

The Beginner Driver Education (BDE) Program Curriculum Standards

The Ministry of Transportation and the BDE Curriculum Standard

The ministry recognizes that the Beginner Driver Education (BDE) Program is a key component of road safety initiatives in Ontario.

The ministry has enhanced the program through a range of initiatives which include:

- Introduction of Digital Learning for the in-class portion of BDE, effective March 1st, 2020. The ministry developed the Digital Learning Standard based on:
 - stakeholder demand for the option to deliver BDE digitally;
 - extensive research and findings on digital learning as it applies to driver related training programs; and,
 - feedback from stakeholders through consultations on the Digital Learning initiative.
- The BDE Curriculum Standards came into effect on September 1st, 2009 and were developed by the Canadian Standards Association in consultation with stakeholders.

Anticipated long term outcomes of the updated BDE Curriculum Standards include:

- Flexibility for driving schools and students.
- Enhanced road safety for all road users.
- Improved driving competency of novice drivers.
- Novice drivers with respectful and responsible attitudes toward driving that will contribute to the safety of all road users.
- Enhanced driver mobility and novice drivers who drive in a confident and safe manner.

Ministry approval of curricula

Course Providers shall submit their proposed curricula to the ministry for review and approval, prior to being allowed to register and operate as a ministry-approved BDE Course Provider. The ministry consults with curriculum developers on proposed curricula in order to help bring documents in alignment to the ministry's Curriculum Standards.

The BDE Curriculum Standards include minimum requirements that BDE curriculum developers are required to meet or exceed before receiving approval of their curricula.

Lessons to be delivered and taken in sequence

All students shall start the course on day one of the BDE course and follow the sequence of the ministry approved course to the end. However, if a student is absent from a class because of sickness or extenuating circumstances, they will be permitted to make up any missed class.

Beginner Driver Education (BDE) Program Curriculum Standards

PART A and PART B

Prepared by: CSA

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Curricula Requirements

PREFACE

The Ministry of Transportation (MTO) is continuously improving the effectiveness and efficiency of its road user safety measures. The [Beginner Driver Education \(BDE\) Curriculum Standards](#) are a critical component of the ministry's road user safety agenda. The BDE Curriculum Standards are the result of efforts of the Canadian Standards Association, road user safety stakeholders and research, and subject matter experts.

The BDE Curriculum Standards replaced the "Roadworthy" [curriculum](#) on September 1st, 2007 and are the benchmark for approving all BDE curricula in Ontario.

[Ministry-approved BDE Course Providers](#) shall use ministry-approved curricula for any BDE Program. Course Providers may develop their own curriculum and move through the curriculum review process, or they may purchase a ministry-approved curriculum.

Course Providers may choose a maximum of three (3) curricula to allow them to respond to market conditions. However, students shall start and end with the same curriculum. Prior to a school delivering any curricula, the school must receive ministry approval.

BDE Curriculum Standards ensure that BDE curricula continue to meet high standards. They provide a solid foundation for safe and responsible driving and help develop positive driving attitudes and behaviours in new drivers. The standards increase participation in BDE Programs by increasing market confidence in the quality of the programs.

The Road User Safety (RUS) Division of the Ministry of Transportation (MTO) has been engaged in [ongoing](#) research and analysis on digital learning, to better understand how [classroom](#) driver training courses can be delivered digitally. To date, research and analysis have been focused on scoping digital learning training strategies and how these may align with the ministry's driver related training programs.

To enable digital learning for BDE, changes have been made to the following:

- Ontario Regulation 473/07 under the Highway Traffic [Act \(HTA\)](#);
- the BDE Policy Manual; and,
- the BDE Curriculum Standards.

Introducing Digital Learning for BDE

Effective March 1st, 2020, the ministry is introducing digital learning as an additional method of delivering the BDE Program. ***This is not an elimination of the current in-class delivery; rather, it is an additional/optional method of delivery.*** A digital learning standard has been developed, as an extension to the existing BDE Curriculum Standards, that shall be complied with in developing a digital learning curriculum for the BDE Program in Ontario.

The BDE Curriculum Standards are made up of two parts:

- ***Part A: Curriculum Design Standards***
Identifies required [Course Objectives](#) for the *design and delivery* of curriculum; outlining approach, structure, educational settings, instructional hours and measuring student competencies.
- ***Part B: Curriculum Content Standards***
Identifies requirements for the *content* of the curriculum such as [Intended Learning Outcomes](#), [required topics](#) and [competency measures](#).

The BDE Curriculum Standards establish minimum requirements that curricula shall meet or exceed.

The Standards are formally reviewed on a regular basis to ensure that the BDE Program continues to meet and improve on the government's goals relating to road user safety, program effectiveness and accountability to the public.

QUESTIONS AND ANSWERS

Q1: How have the BDE Curriculum Standards changed in 2019?

A1: The BDE Curriculum Standards were updated in 2019 to enable digital learning for BDE; which now includes the Digital Learning Standard. These changes will not impact Course Providers who are delivering BDE without opting for digital delivery as in-class requirements under the Curriculum Standards have not changed. Course Providers interested in delivery BDE digitally or choosing to deliver using a blended model (partially in-class and partially digital) will need to comply with all of the specified requirements in the BDE Policy Manual; which is inclusive of the Curriculum and Digital Learning Standards.

