motorcycle skills training

course approval guide

A document to support the development of an approved rider education course

The companion guide to the Motorcycle Skills Assessment Procedures Manual and MSA Facility Agreement

Driver certification program

The driver certification program allows qualifying driving schools, institutes and companies to teach and assess students in the operation of certain types of vehicles rather than requiring the student to be assessed by ICBC.

Driver certification is available for motorcycle skills assessments, air brakes pre-trip inspections, and Class 1-4 on-road assessments (companies only).

ICBC has prepared this guide to help driving schools develop rider education courses that meet approval for ICBC's certification program. ICBC reserves the right to accept or reject any application.

For more information on ICBC's driver certification programs contact the Driver Training Unit at dtcbc.com.

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Introduction

Philosophy of the Motorcycle Skills Training Program

As stakeholders in road safety, it is a common goal of the driver education industry, ICBC and the B.C. government to reduce the number and severity of crashes involving new riders. It is hoped that the motorcycle skills training program (MSTP) and the associated resources available through ICBC will help to achieve this important goal.

The MSTP seeks to provide students with a solid foundation of skills, knowledge and approach to riding that when combined with on-road education and experience will help ensure safe riding for life.

The course encourages a learner-centred approach**.** This is an approach to teaching and learning that allows students to participate actively in their own learning; considers students' unique learning abilities, experiences, backgrounds, and interests; and shares the responsibility for learning between the instructor and the students.

Instructors are encouraged to use interactive teaching and learning strategies where students interact with each other, sharing experiences and opinions. Students develop knowledge and appreciation from each other and the instructor.

The curriculum was developed in consultation with rider training schools in B.C. and through research on rider and driver education in other jurisdictions.

Section 1: Course approval process

Overview

Schools interested in offering driver certification for motorcycles through the MSTP will follow these steps:

- meet initial participation requirements
- submit curriculum and associated documents for review and approval
- conduct an initial "pilot course" that is evaluated by ICBC, and
- receive approval for certification with necessary forms and documents

Initial participation requirements

In order to apply to offer the MSTP and conduct motorcycle skills assessments (MSA), your school must meet the following requirements:

- be a licensed driving school, unless exempt under Division 27 of the Motor Vehicle Act Regulations, and
- have a minimum of one employee who meets the following qualifications:

  - a licensed Class 6 practical instructor
  - a licensed Class 6 theory or Class 6 GLP instructor, and
  - a certified MSA assessment officer (AO).

Curriculum submission requirements

New applicants must submit complete curriculum and required documents for approval before conducting an initial "pilot course".

Refer to these resources to ensure your school and course meet all approval requirements:

- Certification agreement including Schedules A, B and C
- Motorcycle Skills Assessment Procedures Manual (MV1450), and
- Division 27 of Motor Vehicle Act Regulations

These resources will help support the content of your course:

- Learn to Ride Smart (MV2076)
- Tuning Up for Riders (MV2941)

These resources will help support effective education:

- Instructor Resource Kit (MV2901) available at: dtcbc.com/driving-schools/docs/mv2901a.pdf. This manual was developed to support the GLP course. It contains information on teaching adults and developing classroom activities.
- HERMES European Union Coaching Project available at: alles-fuehrerschein.at/HERMES/. This project focused on car training but the methods apply to motorcycle training as well. Review the videos found under the "videos" tab and coaching scenarios found under the "documentation" tab for some ideas on how to ask effective questions.

Application Checklist – To ensure your submission is complete, use the checklist provided with your application package and include it with your submission — incomplete submissions will not be reviewed.

Be sure to retain a copy of all submitted documents for your records — curriculum materials will not be returned.

Pilot course requirements

Purpose of a pilot course

The purpose of the pilot course is to ensure that the school and instructors are able to effectively and appropriately deliver the course according to the approved curriculum and requirements in the Agreement.

The pilot course also allows ICBC to provide constructive feedback to the school and its instructors to improve the content and delivery of the course, and work through any necessary changes before granting certification approval.

Instructors and assessment officers

- All instructors and assessment officers must be listed on the personnel list.
- The pilot course must be delivered by those who will regularly deliver the approved course.

Student participants

- Classroom and practical training must be delivered to a minimum of three students.
- The instructor must teach at least one real student (who holds a learner's licence) — the other two students may be "mock" students,
- Riders participating as students must hold a valid B.C. Class 6 or Class 8 driver's licence or learner's licence (or equivalent).
- The MSA must be administered to at least one real student.

Course delivery

- Training must be conducted fully and according to the approved course submission, unless otherwise exempt, in writing, by ICBC.
- Training must be conducted according to the requirements in the Agreement, unless otherwise exempt, in writing, by ICBC.
- Assessments must be conducted according to the requirements and procedures in the most current Motorcycle Skills Assessment Procedures Manual.
- Driver certification forms can only be issued to eligible students once course approval is granted.

Advertising

Prior to conducting a "pilot course", the schools must:

- advise participating students of the "pilot course" status
- in addition to the written policy statements in Division 27, advise each student in writing with the following additional information:

  - Completion of the pilot course does not guarantee the issuance of a certification form.
  - Certification forms will not be issued until the school receives final course approval from ICBC.
  - Students may be reassessed on a motorcycle skills test by ICBC.

- and provide a copy of the written statements to ICBC before the start of the pilot course.

Pilot course evaluation

- The pilot course will be observed by an evaluator from ICBC.

- Advise the evaluator of the pilot course dates, times, and locations so that appropriate times to inspect the facility and observe training and assessments can be scheduled. ICBC may require up to 60 days notice to evaluate a pilot course.

- The evaluation will include a classroom and practical training area inspection, a records inspection, and observation of the following:

  - classroom training (sample or complete course)
  - practical training (sample or complete course), and
  - motorcycle skills assessments

- The evaluator will provide feedback throughout the course to facilitate on-going improvement — it is our aim to help you to succeed.

Evaluation results

- If the pilot course is successful, the facility will receive an approval letter, a signed Agreement, and supply of Driver Certification (MV2067) forms to issue to qualified students.

- If the pilot course is unsuccessful, then the next steps will be determined by ICBC. Students who attend an unsuccessful pilot course may take a motorcycle skills test at ICBC.

Section 2: The curriculum

Overview of the curriculum

The MSTP curriculum includes seven goals. Under these goals are 34 learning outcomes, plus three optional learning outcomes, and many required topics or learning tasks.

Goals – Curriculum goals are the broad aims of what students are expected to achieve. They describe the high-level attitudes, knowledge and skills of safe riding behaviour.

Learning outcomes – Learning outcomes describe what a student will know or be able to do by the end the course.

Required topics or learning tasks – Each learning outcome includes a number of required topics or learning tasks that are considered important in order to achieve the learning outcomes. Refer to Schedule C of the Motorcycle Skills Training Program Agreement for a list of required topics.

