

Canadian Trucking Human Resources Council

CURRICULUM RECOGNITION PROGRAM

Application Manual



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Welcome to the CTHRC Curriculum Recognition Program!!

Congratulations on your decision to undertake the CTHRC Curriculum Recognition Process. A curriculum which has been recognized through this process will benefit your institute in many ways, including national recognition of your institute's commitment to excellence, cultivation of a positive public image of your institute, and increased opportunity for staff and management to be thoughtful about their practice, to name a few. An additional benefit is that you will have started the process of becoming a CTHRC nationally accredited institute. Accredited institutes have the ability to nationally certify their students!

Along with this application, the CTHRC recommends that you download a copy of the professional driver class 1/A – entry-level standards from the CTHRC website at: <http://www.cthrc.com/en/documents/2177-CTHRC-NOS-Task-Analysis-EN.pdf> which will help you identify the standard your curriculum should be meeting.

Completing Your Application

- 1.** Read through the Overview and the application. Together they clarify the standards that your curriculum must meet in order for it to be recognized through the CTHRC's curriculum recognition program. The Overview provides background and detail on the curriculum recognition process, while the application is what you will submit to CTHRC for review.
- 2.** Once you are familiar with these documents, begin to go through the checklists beginning on page 10. Fill out each section according to the instructions at the top. Attach any supporting documentation that is requested and indicate the standard to which it pertains.
- 3.** Once you have completed the checklists it will be clear which areas need improvement in order to meet the standards for Curriculum Recognition set by the CTHRC. When you have implemented any changes required to meet the standards, you will be ready for the next step – to submit your application to CTHRC for review.

If you require assistance in completing this application package, please contact the Canadian Trucking Human Resources Council at 613-244-4800, or online: www.cthrc.com

1. OVERVIEW

Having your curriculum recognized by the CTHRC is your first step to becoming a CTHRC nationally accredited institute. When your curriculum is recognized through the CTHRC's curriculum recognition process, it means that your training is meeting the national occupational standard for entry-level drivers.

Getting Started...

All Canadian truck training institutes, both public and private, are eligible to apply to have their curriculum recognized through the CTHRC's curriculum recognition process. Private schools include those operated by unions, trucking companies and training institutes.

1.1 What are National Occupational Standards?

They define the main roles and responsibilities within an area of work by:

- Giving a clear description of what an individual needs to do to perform their job successfully
- Giving a detailed breakdown of any tasks, skills, knowledge that someone needs to possess for a particular occupation

They offer a framework for good employment practices by:

- Comparing performance to nationally developed benchmarks of good practice
- Describing what needs to be done in a role
- Being outcome based so they do not tell you *how* to achieve goals, but rather what the outcomes should be

1.2 Steps toward Curriculum Recognition:

- **Training Institute Requests Application Package**

The training institute that intends on having its curriculum recognized by the CTHRC will request an application package from the CTHRC. This application package may also be downloaded from the CTHRC website. At this time, it is also recommended that the institute downloads a copy of the professional driver class 1/A – entry-level standards from the CTHRC website.

- **CTHRC sends out the Curriculum Recognition Application Package**

CTHRC will send out the curriculum recognition application package, which includes information about the curriculum recognition process, procedures, and standards. The application requires the institute to provide documentation on how the curriculum meets the entry-level professional driver occupational standards. Documentation should include the following:

- a. The content standards of the curriculum
- b. The learning outcomes of the curriculum
- c. The elements of performance(performance indicators) within the curriculum
- d. The curriculum design/lesson plan
- e. The institute's teaching and assessment strategies
- f. Skills assessment (driving)
- g. Test questions and administration

- **Training Institute Submits Completed Application**

The training institute completes an application which will be reviewed by the Curriculum Recognition Committee (CRC). Information must be provided for each element of the curriculum identified in Section 2. The completed application is submitted to CTHRC.

- **CRC Reviews the Application**

The CTHRC will send the application to the Canadian Vocational Association representative on the CRC who will analyze the information submitted by the candidate, conduct an on-site visit to the institute, perform a preliminary assessment, and submit the outcomes of this preliminary assessment to the CRC members. The CRC will discuss and review the CVA representative's report during a conference call to determine if, based on the information and material provided by the training institute, the curriculum complies with the CTHRC's standards for curriculum recognition.

- **Assigning Curriculum Recognition Decision**

Based on the review and discussion of the report provided by the CVA representative, the CRC will render a decision with regards to the recognition of the curriculum for the given institute.

- **Ratification by the Executive Committee and Board of Directors**

CTHRC will submit the CRC's report to the Executive Committee where it will be ratified. At the next meeting of the Board of Directors, a report will be provided to Board members.

- **Notification of Results**

CTHRC will send a report to the training institute along with the CRC's curriculum recognition decision. A training institute may be asked to meet certain conditions before curriculum recognition is granted. For example, curriculum recognition may be granted subject to the receipt of a report or other documentation which convinces the CRC that the areas of concern which were highlighted have been adequately addressed. If the CRC judges that significant weaknesses continue to exist in a training program, curriculum recognition will be denied.