Q2: Are all ministry-approved BDE Course Providers required to offer the same course?

A2: A Course Provider may develop its own course, but it shall meet established minimum curriculum standards and be approved by the ministry prior to it being offered to students as part of a BDE course. Courses may vary for a number of reasons, such as specific geographical needs or to address unique student learning opportunities.

Q3: Do the curriculum standards provide for additional in-vehicle instruction time above the minimum 10 hours of in-vehicle instruction?

A3: Yes, if desired. The curriculum standards stipulate the required 10 hours of in-vehicle instruction time, but also the potential for up to 10 hours of 'flexible' instruction time. The 'flexible time' can be used for additional in-vehicle and/or in-class instruction, driving simulation instruction, digital instruction and homelinks. This allows instructors to respond to learning needs.

Q4: How does the ministry monitor compliance of driving schools?

A4: Through its audit and oversight regime, the ministry continuously monitors all driving schools that teach BDE courses to help to ensure their programs are consistent with the ministry's curriculum standards and other BDE Program requirements. The ministry also ensures that quality training is being delivered by qualified and licensed instructors. If warranted, Driving Instructor and driving school licences may be revoked pursuant to grounds prescribed in sections 10 and 21 of O.Reg 473/07, respectively.

PART A: CURRICULUM DESIGN (CD) STANDARDS

CD STANDARD 1 – Approach

Purpose

To ensure that students are engaged in and feel ownership over their own learning of safe and responsible driving

CD1.0 Objectives

The curriculum will:

- CD1.1 Continually reinforce the following overarching themes:
- Safety and risk
 - Benefits of social responsibility
 - Benefits of environmental responsibility
 - Self-awareness of personal values, attitudes, and motives
- CD1.2 Foster personal insight and appreciation for critical self-awareness and continual improvement when evaluating abilities, limitations, and strengths
- CD1.3 Adhere to a learner-centred approach by:
- Encouraging the active participation of each student
 - Supporting and facilitating self-directed learning
 - Allowing for integration of personal experiences
 - Ensuring knowledge and skills are acquired at a pace appropriate to individual students
 - Giving students autonomy by providing them with the opportunity to reach their own conclusions and guiding them towards achieving the Intended Learning Outcomes (ILO)
 - Encouraging students to learn from their mistakes in a safe learning environment
 - Emphasizing the importance of lifelong learning
- CD1.4 Foster the understanding and practice of cooperative driving
- CD1.5 Continually reinforce how formal rules of the road, common safe practices of road-users, and informed decision-making contribute to safe and responsible driving
- CD1.6 Reflect the most recent and contemporary views of traffic safety, education and training, social change, and acknowledge emerging technologies
- CD1.7 Incorporate a variety of driving environments, road conditions, and situations

CD STANDARD 2 – Structure

Purpose

To ensure that the structure of the curriculum effectively supports students' learning of safe and responsible driving

CD2.0 Objectives

The curriculum will:

- CD2.1 Address all Required Topics as they are outlined in the Curriculum Content Standards
- CD2.2 Continually reinforce driving theory, skills practice, and promotion of positive driving attitudes in all educational settings using a variety of instructional strategies and methods, such as:
 - a) [Direct Instruction](#)
 - b) [Indirect Instruction](#)
 - c) [Interactive Instruction](#)
 - d) [Experiential Learning](#)
 - e) [Independent Learning](#)
- CD2.3 Present topics and materials in a logical sequence allowing for the development of knowledge and skills throughout the different stages of learning to ensure any prerequisites are met
- CD2.4 Curriculum may be designed to allow for easy updates to content; however, after ministry approval is granted, any changes to curriculum must be resubmitted to the ministry for approval
- CD2.5 Be adaptable to meet individual student learning needs (e.g., age, ability, culture) and regional needs
- CD2.6 Be proofread and is free of spelling, grammar and punctuation errors
- CD2.7 **In-Class:** Provide students with an opportunity to anonymously evaluate the in-class course and the instruction so that feedback may be used by the Course Provider for continual improvement and/or to monitor customer satisfaction
- CD2.8 **Digital:** Student shall be provided with an opportunity to submit constructive feedback regarding their digital course experience, as identified in the Digital Learning Standard

CD STANDARD 3 – Educational Settings and Instructional Hours

Purpose

To define the minimum required instructional hours and the educational settings in which ministry-approved curriculum shall be delivered

CD3.0 Objectives

The curriculum will:

CD3.1 Adhere to the Minimum Required Instructional Hours specified below:

Educational Setting	Minimum Required Instructional Hours
Classroom Driving Instruction: In-Class, Digital and/or Blended Instruction:	20 hours
In-Vehicle Instruction	10 hours
Flexible Allocation of Instructional Hours	
<ul style="list-style-type: none"> a) In-Class Driving Instruction b) Digital Instruction (including Driving Simulator Instruction) c) In-Vehicle Instruction d) Homelinks 	10 hours
Total Minimum Required Instructional Hours	40 hours (excludes breaks and travel time)

CD3.2 Adhere to the following driving instruction requirements for in-class instruction (can include [flexible instruction](#)):