More about learning outcomes

The numbering of the learning outcomes does not reflect how the course should be organized. Learning outcomes and topics can be taught in any order that supports effective learning. See the sample course outline for an example

More than one learning outcome is often covered at the same time in a lesson. See examples in the teaching ideas section.

Topics can be covered in practical instruction, in the classroom, or in both practical and classroom settings.

Additional learning outcomes and topics can be included in your course if appropriate for your students, however, additional course time may need to be added to accommodate for these topics.

Learning outcomes - quick reference

1. Risk avoidance

A good rider understands the risks of riding and takes steps to avoid them.

To develop knowledge, understanding and appreciation of risk avoidance when riding.

1.1 Describe the hazards of riding.
1.2 Define the characteristics of risk-taking.
1.3 Evaluate how risk perception is affected by personal factors.
1.4 Explain how impairment affects risk perception and riding behaviours.
1.5 Describe common crash situations and characteristics and how to avoid them.

2. Rider psychology

A good rider thinks that riding is a serious task.

To develop knowledge, understanding and appreciation of safe, responsible riding attitudes.

2.1 Evaluate how values, beliefs, and motives influence riding attitudes.
2.2 Explain how positive and negative social factors influence riding attitudes.
2.3 Assess personal risk tolerance.

3. Social responsibilities

A good rider looks out for others.

To develop knowledge, understanding and appreciation of safe riding responsibilities from the perspectives of the rider, other road-users and the community.

3.1 Explain the factors that make riding a lifelong learning process.
3.2 Explain how to share the road safely.
3.3 Identify environmental impacts in the use of motorcycles.

4. Legal responsibility

A good rider follows the rules.

To understand and comply with laws and regulations related to riding and driving.

4.1 Explain the meaning of traffic control devices of particular importance to motorcycles.
4.2 Explain the reasons for traffic laws and regulations.
4.3 Explain the rules of the road that relate to sharing the road.

5. Safe riding practices

A good rider uses the strategies of safe riding.

To develop knowledge, skill and appreciation of safe riding strategies.

5.1 Explain how the concepts and strategies of safe riding minimize risk.
5.2 Explain how good observation skills minimize risk.
5.3 Describe riding actions that minimize risk.
5.4 Explain the benefits and uses of safety equipment.

6. Vehicle dynamics

A good rider understands the capabilities and limitations of motorcycles.

To develop knowledge and understanding of vehicle dynamics, and how they contribute to safe riding.

6.1 Explain the forces of physics as they apply to riding.
6.2 Describe how vehicle dynamics and technology affect control and potential crash situations.
6.3 Explain external factors that affect traction.
6.4 Describe types of motorcycles, their purpose, features, capabilities, and limitations, as they apply to safe riding.

7. Riding skills

A good rider maintains smooth and appropriate control of the motorcycle.

To develop competence in vehicle control skills, and in integrating safe riding attitudes and knowledge into riding manoeuvres.

7.1 Assess personal riding skills and knowledge.
7.2 Analyze how rider input affects traction and control.
7.3 Conduct pre-ride checks.

7.4 Handle a non-powered motorcycle.
7.5 Demonstrate correct body posture for optimum vehicle control.
7.6 Demonstrate proficient observation skills to minimize risk.
7.7 Demonstrate safe and appropriate space margins.
7.8 Demonstrate safe and confident speed control.
7.9 Demonstrate safe and confident steering control.
7.10 Demonstrate appropriate communication with other road users.
7.11 Demonstrate collision avoidance techniques.
7.12 Demonstrate control, safety, and responsibility in a simulated road circuit.

8. Optional lessons

A good rider maintains smooth and appropriate control of the motorcycle in all riding situations.

To develop competence in vehicle control skills, and in integrating safe riding attitudes and knowledge into challenging riding manoeuvres.

8.1 Surmount an obstacle.
8.2 Start on a hill.
8.3 Ride on a loose surface.

Section 3: Designing your course

Course scheduling

There are unlimited ways to schedule a motorcycle training course. While scheduling may be dependent upon available classroom and closed-circuit space and instructor availability, consider the following when determining your schedule:

- Mixing classroom and practical sessions encourages integration of knowledge and skill in-class, on the bike, and outside of course time. This helps make learning more relevant and permanent.

- Learning to ride is very tiring for both the mind and the body. Students will learn better and be at less risk if they don't get too tired. Consider whether shorter riding and classroom sessions would work for your course.

When planning and scheduling your course, make sure that it meets these time requirements:

- Minimum total course length for group training (not including breaks or on-road training) is 18 hours including:

  - nine hours practical
  - seven hours classroom theory, and
  - two hours additional time that can be used for either classroom or practical training

- Maximum daily hours:

  - No more than 6 hours of practical training, plus breaks.
  - No more than 6 hours of classroom training, plus breaks.
  - No more than 8 hours of combined classroom and practical training, plus breaks.

Sample time charts for planning your course

These sample schedules are intended to show a few options for scheduling the MSTP. You may schedule the course anyway you want, provided it meets time requirements. Schools typically add on-road training after the completion of the MSTP.

Sample 1 – Classroom instruction first, practical over one weekend

This schedule is commonly used by schools but may not be the best option to support effective learning. These sessions are long and some classroom discussions will have more value if the students get some riding experience first.

Day	Classroom Time	Practical Time	Day of Week
1	4		Weekday evening
2	4		Weekday evening
3		5	Saturday
4		5	Sunday
Total MSTP	**8**	**10**	

Sample 2 – Two Saturdays, plus evenings

This relaxed schedule has shorter practical sessions to help prevent fatigue and provides excellent integration opportunities. It provides students with a day off on the weekend.

Day	Classroom Time	Practical Time	Day of Week
1	3		Weekday evening
2		4	Saturday a.m.
	2		Saturday p.m.
3		3	Weekday evening
4		4	Saturday a.m.
	2		Saturday p.m.
Total MSTP	**7**	**11**	

Sample 3 – One weekend, plus evenings

This schedule spreads out the classroom education allowing for the last classroom session to take place just before on-road training.

Session	Classroom Time	Practical Time	Day of Week
1	3		Weekday Evening
2		3.5	Saturday a.m.
	3		Saturday p.m.
3		5.5	Sunday
4	3		Weekday Evening
Total MSTP	**9**	**9**	

Creating a course outline

A course outline is used to summarize how you're planning to deliver the curriculum for both classroom and practical instruction. Create separate tables for classroom and for practical instruction or a separate table for each day or major session. Include any important general information about the course or sessions.

Course Outline
Motorcycle Skills Training Program

SCHOOL NAME	CONTACT NAME	PHONE NUMBER	EMAIL ADDRESS

[Classroom/Practical] session [#] Time: [Insert length of session]	[Use this space to enter additional information about the session]

Lesson number	Title	Description	Learning outcome number	Est. time (minutes)

The following information will assist you in creating your outline:

Contact information — On the first page of the outline, enter the name of the school, a contact person, phone number and email address.