- **Updates/Changes to Curriculum**

Training institutes will be required to have their curriculum re-assessed at certain times. For example, when competencies change or when substantial changes are made to the curriculum being used. At this time, the CRC will have to determine if the curriculum is still meeting the entry-level professional driver occupational standards.

- **On-Going Monitoring**

CTHRC establishes a review period for all training institutes that have a recognized curriculum. This is done to ensure that the curriculum is still meeting the entry-level professional driver occupational standards. Among other things, schools may be asked to produce a copy of the curriculum currently being used in the training institute and personal training records.

- **Revocation of Curriculum Recognition**

Training institutes may have the recognition of their curriculum suspended based on the fact that their curriculum no longer meets the standards identified in the entry-level professional driver occupational standards. Revocation would occur if the training institute refuses to comply with the CRC requirements

1.3 When examining the standards for Curriculum Recognition, the Curriculum Recognition Committee will consider the following:

- ✓ **Content standards** - *Content standards specify what the students should know, and be able to demonstrate, at the completion of the program or curriculum. Curriculum developers use content standards to develop learning outcomes.*

- ✓ **Learning outcomes**- *Learning outcomes are defined as a culmination of “demonstrations of learning and achievement, not simply a listing of discrete skills, nor broad statements of knowledge and comprehension” (University of California). When viewed together, learning outcomes lead to an ultimate goal and should not be viewed in isolation of one another. The elements of performance indicate what skills and knowledge the student will need in order to reach a level where he/she can satisfy performance expectations of the learning outcome. However, it is the performance of the learning outcome itself upon which students are evaluated.*

- ✓ **Curriculum design**- *Individual training institutes offering a recognized curriculum may determine the structure and delivery methods they will use when assisting students to achieve the outcomes articulated in the standard. However, there are a few key curriculum design criteria that the CTHRC requires. These include:*
 - *Minimum Duration for completion*
 - *Lesson Planning*
 - *Instruction Time*
 - *Sequential Ordering of Program*
 - *Teaching and Assessment Strategies*

- ✓ **Evaluation**- *there are two elements that must be present within the evaluation component*
 - *Evaluation of the curriculum and*
 - *Evaluation of the student performance*

1.4 Standards for Curriculum Recognition set by the Canadian Trucking Human Resources Council

- There is a high level of correspondence between the curriculum content and the entry level professional driver's (EL-PDOS) general areas of competencies (GACs)
- Curriculum content should cover all the EL-PDOS Tasks (competencies) that are identified as **critical** or **important**
- It should contain a series of **modules**, each focusing on a critical/important task (competency) or a cluster of critical/important tasks as identified in the EL-PDOS
- Learning outcomes are **performance-based** and coincide with the tasks or subtasks listed in the EL-PDOS task analysis
- The **learning strategies** and activities are primarily (although not exclusively) application-oriented, i.e. they are aimed at providing each learner the time and opportunity to learn how to perform each critical or important task in compliance with laws, regulations, and industry standards
- Learner assessment is based on **performance indicators** such as those listed in the PDOS Task Analysis
- The demonstration by the learner of his/her **ability to perform each critical/important task** up to predetermined standard is the ultimate criterion of success of the learning process

2. TRAINING INSTITUTE INFORMATION

Name of Training Institute:

Name of Corporation (if different from above):

Name and Position of Applicant:

Name

Position

Corporate Mailing Address:

Street or P.O. Box

City, Province

Postal Code

Telephone Number

Fax Number

Email and website

Number of Years in Business: _____

STATEMENT OF COMMITMENT

I hereby certify that:

- ❑ the statements contained in our application for curriculum recognition are true
- ❑ our institute will respect all policies and procedures relating to the CTHRC's curriculum recognition program
- ❑ our institute will notify CTHRC each time a change is made to the curriculum we are using in order to ensure that the competencies are still aligned with the entry-level standards for professional drivers
- ❑ Our institute will comply with the CRC's recommendations for maintaining the Entry-Level Professional Driver Occupational Standard within our curriculum

Signature of Applicant

Date

3. Application for Curriculum Recognition

Please read through the following sections and follow the instructions.

ASSESSING PROGRAM'S COMPLIANCE WITH STANDARD #1

Correspondence between the Curriculum content and the EL-PDOS's General Areas of Competencies (GACs)

Please indicate which unit/lesson/module in your curriculum covers the following GACs:

EL-PDOS GACs	Your Curriculum
A. Drive Vehicle	
B. Plan Trips	
C. Handle Cargo	
D. Service Customers	
E. Ensure Vehicle Maintenance	
F. Perform Administrative Duties	
G. Comply with Laws, Regulations, Policies and Standards	
H. Demonstrate Communication and Interpersonal Skills	
J. Demonstrate Personal Skills	

ASSESSING PROGRAM'S COMPLIANCE WITH STANDARD #2

Curriculum content covers all the EL-PDOS Tasks (competencies) that are identified as **Critical** or **Important**

Please indicate where the following subtasks can be found in your curriculum

A. Drive Vehicle

Task	Yes/No	Where?
A.1 Operate tractor-trailer combinations (Critical)		
A.2 Operate a tractor bobtailing (Critical)		
A.3 Execute vehicle manoeuvres (Critical)		
A.4 Adapt driving to operating requirements (Critical)		
A.6 Manage emergency/unexpected situations (Critical)		