- a) Instructor and students shall be present in the classroom during classroom driving instruction
- b) Maximum 5 hours/day of classroom driving instruction (excluding breaks)
- c) [Indirect instruction](#), [interactive instruction](#), and [experiential learning](#) methods shall comprise a minimum of 50% of total classroom driving instruction hours
- d) Direct instruction methods shall comprise a maximum of 40% of total classroom driving instruction hours
- e) Independent learning methods shall comprise a maximum of 20% of total classroom driving instruction hours

CD3.0 Objectives

The curriculum will:

- CD3.3 Adhere to the following driving instruction requirements for digital instruction:
- a) Instructor, as applicable for virtual classrooms, and students shall be present in the digital classroom, during classroom driving instruction.
 - b) Maximum 5 hours/day of digital classroom driving instruction (excluding breaks)
 - c) There shall be at least one interactive activity for each hour of the digital curriculum.
 - d) There must be a minimum of one [assessment](#) per hour
- CD3.4 Adhere to the following in-vehicle instruction requirements:
- a) Maximum 2 hours/day in-vehicle instruction (excluding breaks and travel time)
 - b) Maximum 1 hour/day following 5 hours of classroom driving instruction (excluding breaks and travel time)
 - c) Demonstration by instructor shall comprise a maximum of 10% of total in-vehicle instruction hours
- CD3.5 Support mentored road practice outside of instructional hours by providing opportunities, materials, or tools that support the involvement of a driving mentor

CD STANDARD 4 – Measuring Student Competency

Purpose

To ensure the curriculum provides for measurement of student progress and achievement of intended learning outcomes

CD4.0 Objectives

The curriculum will:

- CD4.1 Include intermediate competency measures to monitor the student's progress towards intended learning outcomes
- CD4.2 Include final competency measures to determine if the student has achieved intended learning outcomes

CD STANDARD 5 – Digital Learning Standard

Purpose

To define and provide the requirements for the development of a digital curriculum for the BDE Program, using one of the following formats, which include: A [Learning Management System \(LMS\)](#) or a [Virtual Classroom Software/Solution](#).

CD5.0 Objectives

The curriculum will:

- CD5.1 Be designed to ensure compliance with the Digital Learning Standard, which is divided into three sections:
- Section A - provides technical requirements
 - Section B - provides quality requirements and
 - Section C - provides instructional requirements for digital learning courses
- CD5.2 Ensure compliance with the following, but not limited to:
- **Accessibility for Ontarians with Disabilities Act (AODA)**
<https://www.ontario.ca/laws/statute/05a11>
 - **Integrated Accessibility Standards Regulation (IASR)**
<https://www.ontario.ca/laws/regulation/110191>
 - **The Web Content Accessibility Guidelines (WCAG)**
<https://www.w3.org/TR/WCAG20/>
 - **The Personal Information Protection and Electronic Documents Act (PIPEDA)**
<https://laws-lois.justice.gc.ca/eng/acts/P-8.6/index.html>
 - **The Copyright Act**
<https://laws-lois.justice.gc.ca/eng/acts/C-42/Index.html>
 - **The Trade-Marks Act**
<https://laws-lois.justice.gc.ca/eng/acts/T-13/>
 - **Highway Traffic Act:**
www.ontario.ca/laws

The Digital Learning Standard

The Beginner Driver Education (BDE) Program

Ministry of Transportation (MTO), Road User Safety (RUS) Division

September 2019

Ontario 

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EXECUTIVE SUMMARY

The Road User Safety (RUS) Division of the Ministry of Transportation (MTO) has conducted research and analysis on digital learning, to better understand how in-classroom driver related training programs can be delivered digitally. To date, research and analysis have been focused on scoping digital learning training strategies and how these can align with the ministry's driver training courses.

Requests from stakeholders, consumer needs and demands, and the desire to modernize and innovate, have all contributed to the necessity of this initiative. The ministry is introducing a digital delivery option for its driver related training programs, beginning with the Motorized Snowmobile Operator's course and the Beginner Driver Education (BDE) Program. The ministry is introducing digital instruction which aligns with the government's priorities to:

- *"Make life easier for Ontarians, starting with a simpler, faster and better delivery of services across the province" (Ontario Government News Release, April 30 2019)*
- *Move to the "digital age," for which changes will come into effect March 1st (Ontario Government News Release, April 30 2019)*

The following Digital Learning Standard has been developed to enable BDE Course Providers to offer an alternative method of delivery for the 20 hours of in-classroom training, using a digital format; in addition to the current 10 hours of flex time. This is not an elimination of the current in-classroom delivery, rather, an additional optional method of delivery. The Digital Learning Standard is based on evidence, findings and best practices from industry recommendations, jurisdictional scans, engagement and collaboration with ministry partners research from Traffic Injury Research Foundation (TIRF).

INTRODUCTION

Effective March 1st, 2020, the Ministry of Transportation (MTO) is introducing digital learning as an additional method of delivery for the Beginner Driver Education (BDE) program. BDE Course Providers shall comply with the Digital Learning Standard to develop their digital learning [curriculum](#); in addition to the BDE Curriculum Standards, BDE Policy Manual and Ontario Regulation 473/07 of the [Highway Traffic Act](#) (HTA).

THE DIGITAL LEARNING STANDARD

The Digital Learning Standard was developed to enable BDE Course Providers to offer an alternative method of delivery for the 20 hours of in-classroom training, in a digital format-- in addition to the current 10 hours of flex time. This is not an elimination of the current in-classroom delivery, rather, an additional/optional method of delivery.