Session title — Title the session and state whether it is classroom or practical.

Session time — Enter the total time for the session.

Column 1: Lesson number — Enter the lesson number. Use a separate line for each lesson

Column 2: Title — Enter the lesson title.

Column 3: Description — Describe what the lesson will include. This should include enough detail to provide a clear picture of what the students will learn and do. This can be written in paragraph form or in point form. See sample course outline for examples.

Column 4: Learning outcome number — Enter the learning outcome numbers addressed in this lesson (refer to the curriculum chart in Schedule C of the agreement for numbers). You do not need to list learning outcomes where topics

related to that outcome are mentioned only in passing. Enter the number if there is a specific focus on that outcome in the lesson.

Column 5: Est. time (minutes) — Enter the estimated time for the lesson. Total time in this column must meet minimum course time requirements and not exceed the maximum times per day.

Breaks — Indicate where breaks will likely occur and the length of each break. For example, you may enter "includes 10 minute break" under the lesson title or have a separate line for the break time.

Sample course outline

Below are examples of how to complete the course outline and the type of information to provide. All times are estimates and would depend on the methods of instruction used, the number of students, and so on.

A completed sample of the course outline is available as a Microsoft Word document at **dtcbc.com/resources/forms/application-forms.asp**. Schools may adopt any part of this outline or develop their own. A blank course outline template is also available.

Course Outline
Motorcycle Skills Training Program

SCHOOL NAME	CONTACT NAME	PHONE NUMBER	EMAIL ADDRESS

Classroom session one Time: Three hours plus breaks	This first classroom session is offered for free to anyone interested in learning about the course or learning to ride a motorcycle. This session would occur before any practical instruction.

Lesson number	Title	Description	Learning outcome number	Est. time (minutes)
1.	Course introduction: requirements and expectations of the course	• Housekeeping (washrooms, smoking area, cell phones). • Overview of the course (schedule, breaks, general outline, philosophy of the school, and so on). • Expectations: – Coaching and support that students can expect from instructors with a shared responsibility for learning. – Requirements for gear (covered in detail later), check for LDL or DL, and readiness to ride. – In small groups, students will introduce themselves and discuss why they want to ride (2.1), what they expect to get out of the course and how they can support each other.	2.1	30
2.	Introduction to the hazards of riding and risk taking (Includes 10 minute break)	• Interactive lecture with PowerPoint slides: – Current motorcycle collision statistics and known causes of crashes (1.4, 1.5). This includes an overview of the general categories of hazards (1.1). – An overview of how the concepts and strategies of safe riding will help keep them safe (5.1) and how the course will address risk.	1.1 – 1.4 1.5 5.1	85

Motorcycle Skills Training Program — Course Outline continued…

Practical session one Time: Three hours plus breaks	

Lesson number	Title	Description	Learning outcome number	Est. time (minutes)
1.	Introduction	• Welcome, brief overview of the day, personal check, riding gear and license check, and briefing about washrooms and relevant training area information. • Note: Motorcycles will be ready to go.	1.3	15
2.	Motorcycle familiarization	Students will become familiar with the controls of their assigned motorcycle and learn how to handle it with the engine off including: • switches and controls (introduced when needed) • getting on and off the motorcycle • determining correct riding position • mirror adjustment	7.4 – 7.7	40

Section 4: Course delivery and evaluation

Good teaching practices

Educators know that when students are engaged in and feel ownership of their own learning, they learn more and they learn better. Here are a few things instructors or coaches can do to help students feel engaged:

- Ensure students understand the learning objectives: what they will be able to do, or know, by the end of the lesson; why the topic or skill is important to learn; and how well they should be able to perform the skill or exercise.
- Encourage students to participate in classroom and practical discussions.
- Ensure that adequate time is spent in discussions to allow students to express opinions and reach their own conclusions.
- Encourage students to share their personal experiences.
- Ensure that knowledge and skills are acquired at a pace appropriate to individual students.
- Encourage students to learn from their mistakes in an emotionally and physically safe learning environment.
- Encourage students to be self-aware and evaluate their own abilities, limitations, and strengths.
- Ask questions to encourage students to analyze and express what they are thinking, feeling and doing, and determine corrective action, rather than simply telling them what they are doing wrong.
- Suggest things for students to practice and learn on their own, during and after the course.
- Integrate information from the classroom into practical instruction and practical into classroom instruction.

Teaching ideas

Here are a few ideas for addressing the topics in class, in closed-circuit instruction and later in an on-road course. Schools may use any of these ideas or develop their own.

For a list of required topics under each learning outcome, refer to Schedule C in the Motorcycle Skills Certification Agreement.

1. Risk Avoidance

1.1 Describe the hazards of riding.

Riders need to be aware of hazards and to make good decisions when responding to them.

This outcome asks students to think about many hazards and how they affect motorcycles. Most of the topics are things the rider has no control over such as the weather, road conditions and other road users — but other things like rider and vehicle condition and the choice of riding gear, as well as the choice to ride or not, can be controlled by the rider.

The rider's physical and mental condition can also be a hazard, so riders need to be aware of the demands of riding.

Classroom ideas:

- Have students brainstorm a list of hazards in each category and expand the list with questions and answers. Alternately, provide students with the list, and then use various discussion strategies such as sharing real stories of riders who had a negative experience from one or more of the hazards.
- Identify vehicle conditions during hazard discussions and expand on these during pre-trip discussions.
- View and discuss videos that illustrate various hazards and conditions.
- Conduct an interactive lecture about the physical demands of riding using personal stories to illustrate and discuss strategies to handle these demands.

Closed-circuit ideas:

- Ensure that all riders are wearing appropriate protective gear.
- Discuss how the weather-of-the-day may affect riders.
- Monitor student fatigue and discuss control or concentration issues if they arise and take steps to reduce the student's risk.
- Point out and provide guidelines for closed-circuit hazards:
  - other riders
  - instructors on foot
  - unwelcome vehicles and pedestrians
  - cones and other barriers
  - surface issues.

On-road integration ideas:

- Ensure that all riders are wearing appropriate protective gear.
- Discuss how the weather-of-the-day may affect riders.
- Review any known upcoming hazards before each riding section.
- Ask students to identify and discuss hazards encountered during the previous ride.
- Ask students to self-assess and identify the source of any riding errors

they made on the previous ride.

- Plan routes to include as many roadway hazards as possible, for the ability of the students.
- Include an observation period at a busy intersection. Riders observe and discuss hazards, and driving and riding errors made by others. See Tuning Up for Riders, Chapter 12 – intersection research for ideas.
- Monitor student fatigue and discuss control or concentration issues if they arise and take steps to reduce the student's risk.

