Includes 30 min flex time).	6
10				
11				
12				
Total time		480		