The Digital Learning Standard was developed to provide curriculum developers and ministry-approved BDE Course Providers with the mandatory design requirements to develop their digital curriculum for the BDE Program. The Digital Learning Standard is an extension of the BDE Curriculum Standards and the BDE Policy Manual. The Digital Learning Standard is divided into the following three sections, which must be complied with:

1. **Section A** - provides technical requirements;
2. **Section B** - provides quality requirements and;
3. **Section C** - provides instructional requirements for digital learning courses

DIGITAL DELIVERY METHODS

The following are acceptable delivery methods for delivering BDE digitally:

Each BDE curriculum submission, whether digital or blended, may utilize **ONLY ONE** of the following digital delivery methods:

- **A [Learning Management System \(LMS\)](#)** – for a self-paced course. LMS is a software/solution which allows for self-directed and self-paced learning. The software manages the administration, documentation, tracking, grading, reporting, and delivery of educational training programs as opposed to a [live](#) instructor.

OR

- **A Virtual Classroom** – A course that is delivered in real time by a live instructor using a video conferencing software/solution (e.g. Adobe Connect, Adobe Learning, Zoom, etc.)
 - Any video conferencing software/solution may be used for delivering BDE in a virtual classroom, provided the solution meets the requirements stated in the Digital Learning Standard

CURRICULUM SUBMISSION

Prior to submission to the ministry for approval, curriculum owners shall ensure that their digital BDE course complies with, but not limited to, the following, statutes, regulations, and standards and respects any rights under them:

4. **Accessibility for Ontarians with Disabilities Act (AODA)**
<https://www.ontario.ca/laws/statute/05a11>
 - **The Integrated Accessibility Standards Regulation (IASR)**
<https://www.ontario.ca/laws/regulation/110191>
 - **The Web Content Accessibility Guidelines (WCAG)**
<https://www.w3.org/TR/WCAG20/>

5. **The Personal Information Protection and Electronic Documents Act (PIPEDA)**
<https://laws-lois.justice.gc.ca/eng/acts/P-8.6/index.html>

6. **The Copyright Act**
<https://laws-lois.justice.gc.ca/eng/acts/C-42/Index.html>

7. **The Trade-Marks Act**
<https://laws-lois.justice.gc.ca/eng/acts/T-13/>

For detailed instructions on how to submit your curriculum to the ministry for approval, please email mto.curriculum@ontario.ca

The ministry reserves the right to review all course curricula and content at any time. Course shall be designed to be inclusive and adaptable to meet individual student learning needs (e.g. age, ability, culture, regional needs, etc.).

LEARNING MANAGEMENT SYSTEM (LMS):

This section of the Digital Learning Standard focuses on the digital delivery of BDE using a Learning Management System (LMS). LMS is a software/solution which allows for self-directed and self-paced learning. The software manages the administration, documentation, tracking, grading, reporting, and delivery of educational training programs as opposed to a [live instructor](#).

SECTION A: TECHNICAL REQUIREMENTS

1.0 Digital Authentication: Student Identity Verification

- 1.1 [Multi-factor authentication](#) for identity verification is used within the course (e.g. username and [strong passwords](#), random [challenge questions](#), [two-factor verification processes, etc.](#))
- 1.2 Course uses a two-factor verification process to authenticate student's identity at initial login
 - 1.2.1 Student identity is verified (e.g. random challenge questions):
 - 1.2.1.1 Throughout the course at random intervals, and
 - 1.2.1.2 Before each [assessment](#)
- 1.3 Students have no more than a total of 3 attempts to authenticate:
 - 1.3.1 Using the two-factor verification at log-in
 - 1.3.2 Before each assessment
 - 1.3.3 At random intervals, throughout the course
 - 1.3.4 Failure to authenticate, prompts students to contact a support line
- 1.4 Re-authentication is prompted, after a logical period of inactivity; maximum of 15 minutes

2.0 Audio

- 2.1 Audio volume levels are consistent throughout the course: pitch, tone, base and treble levels are rendered equally
- 2.2 Audio experience is controllable (e.g. mute, volume control, etc.)

3.0 Animation & Video

- 3.1 Relevant and appropriate animations are used to enhance student experience (e.g. in a lesson about road signs, animations used effectively represent this information)
- 3.2 Visual playback experience is controllable: start, pause, stop, volume control, rewind, replay, etc.
- 3.3 Special effects that detract from the main element of learning are not used (e.g. fading sentences, zooming, panning, dissolves, etc.)

- 3.4 Excessive use of animation that detracts from the main text and/or element of learning, is not used (e.g. there is limited use of illustrations, distracting motion graphics, etc.)
- 3.5 Use of videos do not exceed 20 minutes per hour; and each video does not exceed 7 minutes in length

4.0 Graphics & Photography

- 4.1 Relevant and appropriate graphics and images are used to enhance student experience
- 4.2 Graphics and images are clear and visible against background
- 4.3 Graphics and images are sized and locked to prevent distortion
- 4.4 All graphics and images have alternative text (e.g. Any images and/or functions that are not clear from the text on the page must be described; this includes banners, image buttons, pictures, etc.)