1.2 Define the characteristics of risk-taking.

Students are asked to identify some things that may affect people's willingness to take risks when riding.

Key ideas include:

- What does risk-taking behaviour look like?
- What makes people take risks?

Classroom ideas:

- Ask students for examples of how rider age, experience, riding environment and family or group culture may make them more likely or less likely to take risks. Ask them to think about and discuss what risk-taking characteristics might apply to them.
- Students discuss how either lack of confidence or being overconfident might put a rider at more risk.
- Students discuss situations where they might choose to be more cautious and situations where they might choose to take on more risk. Students determine that there are degrees of caution and degrees of risk. Students discuss unconscious risk taking (didn't know or poor risk perception) vs. conscious (or calculated) risk taking.

On-road integration ideas:

- Ask students to analyze the previous ride and identify any risks taken by themselves or by others.
- Ask students to explain their decision making for any calculated risks taken.
- Ask students to share their confidence level at various points during the course, and how it is affecting their riding.

1.3 Evaluate how risk perception is affected by personal factors.

Students learn about factors that change a rider's ability to judge risky situations. For example, if a person is distracted by their GPS, he or she is less likely to see a pedestrian running across the street.

Classroom ideas:

- Students identify and discuss factors in small groups, using personal experiences.
- Larger group debrief – Summarize with importance of being self-aware, pay attention, and making good choices.

Closed-circuit and on-road ideas:

- Student self-assessment: Ask students what/how they're feeling at the start of each day and at key points during the training and allow students to take breaks, as needed.
- Watch for a decline in skill or attention that may be an indication of mental or physical stress or fatigue.

1.4 Explain how impairment affects risk perception and riding behaviour.

In order to stay safe, riders need a high level of awareness and more precise control skills than are needed to drive a car.

This outcome gives students a chance to learn more about things that can impair us and how these things can affect our riding. Students will also learn some strategies to avoid riding while impaired.

Classroom ideas:

- Provide current facts and statistics about alcohol.
- Students discuss consequences and costs using personal experiences and stories and determine ways to avoid riding while impaired. Link alcohol and drugs to discussion of riding culture (1.2) — don't lecture!
- Link hypo/hyperthermia to riding gear and trip planning (1.1).

Closed-circuit and on-road ideas:

- Check-in with students to monitor their fatigue, stress level, and comfort, and ensure appropriate breaks.
- Towards the end of the riding session, have students share what they have noticed about their concentration and skill level as a result of their fatigue.

1.5 Describe common crash situations and characteristics and how to avoid them.

Students learn how, why, when and where riders have many of their crashes. Knowledge of the situations and the crash factors involved will help students be more aware at these times and places.

Classroom ideas:

- At the start of the course, lecture on the critical crash factors and sources of riding errors — including current crash statistics — then describe how the riding course will help students learn to stay safe.
- After discussions of the topics in 5.1 – *see-think-do* and 5.3 *riding actions*, provide several motorcycle crash scenarios. Students analyze the scenarios, discuss what happened and why, and determine steps to avoid them.
- Students and instructor share real crash stories. Students discuss what happened and how the crash could have been avoided.

Closed-circuit ideas:

- Coach students to avoid common crash situations that can occur in closed-circuit training resulting from vehicle control skills errors.
- On a one-on-one basis, help students analyse control problems that have contributed to them losing control.

On-road integration ideas:

- Include an observation period at a busy intersection. Riders observe and discuss hazards, and driving and riding errors made by others. See Tuning Up for Riders, Chapter 12 – *intersection research* for ideas.
- Review critical crash factors and sources of riding errors.

2. Rider Psychology

Preface discussions about topics in this goal by asking students to be non-judgemental about different motorcycle cultures, and other riders' risk-taking tendencies, personal values, beliefs, or attitudes. The purpose is for students to be able to be open and honest, identify where *they* may be at risk and identify their own strategies to stay safe.

2.1 Evaluate how values, beliefs and motives influence riding attitudes.

Definitions used in this outcome:

- **Values** — principles and personal qualities that are important to you (e.g., being accepted by my group of friends is important).
- **Beliefs** — what you think is true or assume, especially those things for which you have no proof of (e.g., I believe that full-face helmets restrict my vision).
- **Motives** — your reasons for doing something (e.g., I need to keep up with the others).
- **Attitudes** — your opinions and feelings about someone or something.

This outcome asks students to be mindful of their motives, values, and beliefs and how they influence their riding choices.

Classroom ideas:

1st classroom session: (2.1, 2.2) in small groups, students discuss questions such as:

- Why do you want to ride?
- What interests you about it?
- What type of riding do you want to do?
- What's important to you as a rider?
- What types of things/people have influence over your choices of motorcycle and/or riding style?
- Are the influences likely to increase/decrease your risk? — and so on.

On-road integration ideas:

During course wrap-up, revisit questions asked at the beginning of the skills course (above). Students will reflect on how their values, beliefs, or motives have changed as a result of their rider education experience. Give them a few moments to reflect and then ask who would like to share.

Example reflection questions:

- Ask students to complete the statements: "Before I took this course, I believed… Now that the course is complete, I believe…"
- Ask students to complete the statements: "Before I took the course, I wanted to… Now that the course is complete, I want to…"

2.2 Explain how positive and negative social factors influence riding attitudes.

Students learn how other people, media, and society can have a positive or negative influence on their attitude towards riding, and how to resist negative pressures.

Classroom ideas:

- Ask students to discuss the riding "culture" they're a part of, or would like to be part of. What has influenced them in this direction?
- Students discuss social norms, peer influence, and strategies for staying safe when faced with risky peer pressure.

This lesson must be conducted in a non-judgemental way. Students are to determine for themselves how they may be influenced and how they can deal with it.

- Show various print ads, articles, or movie clips and ask students to discuss the messaging.

On-road integration ideas:

Roadside chats or intersection observation session could include discussion of the influence of other people's riding habits such as social norms - "everybody does it".

2.3 Assess personal risk tolerance.

Students will think and talk about their current risk taking tendencies (i.e., when driving a car), and how much risk they may be willing to take under different situations on a motorcycle. This outcome asks students to be aware of their risk tolerance and adjust their riding and make good choices to stay safe.

Classroom ideas:

- Students discuss their own tendencies to take risks, in general, and discuss how much risk they might be willing to take in different riding situations.

Linked to 1.2 – *Define the characteristics of risk-taking* and 7.1 – *Assess personal riding skills and knowledge*.

Closed-circuit ideas:

Instructors ask students who appear overconfident about their risk tolerance and how it may put them at risk.

On-road integration ideas:

- Ask students to analyze and share their decision making for risks taken.
- Ask student to share what they feel their confidence level is at various points during the course, and how that is affecting their riding.

