This updated curriculum was developed with the assistance of a Technical Advisory Group consisting of industry groups, representatives, drivers, and passenger carriers of various type, size, and geographical location. While too numerous to list individually, their time spent providing insight on topics and reviewing proposed changes and additions was critical in shaping the content, scope and outcome of this project. Information developed by the North American Fatigue Management Program was utilized in developing specific portions of the curriculum.

The scope of the curriculum was guided by many members of the Bus Industry Safety Council, whose work in assessing modern day driver duties and identifying potential topics was much appreciated. Special thanks to the Commercial Passenger Carrier Safety Division of the Federal Motor Carrier Safety Administration for responding to the motorcoach industry’s request and collaborating with them to develop this update to the original curriculum.

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United States Department of Transportation

Federal Motor Carrier Safety Administration

**Model Training Curriculum for Motorcoach Drivers**

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**Instructor Guide**

United States

Department of Transportation

The Model Training Curriculum for Motorcoach Drivers was developed at the direction of the Federal Motor Carrier Safety Administration, the administration within the United States Department of Transportation that has primary responsibility for overseeing commercial motor carrier and driver safety. This curriculum is an update to the original model curriculum developed in 1994.

This curriculum is intended for motorcoach drivers, though many of the principles contained herein are applicable to all forms of commercial passenger transportation. There are specific additional regulations, safety issues and suggested practices applicable to other specific passenger transportation modes such as transit and school bus operations.

When printing electronic copies of either the Instructor or Student Guide, we suggest printing in color at the highest resolution available to maintain clarity and intended emphasis.

The course was developed to provide a broad range of information for drivers new to motorcoach operations, though experienced drivers may find some of the content and information useful as well. The safety principles contained in the curriculum are applicable to any driver, regardless of their experience level.

Instructors can find more detailed information available on specific topics, such as security and fatigue management, through other published programs.

The curriculum is comprised of this Instructor Guide and a Student Guide. There are complementary PowerPoint presentations that accompany all classroom modules of the curriculum. We assume that you, as the course instructor, are an experienced motorcoach professional, and that you have at least some experience teaching student drivers on a one-on-one basis. Experience making classroom presentations would also be certainly helpful.

Motorcoach Training Curriculum

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Instructor Guide

Equipment required to present the curriculum is minimal; a projector would be useful for any significant audience, though one is not entirely necessary since the PowerPoint slide images are incorporated into the Instructor and Student Guides. Students will need a writing instrument, a notebook for notes, a calculator, and a positive attitude.

The curriculum is separated into individual modules that are presented in a logical sequence for new drivers to the motorcoach industry. Each module contains one or more “Lessons” relative to the module topic. Information on the objectives and content of each module are documented at the beginning; each lesson contains objectives and introductory narrative.

There is an accompanying PowerPoint file that contains PowerPoint slides relative to each module’s topic and lessons. These PowerPoint slides are the

same images contained in the written Instructor Manual, and in the Student Guide, except for “Exercise” answer slides. Below each topic/PowerPoint slide image in the Instructor Manual is suggested narrative to accompany the slide and topic; a similar narrative is included in the Student Guide.

Quizzes conclude each module to assess student/driver comprehension of the material presented. Quiz answers are included in the Instructor Guide, but not the Student Guide. Likewise, there are several classroom-based exercises within modules – the answers to these exercises (where applicable) are included immediately following the exercise in the Instructor Guide only. At the conclusion of any module with such exercises, the exercise answers are compiled in an Appendix (with other relevant module information in some cases) that can be easily copied and distributed to student drivers.

Instructors should have detailed knowledge of company policies and procedures. Instructors are encouraged to add company-specific content where appropriate.

However, it is recommended that any additional material be added to the end of lessons to maintain continuity of the guides and PowerPoint presentations.

Modules contain cues at specific points to help encourage dialogue, critical thinking, reinforce material or simply remind the Instructor to take a specific action. A key to these images is included below:

|  |  |
| --- | --- |
| **Visual Cue** | **Description** |
| *Display PowerPoint Slide.* | Cue for Instructor to change to the next PowerPoint slide in the module. |
| *Student Guide reference here* | Cue for Instructor to reference complementary section/page in the Student Guide so that student drivers can follow along.*Absolute page references were not included because it is anticipated that Instructors may add company-specific content, changing page numbering/order*. |
| Question  | Group question or topic for discussion. |
| **E X E R C I S E** | Individual or group exercise |
| **Instructor Tip/Note:****Driver Tip –** | Helpful tips/notes/reminders relative to the topic for either Instructor or Student |

It is important that you carefully review all of the lessons and add your own notes before attempting to teach the course. Not only is this important for adding company•specific information and your own points of emphasis, but you will also need to plan the on•coach practice exercises, and determine locations for off- and on-road practices. Customer service protocols and internal company policies and practices (such as driver discipline) will need to be added to the instruction where deemed appropriate or even as new modules; these areas simply vary too greatly from company to company to be included in this model curriculum with any specificity.

Upon reviewing the modules and lessons, you may determine that your particular students do not need some of the instruction. However, careful consideration should be given to deleting any content that may contain regulatory information and safe operating procedures. Additionally, at a minimum, off and on-road practices should be proceeded by modules 1 through 4 and module 7 as appropriate, depending on experience level of a driver.

While it’s conceivable that students could obtain necessary classroom-based knowledge and instruction from simply reading though the Student Guide, the enduring learning experience will come from the added perspective and experiences related by the instructor. Engaging the students, answering questions, adding relevant content, and providing real-world examples that occurred to you personally, another driver at the company, or to the company in general, will enhance the materials and message.

In the event students read the content of certain lessons without formal instruction, a question and answer session following the “self study” is strongly suggested, as well as giving the end-of-lesson quiz to verify their comprehension of the content, and reviewing any questions answered incorrectly.

Attempt to limit the amount of time students spend consecutively in the classroom environment so that they stay fresh and focused. Limit the length of daily classroom learning to 4 hours/day or less, to the extent practical. Break up classroom learning, especially lengthy durations, with at-vehicle or other outside- the-classroom instruction and/or activities (for instance meet and greets with other employees, facility tours, demonstrations on using a fire extinguisher, hands-on fuel pump training, etc.).

Suggested or estimated classroom and exercise durations have not been provided - the needs of the students will ultimately determine how much time you will actually need for each lesson in the curriculum.

Likewise, the length of time spent behind the wheel during off- and on-road training will vary depending upon the number of trainees and experience level. That said, significant time should be spent in this area – perhaps more than in the classroom learning theory. Behind the wheel practice is especially critical for those with little or no experience – there is no better way to learn operational hazards than experiencing them from the driver’s seat. Behind the wheel training should go as long as necessary, which is either when experienced driver evaluation has determined that the student driver has the necessary knowledge and skills to operate safely on their own or that he/she simply was not destined to be a motorcoach driver.

**Regulatory Disclaimer:** The regulations, regulatory guidance, and interpretations presented within this curriculum are those in effect at the time of development and may not be current. Furthermore, although every effort was made to assure the information provided is complete and accurate, it is not intended to supplant current published agency regulations, guidance or interpretations. Published regulations can be found in the U.S. Code of Federal Regulations (CFR), Title 49, either in printed or online formats.