5.0 Typography: Text & Font

- 5.1 A Sans Serif font, at a minimum of 12 point size is used, that is relative and controllable (e.g. Arial, Verdana, Century Gothic, Tahoma, etc.)
- 5.2 Font size is consistent throughout the course
- 5.3 Font, text and colours are clear, visible and legible against background
- 5.4 Colour is not used as the only way to convey meaning and has a secondary indicator (e.g. links are underlined and coloured)

6.0 System Specifications

- 6.1 Each login permits students to resume the course from the last completed activity, including assessments
- 6.2 Prevents more than one simultaneous log-in to the same student account
- 6.3 System limits students to a maximum of 1 year from the time of registration to complete the course including a final exam
- 6.4 Pages are timed to:
 - 6.4.1 Meet the required number of Digital Curriculum hours, as specified in the curriculum package
 - 6.4.2 Prevent fast-tracking of the course
 - 6.4.3 Expire due to inactivity (maximum 15 minutes) prompting student authentication
 - 6.4.4 Prompt a break, at a minimum of every 2 hours of digital instruction
- 6.5 Closed captioning is provided for all videos
- 6.6 A self-help feature is available to assist during the course (includes features such as: frequently asked questions, troubleshooting tips,

step by step articles, getting started, community forums, password reset, etc.)

SECTION B: QUALITY REQUIREMENTS

7.0 Inclusion

All course content:

- 7.1 Avoids the use of discriminatory, exclusionary, inappropriate language and/or images (e.g. no inappropriate reference is made regarding the following: communities, age, disability, education level, employment status, ethnicity, gender, language, race, regional location, religion, sexual orientation, socioeconomic status, etc.)

8.0 Commercial Marketing & Advertising

- 8.1 Does not contain advertising detracting from the main message/information or the element of learning

9.0 Clear Writing & Simple Language

- 9.1 Clear writing and simple language is used for basic comprehension of learning materials
- 9.2 Larger more complex concepts are broken down into bullets and/or sentences for basic comprehension
- 9.3 Acronyms are spelled-out and defined
- 9.4 Course is free of spelling, grammar and punctuation errors

10.0 Service Standards

BDE Course Providers shall meet [Digital Driving Instructor](#) training requirements, as outlined in policy, to adequately support students and ensure their learning is not disrupted.

- 10.1 Students are provided the following support, for an opportunity to seek assistance, report concerns and complaints:
 - 10.1.1 Technical support (e.g. support with issues regarding program, software solution, login failure, etc.)
 - 10.1.2 Service support (e.g. support provided to address course user experience, complaints, etc.)
 - 10.1.3 Course Content Support (e.g. support provided by a Digital Driving Instructor on course content/materials)
- 10.2 All areas of support (Technical, Service and Course Content) adequately resolve the student's inquiry, within 48 hours, from the time the inquiry was initiated

- 10.3 Students are offered an opportunity to provide constructive feedback using a survey, at the end of the course
 - 10.3.1 Survey provides students an opportunity to describe their experience regarding:
 - 10.3.1.1 Course content
 - 10.3.1.2 Content support
 - 10.3.1.3 Course navigation
 - 10.3.1.4 Technical difficulties
 - 10.3.1.5 Service support
 - 10.3.1.6 Suggestions for areas of improvement
 - 10.3.2 The survey provides an opportunity to submit written responses for additional comments about the course

11.0 Audit & Program Compliance

BDE Course Providers shall maintain records through record keeping and/or system requirements and submit to the ministry upon request.

- 11.1 Each student's course activity and progress is tracked, retained and independently produced, (i.e. individualized student records) through digital record keeping and/or system records, including:
 - 11.1.1 Each authentication attempt and failure
 - 11.1.2 Time spent completing the course
 - 11.1.3 All assessments and their results
- 11.2 The following communication is tracked and logged:
 - 11.2.1 Technical, Service and Content support issues/concerns initiated by the student
 - 11.2.2 Survey feedback, provided at the end of the course

SECTION C: DIGITAL COURSE INSTRUCTIONAL REQUIREMENTS

12.0 Course Resources

Course resources are located on the ministry-approved BDE Course Providers' website or course homepage:

- 12.1 The website includes:
 - 12.1.1 The technological requirements needed to complete the course (e.g. hardware, web browser, software, internet connection speed, etc.)
 - 12.1.2 Contact information and hours of availability for inquiries
 - 12.1.3 An opportunity to request accommodation prior to registration
- 12.2 The course homepage includes:
 - 12.2.1 Contact information and hours of availability for each of the following supports:

- 12.2.1.2 Technical Support
- 12.2.1.3 Service Support
- 12.2.1.4 Course Content Support
- 12.3 An opportunity to request accommodation prior to registration
- 12.4 A video tutorial is presented prior to the commencement of the course, for information including, but are not limited to:
 - 12.4.1 Course navigation
 - 12.4.2 Special features, page timers, authentication requirements, etc.
 - 12.4.3 Requesting assistance/resolving issues during the course
 - 12.4.4 The procedure following successful or unsuccessful course completion
 - 12.4.5 Scheduled breaks; prompted at a minimum of every two hours during the course
- 12.4 A Course Code of Conduct is presented and read prior to the commencement of the course; which clearly identifies expectations for:
 - 12.5.1 Course integrity
 - 12.5.2 Plagiarism
 - 12.5.3 Internet etiquette regarding lesson activities (e.g. cellphones and other devices are not used throughout the duration of the course), discussion and email communications
- 12.6 The course syllabus is provided prior to the commencement of the course, clearly outlining:
 - 12.6.1 Course objectives
 - 12.6.2 [Intended Learning Outcomes](#)
 - 12.6.3 Course assessment process and policy
 - 12.6.4 Privacy and legal policies
 - 12.6.5 Course structure
 - 12.6.6 A final grade breakdown