3. Social Responsibilities

3.1 Explain the factors that make riding a lifelong learning process.

This learning outcome helps students recognize the need to continue to gain knowledge and skill over time and to recognize factors that may reduce their riding skill.

Classroom ideas:

- First classroom session: Introduce students to the concept of self-assessment. Tell students that they are expected to take responsibility for

their learning throughout the course by:

  - asking for clarification when needed, and contributing to discussions, and
  - letting their instructors know if they experience any difficulty or confusion, and if they have any personal needs or learning challenges.

- Introduce the concept of continued learning, and ask students to brainstorm factors that contribute to changes in riding skills, attitude, and knowledge under the categories of "reduced riding skill" and "improved riding skill". Students discuss factors that may contribute to a reduction in riding skill or knowledge over time and brainstorm ways to continue to improve. Ensure that all topics listed in this outcome are identified and discussed
- Provide a list of current motorcycle technology and preview upcoming technology.
- In the lesson on rules and regulations, highlight changes in law over the past few years.
- In the last classroom session, have students review the development of their skill and knowledge over the course of their training.
- Provide students with information about refresher and advanced rider training.

Closed-circuit ideas:

If students are trying different motorcycles on the course, remind them of the steps to take to become familiar with the machine before doing more challenging manoeuvres.

On-road integration ideas:

- Review recently changed traffic laws at appropriate points during the course.
- Use training routes that contain roundabouts, traffic diversions, recently changed roadway alignment, changed traffic control devices at intersections, and so on. Preview the environment before riding through and discuss at the next stop.

End of course:

Include advice about taking further training, cautions about not getting timely riding practice after training to reinforce the good learning, reminders about getting to know their new motorcycle and riding within their limits.

3.2 Explain how to share the road safely.

Classroom ideas:

- Teach some of these topics as part of a lesson on hazards (1.1). Discuss the characteristics and behaviour of various road users and how and why they may be a hazard. Clarify the rules related to sharing the road, including the reason for the rule (4.2, 4.3). Then discuss road-sharing strategies.
- Provide road-sharing scenarios (videos, illustrations, or written) for students to analyze. Remember that most of your students are experienced drivers, so focus on issues and strategies that relate to motorcycles.

Closed-circuit ideas:

Set up points in your simulated traffic circuit where students are required to practice observation, right-of-way, communication and courtesy.

On-road integration ideas:

- Plan routes that include interaction with many and different types of road users.
- Include an observation period at a busy intersection. Riders observe and discuss hazards, and road sharing errors made by others. See Tuning Up for Riders, Chapter 12 – intersection research for ideas.
- Look for teachable moments to discuss road sharing issues, strategies and rules.

3.3 Identify environmental impacts in the use of motorcycles.

Classroom ideas:

Teach a stand-alone lesson on 3.3 which could link to pre-trip discussion or address the topics individually at appropriate points in the course, for example:

- Review disposal of fluids and parts, and benefits of correct tire pressure as part of a maintenance lesson.
- Discuss noise bylaws and consideration of others in the lesson on regulations.
- Discuss the importance of trip planning in lesson on hazards.
- Fuel efficient riding can be linked with smooth riding to reduce risk.
- Discuss benefits of electric motorcycles and small engines in discussion of types of motorcycles.

Homework idea: Give a reading assignment — Learn to Ride Smart, page

33-34, *Riding and the environment*. During the next session, ask students if anything stood out for them when reading the information. Ask students to provide a brief summary of what they learned.

On-road integration ideas:

Look for teachable moments.

4. Legal Responsibilities

4.1 Explain the meaning of traffic control devices of particular importance to motorcycles.

4.2 Explain the reasons for traffic laws and regulations.

4.3 Explain rules of the road that relate to sharing the road.

Classroom ideas (4.1-4.3):

- **Activity handout**: *Did You Know? Traffic Laws*. In small groups students review and discuss regulations that have changed in the past few years and commonly misunderstood regulations. Then in a large group, ask students what rules stand out for them and why? Clarify, as needed. Alternately, use handout as homework and discuss in the next class.
- Teach rules that relate to sharing the road (4.3) with *How to share the road safely (3.3)*.
- Students brainstorm regulations that they would like to discuss or are unclear about.

Closed-circuit ideas:

- Check that each student has their Class 6 or Class 8 licence or learner's licence and a legal helmet.
- If students are using their own motorcycle, check for a valid licence plate decal.

On-road integration ideas:

- Ask students about traffic regulations pertaining to riding events encountered.
- Plan routes in busy areas to practice road sharing
- At roadside stops, discuss road sharing strategies demonstrated (or not demonstrated) by the students during the ride.

5. Safe Riding Practices

5.1 Explain how the concepts and strategies of safe riding minimize risk.

Classroom ideas:

- Introduce the four concepts of safe riding in the *focus of this course* lesson and revisit them individually at appropriate points during the course.
- Provide an overview of the *see-think-do* strategy. Then, provide several riding scenarios of hazardous situations and ask students to analyze the scenarios and determine appropriate riding strategies to minimize the risk
- **Homework assignment**: Explain that the concepts and strategies apply to driving in general. Ask students to pay attention to and practice the observation techniques and riding strategies discussed when driving their car, or other vehicle. In the next class, ask students what they noticed about their own observation and driving habits.

Closed-circuit ideas:

Watch for students with an aggressive approach to learning to ride, and who appear prone to take risks, and address this with coaching questions.

On-road integration ideas:

Review strategies and set expectations for students by explaining that the on-road course is an opportunity for them to demonstrate their defensive and cooperative riding habits:

- being aware
- making good choices
- using good control skills
- smoothly interacting with traffic
- taking responsibility for their own safety
- accommodating for the mistakes of others.

5.2 Explain how good observation skills minimize risk.

Classroom ideas:

- Show a video on good observation when driving/riding. Afterwards, ask students to summarize the information in the video.
- Students share their own good observation tips —the class then has a discussion about what might be different about observing when riding a motorcycle.

Closed circuit ideas:

Assessment — Set up points in the riding circuit where students are required to demonstrate correct and timely observations, habits and actions.

On-road integration ideas:

- Reminders about where and how to observe.
- Instructor demonstrates and coaches good observation during road rides.
- Roadside discussions of observation skills displayed on the ride.

5.3 Describe riding actions that minimize risk.

Classroom ideas:

- Provide the main topic categories in this outcome to students. In small groups, students discuss assigned categories and the strategies and actions to minimize risk. Each group then reports back and has a discussion with the whole class.
- Conduct a mini-lecture on how to determine best road position or lane position. Provide students with diagrams illustrating various roadway configurations and have students determine, **in pairs**, the best path of travel. Students report back to the class explaining the reason for their choice and discuss the pros and cons of different choices.