B. Plan trips

Task	Yes/No	Where?
B.1 Confirm cargo and logistics (Important)		
B.2 Plan/ revise routes (Critical)		
B.3 Finalize trip plan (Critical)		
B.4 Secure/obtain required documents and equipment (Important)		

C. Handle Cargo

Task	Yes/No	Where?
C.1 Plan cargo loading (Important)		
C.2 Load cargo (Important)		
C.3 Secure loads (Important)		
C.4 Unload cargo (Important)		

D. Service Customers

Task	Yes/No	Where?
D.1 Ensure customer satisfaction (Important)		
D.2 Handle complaints (Critical)		
D.3 Participate in improving customer service (Important)		
D.4 Participate in creating sales opportunities (Important)		

E. Ensure Vehicle Maintenance

Task	Yes/No	Where?
E.1 Practise preventative maintenance (Critical)		
E.2 Perform pre-trip inspection (Critical)		
E.3 Perform post-trip inspection and tasks (Critical)		
E.4 Maintain accessory equipment (Critical)		

F. Perform Administrative Duties

Task	Yes/No	Where?
F.1 Maintain daily log (Critical)		
F.2 Administer bills of lading (Important)		
F.3 Prepare/submit inspection reports (Critical)		
F.4 Prepare/submit documents and requests (Critical)		

G. Comply With Laws, Regulations, Policies, and Standards

Task	Yes/No	Where?
G.1 Comply with hours of service requirements (Critical)		
G.2 Comply with highway safety codes and related regulations (Critical)		
G.4 Comply with carriage of goods requirements (Important)		
G.5 Comply with governing drug and alcohol requirements and policies (Important)		
G.6 Comply with weights and dimensions requirements (Important)		
G.8 Comply with human rights requirements (Important)		
G.10 Comply with environmental requirements (Important)		
G.12 Comply with customs and immigration requirements (Critical)		
G.14 Comply with company contracts and agreements (Important)		
G.15 Comply with company policies, procedures, and standards (Important)		

I. Demonstrate Communication and Interpersonal Skills

Task	Yes/No	Where?
I.1 Practise active listening (Critical)		
I.2 Speak in a clear and concise manner (Important)		
I.3 Write in a clear and concise manner (Important)		
I.4 Demonstrate people skills (Critical)		
I.5 Work as a team member (Important)		
I.9 Select medium of communication (Important)		

J. Demonstrate Personal Skills

Task	Yes/No	Where?
J.1 Demonstrate professionalism and integrity (Critical)		
J.2 Demonstrate thoroughness and attention to detail		
J.3 Work methodically (Critical)		
J.4 Manage time (Important)		
J.5 Solve problems (Critical)		
J.6 Make decisions (Critical)		
J.7 Exercise initiative and resourcefulness (Critical)		
J.8 Manage fatigue and stress (Critical)		
J.9 Demonstrate situational awareness (Critical)		
J.10 Adapt to change (Important)		
J.11 Pursue continuous learning activities (Critical)		
J.12 Balance family and work commitments (Critical)		

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ASSESSING PROGRAM’S COMPLIANCE WITH STANDARD #3

It must contain a series of **modules**, each focusing on a critical / important Task (competency) or a cluster of critical / important Tasks as identified in the EL-PDOS.

Please list the units/lessons/modules in your curriculum and to which EL-PDOS competency the module is related.

YOUR CURRICULUM	ENTRY- LEVEL PROFESSIONAL DRIVER OCCUPATIONAL STANDARDS (EL-PDOS)
Unit 1 :	GAC:
Unit 2 :	GAC:
Unit 4 :	GAC:
Unit 5 :	GAC:
Unit 6 :	GAC:
Unit 7 :	GAC:
Unit 8 :	GAC:
Unit 9 :	GAC:
Unit 10 :	GAC:
Unit 11 :	GAC:
Unit 12 :	GAC:
Unit 13 :	GAC:
Unit 14 :	GAC:
Unit 15 :	GAC:
Unit 16 :	GAC:
Unit 17 :	GAC:
Unit 18 :	GAC:
Unit 19 :	GAC:
Unit 20 :	GAC:

ASSESSING PROGRAM'S COMPLIANCE WITH STANDARD # 4

Learning outcomes are performance-based and coincide with the Tasks or Subtasks listed in the EL-PDOS Task Analysis

Please list the units/lessons/modules in your curriculum. Indicate the number of learning outcomes to be achieved in this unit/lesson/module. Then indicate whether these learning outcomes are performance or knowledge-based. In addition, please attach the following:

- A document describing each learning outcome
- The theory exam used to test students

Unit/Lesson/Module	Number of Learning Outcomes	Performance-based	Knowledge-based
1 :			
2 :			
3 :			
4 :			
5 :			
6 :			
7 :			
8 :			
9 :			
10 :			
11 :			
12 :			
13 :			
14 :			
15 :			
16 :			
17 :			
18 :			
19 :			
20 :			