13.0 Course Structure

- 13.1 Course units and lessons are delivered in sequence, as per the existing modular structure outlined in the BDE Curriculum Standards and as provided in the course syllabus
- 13.2 The course is delivered for the full number of digital hours, as specified in the curriculum package

14.0 Student Engagement

- 14.1 A combination of learning techniques that address multiple learning styles are used (e.g. videos, audio recordings of text, interactive quizzes, games, etc.)

15.0 Reflection

- 15.1 [Practice activities](#) are integrated into the course as a method for reinforcing the material and improving retention
- 15.2 [Scenario-based](#) questions and activities, that require thought-provoking reflection on course material are used

16.0 Assessment

- 16.1 Assessments are consistent with lessons, course content, and interactive activities, while measuring the course objectives and Intended Learning Outcomes
- 16.2 Assessments are organized and follow the modular structure, in sequence, as outlined in the BDE Curriculum Standards
- 16.3 Assessments are conducted in a variety of formats and are challenging to test student comprehension and retention, examples include:
 - Quizzes excluding true or false format (e.g. multiple choice, matching, fill-in-the-blanks, etc.),
 - Electronically submitted assignments,
 - Questions regarding video segments,
 - Submissions in group discussion boards/forums, etc.
- 16.4 Course activities and assessments are graded, tracked and retained
- 16.5 During assessments students are prevented from:
 - 16.5.1 Skipping information and assessment questions
 - 16.5.2 Returning to course content
- 16.6 Answers to incorrect questions are not provided until the end of each assessment
 - 16.6.1 Only a list of incorrect questions with the correct answers are provided; to ensure retention/knowledge of the course material

17.0 Training Hours

- 17.1 Maximum of 5 hours total of digital instruction per day, excluding breaks
- 17.2 Breaks are prompted, a minimum of once every 2 hours of digital instruction

18.0 Glossary

- 18.1 Glossary of all relevant course terms and core concepts are available and [accessible](#) to students, during the course

LMS Section A – Technical Requirements		Standard met / not met (√/×)	Rationale	
			BDE Curriculum Developer	MTO
1.0 Digital Authentication: Student Identity Verification				
1.1	Multi-factor authentication for identity verification is used within the course (e.g. username and strong passwords, random challenge questions, two-factor verification processes etc.)			
1.2	Course uses a two-factor verification process to authenticate student's identity at initial login			
	1.2.1 Student identity is verified (e.g. random challenges questions):			
	1.2.1.1 Throughout the course at random intervals, and			
	1.2.1.2 Before each assessment			
1.3	Students have no more than a total of three attempts to authenticate:			
	1.3.1 Using the two-factor verification at log-in			

LMS Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	1.3.2 Before each assessment			
	1.3.3 At random intervals, throughout the course			
	1.3.4 Failure to authenticate, prompts students to contact a support line			
1.4	Re-authentication is prompted, after a logical period of inactivity, maximum of 15 minutes			
2.0 Audio				
2.1	Audio volume levels are consistent throughout the course: pitch, tone, base and treble levels are rendered equally			
2.2	Audio experience is controllable (e.g. mute, volume control, etc.)			

LMS Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
3.0 Animation & Video				
3.1	Relevant and appropriate animations are used to enhance student experience (e.g. in a lesson about road signs, animations used, effectively represent this information)			
3.2	Visual playback experience is controllable: start, pause, stop, volume control, rewind, replay, etc.			
3.3	Special effects that detract from the main element of learning are not used (e.g. fading sentences, zooming, panning, dissolves, etc.)			

LMS Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
3.4	Excessive use of animation that detracts from the main text and/or element of learning, is not used (e.g. there is limited use of illustrations, distracting motion graphics, etc.)			
3.5	Use of videos do not exceed 20 minutes per hour; and each video does not exceed 7 minutes in length			
4.0 Graphics & Photography				
4.1	Relevant and appropriate graphics and images are used to enhance student experience			
4.2	Graphics and images are clear and visible against background			
4.3	Graphics and images are sized and locked to prevent distortion			

LMS Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
4.4	All graphics and images have alternative text (e.g. Any images and/or functions that are not clear from the text on the page must be described; this includes banners, image buttons, pictures, etc.)			
5.0 Typography: Text & Font				
5.1	A Sans Serif font, at a minimum of 12 point size is used, that is relative and controllable (e.g. Arial, Verdana, Century Gothic, Tahoma, etc.)			
5.2	Font size is consistent throughout the course			
5.3	Font, text and colours are clear, visible and legible against background			

LMS Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
5.4	Colour is not used as the only way to convey meaning and has a secondary indicator (e.g. links are underlined and coloured)			
6.0 System Specifications				
6.1	Each login permits students to resume the course from the last completed activity, including assessments			
6.2	Prevents more than one simultaneous log-in to the same student account			
6.3	System limits students to a maximum of 1 year from the time of registration to complete the course including a final exam	N/A Will be monitored via audit, by MTO		
6.4	Pages are timed to:			
	6.4.1 Meet the required number of Digital Curriculum hours as specified in the curriculum package			

LMS Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	6.4.2 Prevent fast-tracking of the course			
	6.4.3 Expire due to inactivity (maximum 15 minutes) prompting student authentication			
	6.4.4 Prompt a break, at a minimum of every 2 hours of digital instruction			
6.5	Closed captioning is provided for all videos			
6.6	A self-help feature is available, to assist during the course (includes features such as: frequently asked questions, troubleshooting tips, step by step articles, getting started, community forums, password reset, etc.)			