Closed circuit ideas:

Ensure that all instructor riding demonstrations are smooth, correct, and controlled.

On-road integration ideas:

Coach the specific riding habits and strategies. Student should be able to correctly demonstrate all of the riding actions listed under this outcome.

5.4 Explain the benefits and uses of safety equipment.

Pre-course information:

Provide students with a list of required safety equipment that they must provide and what equipment will be provided by the school.

Classroom ideas:

- Pass around various riding gear samples and discuss a rider’s vulnerability to injury and how the equipment may protect the rider.
- Show photographs of riding injuries (i.e., Google images: “road rash”) or videos of real people talking about their traumatic experiences.

- Link to 1.1 *Hazards of riding* and 1.5 *Common crash scenarios*.

Closed-circuit ideas:

- Check students' riding gear at the start of each session.
- Ensure that each student is wearing an appropriate helmet, and knows how to fasten it correctly.

On-road integration ideas:

Check students' riding gear at the start of each session.

6. Vehicle Dynamics

6.1 Explain the forces of physics as they apply to riding.

6.2 Describe how vehicle dynamics and technology affects control and potential crash situations.

Classroom ideas:

- Conduct a brief interactive lecture on physics of riding and vehicle dynamics and how they affect motorcycle control. This topic should be taught using basic terms and how it relates to real riding.
- Provide information on crash severity vs. speed.
- Display and discuss a speed vs. stopping distance chart.
- Show video clips showing crashes (i.e., racers crashing) and discuss the traction and vehicle dynamics involved.
- Provide information on traction control technology.

Closed-circuit ideas:

Relate classroom content when explaining, demonstrating, and coaching smooth control inputs:

- vehicle balance and weight shift
- counterbalancing
- steering techniques
- power delivery
- braking.

On-road integration ideas:

- For 6.1 – 6.4 — Students have moved from a typical maximum closed-circuit speed of up to 40 km/h to a minimum traffic speed of 50 km/h on main urban roads, and 80-100 km/h on rural roads and freeways. Discuss

stopping distances and manoeuvrability and the effect of increasing speeds on vehicle control.

- Provide reminders and coaching of control inputs.

6.3 Explain external factors that affect traction.

Classroom ideas:

- Discuss road surface friction and speed for conditions as part of *the hazards of riding (1.1)*.
- Provide a brief overview of tire types in relation to motorcycle types and intended use and the importance of tire condition, inflation and correct replacement.

Closed-circuit ideas:

- Discuss surface/traction issues, as appropriate, for the weather and training area surface.
- Discuss speed for conditions in higher speed exercises.

On-road integration ideas:

- **For 6.3 – 6.4**: Preview traction on various road surfaces to be encountered, and discuss how to adjust riding inputs and strategies.
- After riding on a more challenging surface (i.e., wet or poor road conditions), have students discuss the effect of the surface on their motorcycle's stability and how they adjusted their control inputs.

6.4 Describe types of motorcycles, their purpose, features, capabilities, and limitations, as they apply to safe riding.

Classroom ideas:

1st classroom session — Provide a brief overview of types of motorcycles and information about choosing an appropriate motorcycle. In small groups, students discuss what motorcycle they have or are planning to buy, and how appropriate it is for them as a new rider.

Closed-circuit ideas:

- Assign students an appropriate motorcycle.
- Discuss "fit" during motorcycle familiarization.
- Allow/encourage students to try different motorcycles (if appropriate), and ask them to compare/contrast the different "fits" and handling characteristics.

On-road integration ideas:

- Explain any key differences between motorcycles used in the closed-circuit course and motorcycles used on-road, as appropriate, including motorcycles provided by students.
- Ask students to choose a motorcycle that is appropriate for them.

7. Riding Skills

7.1 Assess personal riding skills and knowledge.

Closed-circuit ideas:

- Remind students at the start of practical training that they:
  - are expected to take responsibility for their learning
  - should ask for clarification and contribute to discussions
  - should let their instructor know, either in the group or privately, of any areas of difficulty or confusion that they have, and
  - should let their instructor know of any particular personal needs or learning challenges that they have.
- Check-in with individual students periodically and ask coaching questions to help them analyze and correct their riding.
- During the mid-point and final feedback, ask each student to identify their strengths and weaknesses, and together, determine what they need to practice.

On-road integration ideas:

- Students will self-assess throughout practical training with touch-points with the instructor.
- During the mid-point and final debrief, each student should be able to identify their strengths and weaknesses and to determine what they need to practice.

7.2 Analyze how rider input affects traction and control.

Closed-circuit and on-road ideas:

Student self-assessment — Throughout the course and as directed by the instructor, students pay attention to and analyze what effect their control inputs have on their balance, smoothness, and control. The instructor asks students questions about vehicle feedback, guiding students to determine how to improve their control. This is completed in groups and individually.

7.3 Conduct pre-ride checks.

Classroom ideas:

- Discuss importance of four key checks. Link to 1.1 *Hazards of riding*.
- Show a video illustrating key checks or a vehicle pre-trip.
- Provide a handout that lists daily and periodic motorcycle checks.
- Provide a variety of owner's manuals in the class and ask students to compare inspection information between different models.
- The initial hands-on portion of this topic can be taught as part of a practical training session or during a classroom unit using motorcycles.

Closed-circuit ideas:

- Check-in with students about how they are feeling and ensure readiness to ride.
- Check student's riding gear.
- Students conduct a pre-ride safety check on their motorcycle before riding.

On-road integration ideas:

- Review the four key checks and discuss, as appropriate.
- Check-in with students about how they are feeling and ensure readiness to ride.
- Check student's riding gear.
- The group discusses weather, traffic and route considerations.
- Students conduct a pre-ride safety check on their motorcycle before riding.

7.4 Handle a non-powered motorcycle.

Closed-circuit ideas:

- Provide students with repeated opportunity throughout the course to perform the various tasks related to handling a non-powered motorcycle.
- Ensure students are wearing a helmet and appropriate gear if starting the engine while sitting on the motorcycle.

On-road integration ideas:

- Review, as appropriate, the weight differences between the on-road motorcycles and the machines ridden in the MSTP.
- Direct students to become familiar with all of the switches and controls.

- Ensure students are wearing a helmet and appropriate gear if starting the engine while sitting on the motorcycle.

7.5 Demonstrate correct body posture for optimum vehicle control.

Closed-circuit ideas:

- Check and coach posture throughout the course, especially during manoeuvres.
- Once students have achieved competence in low speed balance and steering, body position, and clutch/throttle control, have them practice counterweighting in circles and tight turns.

On-road integration ideas:

- Coach body position for turns and curves at higher speeds.
- Explain and demonstrate body position to maximize observation (i.e., when to move your head out to the side to see farther ahead or behind).

