



Instructor Training Certification Competency Checklist (Class 5)

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| INSTRUCTOR CANDIDATE | DRIVER'S LICENCE NUMBER | COURSE START DATE | COURSE END DATE |
|----------------------|-------------------------|-------------------|-----------------|

Check **IP** (in progress) or **S** (satisfactory) for each of the following competencies. Review progress with each instructor candidate at the mid-point of the course and again at the end. Instructor candidate must receive an **S** in all competencies to qualify.

| <i>The instructor candidate is able to...</i> | IP | S |
|--|----|---|
| C.1.1 – Explain requirements for maintaining an instructor’s licence. | | |
| C.1.2 – Describe learning and teaching resources available to driving instructors. | | |
| C.1.3 – Accurately evaluate own teaching strengths and weaknesses and determine ways to improve. | | |
| C.2.1 – Demonstrate professionalism and respect toward others. | | |
| C.2.2 – Define personal and sexual harassment, using examples. | | |
| C.2.3 – Explain ICBC’s Code of Conduct, using examples. | | |
| C.2.4 – Explain relevant sections of Division 27, including the reasons for the regulation. | | |
| C.3.1 – Accurately complete student records. | | |
| C.4.1 – Describe common crash situations, using several examples. | | |
| C.4.2 – Explain why poor risk perception, high risk tolerance, and lack of skill or experience are critical crash factors for new drivers. | | |
| C.4.3 – Explain the role of government in traffic safety (federal, provincial, and municipal level). | | |
| C.5.1 – Explain how a student’s driving may be influenced negatively or positively by at least four social factors (i.e. peer pressure, family culture, societal attitudes, the media, work related pressure). | | |
| C.5.2 – Explain how a student’s personal factors may affect their risk perception and driving behaviour, using examples (i.e., age, health, lifestyle choices, personality). | | |
| C.6.1 – Explain the rules and procedures for obtaining a Class 5 driver licence. | | |
| C.6.2 – Explain ICBC road test procedures and standards. | | |
| C.7.1 – Explain the meaning of all traffic control devices including signs, signals, and road markings. | | |
| C.7.2 – Explain all safe driving laws and practices. | | |
| C.7.3 – Explain reasons for driving laws and regulations, using examples. | | |
| C.7.4 – Explain fines and penalties concerned with driving, using examples. | | |
| C.7.5 – Explain the procedures to be taken when involved in a crash or when arriving at the scene of a crash. | | |
| C.8.1 – Explain, in general terms, the content of the Mapping a Safe Course curriculum. | | |
| C.8.2 – Explain the standards and requirements that apply to the in-car portion of a Class 7 GLP course. | | |

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| <i>The instructor candidate is able to...</i> | IP | S |
|---|----|---|
| C.9.1 – Explain the legal requirements that apply to Class 5 driver training vehicles. | | |
| C.10.1 – Explain the meaning and use of all instruments, warning lights, and controls. | | |
| C.11.1 – In basic laypersons terms, explain all vehicle systems and devices related to safety. | | |
| C.12.1 – Explain and demonstrate a complete pre-trip inspection on a passenger vehicle. | | |
| C.13.1 – Explain the five principles of effective driver education (learner-centred, outcomes-based, integration two ways, focus on attitudes). | | |
| C.13.2 – Explain factors that affect learning, using examples. | | |
| C.13.3 – Adapt teaching to different learning preferences and needs. | | |
| C.13.4 – Communicate effectively (voice, terminology, listening and so on). | | |
| C.13.5 – Explain how to work with parents/supervisors to support students' learning. | | |
| C.14.1 – Ask questions that promote learning and responsibility. | | |
| C.14.2 – Effectively use in-car visual aids. | | |
| C.14.3 – Provide clear and correct demonstrations. | | |
| C.14.4 – Provide clear and correct direct instruction. | | |
| C.14.5 – Demonstrate commentary driving. | | |
| C.14.6 – Demonstrate ways to transfer responsibility to the student. | | |
| C.14.7 – Use learning games, scenarios and stories. | | |
| C.15.1 – Use appropriate and effective methods to assess and record learning. | | |
| C.15.2 – Provide timely, appropriate and correct feedback to students. | | |
| C.15.3 – Conduct a mid-point assessment review. | | |
| C.15.4 – Encourage students to reflect on own knowledge, ability, and attitude. | | |
| C.16.1 – Identify students' learning goals and needs. | | |
| C.16.2 – Develop in-car lesson plans. | | |
| C.16.3 – Deliver well-structured and logically sequenced driving lessons. | | |
| C.17.1 – Describe the behaviour of a student who is not fit to drive and explain how to handle the situation. | | |
| C.17.2 – Choose appropriate routes, traffic situations, and roadside stops, for the lessons being delivered and student ability. | | |
| C.17.3 – Give appropriate and timely commands and directions. | | |
| C.17.4 – Demonstrate awareness of driving and teaching environment. | | |

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| C.17.5 – Take physical control of the vehicle from the passenger side, using the principle steering wheel. | | |
| C.17.6 – Follow in-vehicle security guidelines. | | |
| C.17.7 – Explain procedures for handling emergencies, using examples. | | |
| C.18.1 – In basic laypersons terms, explain applicable vehicle control techniques related to the physics of driving. | | |
| C.19.1 – Demonstrate all driving tasks safely, legally and smoothly in a variety of traffic and roadway conditions. | | |
| C.19.2 – Provide correct and complete information about all driving tasks. | | |

Declaration – to be completed prior to issuing a course completion certificate

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| To the Insurance Corporation of British Columbia I declare that the information provided on this form is true and correct | |
| INSTRUCTOR TRAINER SIGNATURE | INSTRUCTOR TRAINER NAME (PLEASE PRINT) |
| INSTRUCTOR CANDIDATE SIGNATURE | DATE |