LMS Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
7.0 Inclusion				
7.1	All course content avoids the use of discriminatory, exclusionary, inappropriate language and/or images (e.g. no inappropriate reference is made regarding the following: communities, age, disability, education level, employment status, ethnicity, gender, language, race, regional location, religion, sexual orientation, socioeconomic status, etc.)			
8.0 Commercial Marketing & Advertising				
8.1	Does not contain advertising detracting from the main message/information or the element of learning			
9.0 Clear Writing & Simple Language				
9.1	Clear writing and simple language are used for basic comprehension of learning materials			

LMS Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
9.2	Larger more complex concepts are broken down into bullets and/or short simple sentences for basic comprehension			
9.3	Acronyms are spelled-out and defined			
9.4	Course is free of spelling, grammar and punctuation errors			
10.0 Service Standards				
BDE Course Providers shall meet Digital Driving Instructor training requirements, as outlined in policy, to adequately support students and ensure their learning is not disrupted.				
10.1	Students are provided the following support, for an opportunity to seek assistance, report concerns and complaints:			
	10.1.1 Technical support (e.g. support with issues regarding program, software solution, login failure, etc.)			

LMS Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	10.1.2 Service support (e.g. support provided to address course user experience, complaints, etc.)			
	10.1.3 Course Content Support (e.g. support provided by a Digital Driving Instructor on course content/ materials)			
10.2	All areas of support (Technical, Service and Course Content) adequately resolve the student's inquiry, within 48 hours, from the time the inquiry was initiated	N/A Will be monitored via audit, by MTO		
10.3	Students are offered an opportunity to provide constructive feedback using a survey, at the end of the course:			
	10.3.1 Survey provides students an opportunity to describe their experience regarding:			
	10.3.1.1 Course content			
	10.3.1.2 Course support			
	10.3.1.3 Course navigation			

LMS Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	10.3.1.4 Technical difficulties			
	10.3.1.5 Service support			
	10.3.1.6 Suggestions for areas of improvement			
	10.3.2 The survey provides an opportunity to submit written responses for additional comments about the course			
11.0 Audit & Program Compliance				
BDE Course Providers shall maintain records through record keeping and/or system requirements and submit to the ministry upon request.				
11.1	Each student's course activity and progress is tracked, retained and independently produced (i.e. individualized student records) through digital record keeping and/or system records, including:	N/A Will be monitored via audit, by MTO		
	11.1.1 Each authentication attempt and failure			
	11.1.2 Time spent completing the course			

LMS Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	11.1.3 All assessments and their results			
11.2	The following communication is tracked and logged:			
	11.2.1 Technical, Service and Content support issues/concerns initiated by the student			
	11.2.2 Survey feedback, provided at the end of the course			
				N/A Will be monitored via audit, by MTO

LMS Section C – Digital Course Instructional Requirements	Standard met / not met (✓/✗)	Rationale	
		BDE Curriculum Developer	MTO
12.0 Course Resources			
Course resources are located on the ministry-approved BDE Course Providers' website or course homepage:			
12.1	The website includes:		
	12.1.1 The technological requirements needed to complete the course (e.g. hardware, web browser, software, internet connection speed, etc.)		
	12.1.2 Contact information and hours of availability for inquiries		
	12.1.3 An opportunity to request accommodation prior to registration		
12.2	A course homepage includes:		
	12.2.1 Contact information and hours of availability for each of the following supports:		
	12.2.1.1 Technical support		
	12.2.1.2 Service Support		

LMS Section C – Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	12.2.1.3 Course Content Support			
12.3	An opportunity to request accommodation prior to registration			
12.4	A video tutorial is presented prior to the commencement of the course, for information including, but are not limited to:			
	12.4.1 Course navigation			
	12.4.2 Special features, page timers and authentication requirements			
	12.4.3 Requesting assistance/resolving issues during the course			
	12.4.4 The procedure following successful or unsuccessful course completion			
	12.4.5 Scheduled breaks; prompted at a minimum of every two hours during the course			

LMS Section C – Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
12.5	A Course Code of Conduct is presented and read prior to the commencement of the course; which clearly identifies expectations for:			
	12.5.1 Course integrity			
	12.5.2 Plagiarism			
	12.5.3 Internet etiquette regarding lesson activities (e.g. cellphones and other devices are not used throughout the duration of the course), discussion and email communications			
12.6	The course syllabus is provided prior to the commencement of the course, clearly outlining:			
	12.6.1 Course objectives			
	12.6.2 Intended Learning Outcomes			
	12.6.3 Course assessment process and policy			
	12.6.4 Privacy and legal policies			

LMS Section C – Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	12.6.5 Course structure			
	12.6.6 A final grade breakdown			
13.0 Course Structure				
13.1	Course units and lessons are delivered in sequence, as per the existing modular structure outlined in the BDE Curriculum Standards and as provided in the course syllabus			
13.2	The course is delivered for the full number of digital hours, as specified in the curriculum package			
14.0 Student Engagement				
14.1	A combination of learning techniques that address multiple learning styles are used (e.g. videos, audio recordings of text, interactive quizzes, games, etc.)			