7.6 Demonstrate proficient observation skills to minimize risk.

Closed-circuit ideas:

- Reinforce the importance of maintaining visual focus and attention for control and to be aware of hazards.
- Have students practice correct observation skills in the closed-circuit:
  - watching for other riders and pedestrians (instructor)
  - observation as a control technique
  - the timing of observations in relation to the manoeuvre or task.
- Discuss the limitations of motorcycle mirrors and options for adjustment (i.e., seeing what is behind vs. reducing blind spots) and have students try different adjustments during circuit practice.

On-road integration ideas:

- Review the limitations of motorcycle mirrors and have students adjust the mirrors.
- Reinforce the importance of maintaining visual focus and attention for control and to look for hazards.

7.7 Demonstrate safe and appropriate space margins.

Closed-circuit ideas:

- Explain area boundaries and rules for maintaining safe distances
- For one-on-one training, spend time riding in the simulated road circuit

with the student to provide an opportunity for the student to practice interacting with another rider.

On-road integration ideas:

- Review safe space margins within the group and with other road users.
- At roadside stops, discuss challenging situations encountered.
- Discuss parking strategies for various situations encountered at roadside stops.

7.8 Demonstrate safe and confident speed control.

Closed-circuit ideas:

Focus on brake control practice throughout the course. Include stops from various speeds and in various manoeuvres. Ask students coaching questions to analyze their control.

Ensure students understand the affect the front and rear brakes have on stopping distances and vehicle control by having them practice each brake separately.

Stopping with right foot down — As general practice, teach students to stop the motorcycle, putting the *left* foot down and keeping the *right* foot on the rear brake pedal. Although this is normally the best practice, in real on-road riding situations, this technique is not always the best choice. Riders may encounter on-road situations such as stopping on a hill with a side slope down to the left, or where the surface on the left has a pot hole, oil, or sand. In these situations, it may be safer to put the right foot, or both feet down.

- How to teach: During lower speed straight-line riding, have students practice stopping with left foot down, then with the right foot down then the left foot, and so on. This practice will allow students to gain confidence and skill in stopping and balancing the motorcycle in any situation encountered. Include other opportunities to practice throughout the course.

Gear shifting practice — Students riding motorcycles with manual transmissions will be looking forward to getting into 2nd gear. Introduce gear shifting as soon as students are able to demonstrate:

- smooth steering and brake control to 15 km/h
- good posture, and
- good scanning and eye-lead time.

On-road integration ideas:

- Focus on smoothness, awareness of speed zone changes, judging speed

for conditions, and entering and exiting traffic safely.

- Discuss speed control challenges such as:
  - the choice between "going with the flow" vs. targeting the speed limit, and
  - keeping up with friends vs. riding within one's own limits and abilities.

- **Note for route planning**: Some roads, at certain times of the day may have traffic flow that is *well* above the speed limit. It may be safer for training groups to avoid those roads at those times.

7.9 Demonstrate safe and confident steering control.

Closed-circuit ideas:

- Teach steering control practice and the link to visual focus throughout the course. Include turning at various speeds and in various manoeuvres. Begin steering control practice at medium speed which is easier than low or high speed turning. Ask students coaching questions to help them analyze their control.

Suggested medium speed manoeuvres (5-15 km/h):

- wide left and right turns
- 10 metre diameter circle
- large figure 8
- 6–8 metre slalom.

Suggested low speed manoeuvres (less than 5 km/h):

- tight left and right turns
- tight U-turns, circles and figure 8's
- 3–5 metre slalom.

Suggested higher speed manoeuvres (20–40 km/h.):

- 12–15 metre slalom
- 12–20 metre curve/U-turn, circle or figure 8
- large ovals
- lane change.

On-road integration ideas:

- Speed control along with vision should be a focus when teaching intersection turns and twisty roads.
- Ensure students are competent on twisty roads below 50 km/h before

riding in higher speed turns.

- Have students identify and discuss vehicle control challenges they are having.

7.10 Demonstrate appropriate communication with other road users.

Closed-circuit ideas:

Set up points in the circuit where students are required to practice right-of-way, communication and courtesy. This basic practice is important to establish physical skill and habits before riding on-road.

On-road integration ideas:

Discuss and practice:

- use and timing of signals
- cancelling signals
- non-verbal communication
- when to supplement vehicle signals with hand signals
- using vehicle positioning and rider movement as a communication tool, and
- communication methods between group members (i.e., signal left on).

Discuss how appropriate communication by riders can affect public perception of motorcyclists and the behaviour of other road users.

7.11 Demonstrate proper collision avoidance techniques.

Classroom ideas:

Discuss control options for avoiding collisions and the importance of practicing collision avoidance techniques on their own motorcycle once the course is over.

Closed-circuit ideas:

- Provide students with plenty of practice. Reinforce the need to practice these skills on any motorcycle they ride.
- Consider introducing these manoeuvres at different points in the course rather than teaching them as one unit. This will help students gain confidence faster and alleviate the stress of doing all of these higher-risk manoeuvres at the end of the course when they may be tired.

Examples:

- Teach straight-line **emergency stops** in the first half of the course as

soon as students become competent with routine stopping from various speeds. Do this by gradually decreasing the target stopping distance (challenging the students to stop sooner) and/or increasing the speed incrementally, based on the student's individual ability.

- Teach **emergency swerves** as an extension of a lane-changing exercise or large slalom, after students have demonstrated competence at countersteering and throttle control.

On-road integration ideas:

- Review collision avoidance choices before going on-road.
- Review and practice braking and swerving briefly in a closed-circuit location (if available), before going on-road.
- Discuss collision avoidance choices and techniques used by students on-road, including how the roadway environment may limit or dictate the riders choice (i.e., a narrow road may only offer the choice of stopping).

7.12 Demonstrate control, safety, and responsibility in a simulated roadway and traffic circuit.

Ways to incorporate the circuit into the course:

- **Warm up/review —** After providing a verbal review and instructions, have students ride the circuit as a warm up/review exercise at the start of each riding session (i.e., after lunch, start of day 2).
- **Group control —** Include portions of the circuit as the return route during other specific exercises, it can provide a structured route for moving in and around the training area.
- **Self-practice** — provides a safe and structured area for student's to practice skills at their own pace, and in between other exercises. This will increase the amount of "in-seat" riding time.
- **Assess student progress —** Complete the student evaluation checklist as students are riding the circuit.

Progressively build more complex manoeuvres into the circuit. If the training area allows, include intersecting paths requiring students to practice right-of-way procedures and communication.

On-road integration ideas:

If available, do a review exercise in a closed-circuit area before going on the road. This provides students with an opportunity to become familiar with their motorcycle and refresh their basic skills. It also provides you with an opportunity to pre-assess students' ability and coach in a safe environment.

8. Optional Lessons

8.1 Surmount an obstacle.

Closed-circuit ideas:

If appropriate curbs or speed bumps are not available in the training area, a specially constructed obstacle can be used to simulate a curb or speed bump.

On-road integration ideas:

Look for speed bumps in lanes, parking lots, and residential areas.

8.2 Start on a hill.

Closed-circuit ideas:

Include this manoeuvre if the training site includes an appropriate sloped surface. Alternately, hill starts should be practiced at the earliest, safe opportunity during on-road training.

On-road integration ideas:

Review and practice hill stops and starts at the earliest, safe opportunity.

8.3 Ride on a loose surface.

Closed-circuit ideas:

If part of your training area includes a gravel or dirt surface, appropriate practice riding on these surfaces can increase skill and confidence before students encounter them on-road.

On-road integration ideas:

Plan routes that include loose surfaces, if appropriate. Review riding techniques and strategies before riding through. Discuss this at a roadside stop.

Evaluating student progress

Under the Motorcycle Skill Assessment Agreement, MSA schools must, at a minimum, evaluate and record student progress at the mid-point of practical training and again prior to the conduct of the MSA.

Before being tested on the MSA, students should be able to consistently demonstrate all of the skills taught in Goal 7. As a guideline, students would be ready for the MSA when the instructor is comfortable taking the student on the road.

You may use the ICBC form provided by ICBC or develop your own form to meet these requirements.

A Microsoft Word version of the form is available on ICBC's driver training website at **dtcbc.com/resources/forms/application-forms.asp** if you wish to adapt it to meet your school's needs. For example, you could insert the school name and logo in the header or change the wording of the skills/exercises you will evaluate. Feel free to revise the table in any way you want.

Note: Forms that are changed for school use must not contain the ICBC logo.

Your form must meet the minimum requirements listed below:

- student's name
- instructor's name
- a grading system (could be yes/no or a rating scale)
- space for instructor notes
- show midpoint progress
- show final pre-MSA progress
- focus on skill competencies that include the following (your form can use whatever descriptors and as much detail as you feel is appropriate):
    - pre-ride checks
    - ability to handle a non-powered motorcycle
    - correct body posture for optimum vehicle control
    - proficient observation skills to minimize risk
    - safe and appropriate space margins
    - safe and confident speed control
    - safe and confident steering control, and
    - appropriate communication with other road users.

MSA student evaluation form (DTC332)

Motorcycle Skills Student Evaluation

STUDENT NAME	STUDENT NUMBER	COURSE NUMBER

CONTACT NUMBER	LICENCE CLASS	TYPE OF TRAINING	MOTORCYCLE
	☐ CLASS 6 ☐ CLASS 8	☐ GROUP ☐ PRIVATE	

Scoring	Practical Sessions				Classroom Sessions			
	Date	Start	End	Instr.	Date	Start	End	Instr.
1 – In progress - practice and coaching recommended 2 – Displays competency in this area								

Skills		1	2	3	4	5	6	Comments and Date
Pre-ride Check (check ✓)	LDL/DL							
	Gear							
	Readiness							
	Motorcycle							
Non-Powered	Pushing							
	Parking							
	Mount/Dismount							
	Engine Start							
Body Posture	Head and Eye							
	Low Speed							
	High Speed							
Visual Skills	360 Check							
	Direction of Travel							
	Blind Spots							
	Mirrors							
Space Margins	Follow Distance							
	Objects							
	Others							
Speed Control	Clutch/Throttle							
	Braking - Low Speed							
	Braking – High Sp.							
	Throttle Control							
	Gearshift - Up							
	Gearshift - Down							
Steering Control	Low Speed							
	Medium Speed							
	High Speed							
Communication	Signals							
	Hand Signals							
	Horn							
	Timing							
Collision Avoidance	Swerve Left/Right							
	Stop							
	Stop and Go							
	Stop in Curve							
Optional	Obstacle							
	Hill Start							Midpoint Review / Final Review
	Loose Surface							
Skills Self-Assessment								STUDENT INITIALS / STUDENT INITIALS
MSA / MST Date / Result	1st	P / F						
	2nd	P / F						INSTRUCTOR INITIALS / INSTRUCTOR INITIALS
	3rd	P / F						

DTC332 (052013)

HOW TO USE THE MOTORCYCLE SKILLS STUDENT EVALUATION FORM

The following are guidelines for using the ICBC Motorcycle Skills Student Evaluation form. The form is designed for use in closed-circuit motorcycle training. Schools may use or change the form to suit their needs, or develop their own form.

Student and course information section

- Student name – first and last name in any order
- Student number – any appropriate tracking number (could be driver licence number)
- Course number – school course number
- Contact number – student cell phone number or other appropriate contact information
- Licence class – check whether Class 6 or 8
- Type of training – check whether group or private training
- Motorcycle – motorcycle type, model, or ID number

Practical and classroom sessions

For each session, list the date, start and end time, and the instructor. Use as many lines as needed for your course.

Comments / Date

This space is for the instructor to make note of (and date) any key and relevant information about the student, his or her challenges, issues, and so on. Good notes can help inform other instructors who may work with the student and may help to protect the instructor and school in the event of a liability issue should the student crash.

Skills and columns 1 – 6

- Skills are organized into global skill categories.
- Rate the student's ability at least twice during the course (mid-point and final) using the 1-2 scoring or other rating scale.
- If a skill or exercise is not covered in that session, leave it blank.
- Columns could be used to represent days, sessions (i.e., half days), individual lessons, or blocks of lessons. Decide how you want to use the columns and ensure that all instructors in the school are filling the form out consistently.

Midpoint / Final Review

After reviewing the student progress with them at the midpoint and toward the end of the course, have the student initial that they understand their skill level.

MSA/MST Date / Result

Record the date and result of the assessment.

Course evaluation

You're required to provide students with an opportunity to anonymously evaluate the course and the instruction so that feedback can be used to improve the course and monitor customer satisfaction.

You can decide what type of information to collect from students and what format to use.

A sample course evaluation form is provided on the following page. This form is designed to collect qualitative feedback. It asks students for their opinion about specific aspects of the course, rather than simply rating the instruction on a scale.

Sample course evaluation

How was the course?

Please provide us with some feedback on the course. These comments are viewed by the course administrator and help us to improve the course.

Please write your response for the following:

Classroom instructor(s):

1. I liked it that the classroom instructor…

2. I did not like it that the classroom instructor…

3. I would like to add that the classroom instructor…

Practical instructor(s):

4. I liked it that the practical instructor…

5. I did not like it that the practical instructor…

6. I would like to add that the practical instructor…

Course facilities:

7. The classroom space, visual aids and materials were…

8. The practical training area and facilities were…

9. The motorcycles used for training were…

10. About the course in general, I would also like to say…

If you would like the course administrator to follow-up with you about your comments, please provide your name and contact information below:

Thank you!