LMS Section C – Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
15.0 Reflection				
15.1	Practice activities are integrated into the course as a method for reinforcing the material and improving retention			
15.2	Scenario-based questions and activities, that require thought-provoking reflection on course material are used			
16.0 Assessment				
16.1	Assessments are consistent with lessons, course content, and interactive activities, while measuring the course objectives and Intended Learning Outcomes			
16.2	Assessments are organized and follow the modular structure, in sequence, as outlined in the BDE Curriculum Standards			

LMS Section C – Digital Course Instructional Requirements		Standard met / not met (✓/×)	Rationale	
			BDE Curriculum Developer	MTO
16.3	Assessments are conducted in a variety of formats and are challenging to test student comprehension and retention (e.g. quizzes excluding true or false format: multiple choice, matching, fill-in-the-blanks, electronically submitted assignments, questions regarding video segments, submissions in group discussion boards/forums, etc.)			
16.4	Course activities and assessments are graded, tracked and retained			
16.5	During assessments students are prevented from:			
	16.5.1 Skipping information and assessment questions			
	16.5.2 Returning to course content			
16.6	Answers to incorrect questions are not provided until the end of each assessment			

LMS Section C – Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	16.6.1 Only a list of incorrect questions with the correct answers are provided; to ensure retention/knowledge of the course material			
17.0 Training Hours				
17.1	Maximum of 5 hours total of digital instruction per day, excluding breaks			
17.2	Breaks are prompted; a minimum of once every 2 hours of digital instruction			
18.0 Glossary				
18.1	Glossary of all relevant course terms and core concepts are available and accessible to students, during the course			

VIRTUAL CLASSROOM:

This section of the Digital Learning Standard focuses on the digital delivery of BDE using a virtual classroom. A virtual classroom is a real-time course that is led by a [live instructor](#) and delivered using a video conferencing software/solution (e.g. Adobe Connect, Adobe Learning, Zoom, etc.).

SECTION A: TECHNICAL REQUIREMENTS

1.0 Digital Authentication: Student Identity Verification

- 1.1 Video conferencing software/solution allows for the customized display of usernames to track students' attendance and progress throughout the course
 - 1.1.1 Student's username is comprised of their first and last name, as identified on the student's registration form

2.0 Audio

- 2.1 Audio volume levels are consistent throughout the course: pitch, tone, base and treble levels are rendered equally
- 2.2 Audio experience is controllable (e.g. mute, volume control, etc.)

3.0 Animation & Video

- 3.1 Relevant and appropriate animations are used to enhance student experience (e.g. animations used in a lesson about road signs, effectively represents this information)
- 3.2 Special effects that detract from the main element of learning are not used (e.g. fading sentences, zooming, panning, dissolves, etc.)
- 3.3 Excessive use of animation that detracts from the main text and/or element of learning, is not used (e.g. there is limited use of illustrations, distracting motion graphics, etc.)
- 3.4 Use of videos do not exceed 20 minutes per hour; and each video does not exceed 7 minutes in length
- 3.5 [Pre-recorded](#) videos of an instructor are not used in place of a live instructor

4.0 Graphics & Photography

- 4.1 Relevant and appropriate graphics and images are used to enhance student experience
- 4.2 Graphics used are clear and legible against background

5.0 Typography: Text & Font

- 5.1 A Sans Serif font, at a minimum of 12-point size is used, that is relative and controllable (e.g. Arial, Verdana, Century Gothic, Tahoma, etc.)
- 5.2 Font size is consistent throughout the course
- 5.3 Font, text and colours are clear, visible and legible against background
- 5.4 Colour is not used as the only way to convey meaning and has a secondary indicator (e.g. links are underlined and coloured)

6.0 System Specifications

- 6.1 Video conferencing software/solution has the capacity to:
 - 6.1.1 Record and retain video recordings for all virtual classroom sessions
 - 6.1.2 Disable private messaging between students, for the duration of the [assessments](#)
 - 6.1.3 Conduct simultaneous video conferencing, between all participants, supporting the specified student to instructor ratio
- 6.2 Closed captioning is provided for all videos

SECTION B: QUALITY REQUIREMENTS

7.0 Inclusion

Course content:

- 7.1 Avoids the use of discriminatory, exclusionary, inappropriate language and/or images (e.g. no inappropriate reference is made regarding the following: communities, age, disability, education level, employment status, ethnicity, gender, language, race, regional location, religion, sexual orientation, socioeconomic status, etc.)

8.0 Commercial Marketing & Advertising

- 8.1 Does not contain advertising detracting from the main message/information or the element of learning

9.0 Clear Writing & Simple Language

- 9.1 Clear writing and simple language are used for basic comprehension of learning materials
- 9.2 Larger more complex concepts are broken down into bullets and/or short simple sentences for basic comprehension
- 9.3 Acronyms are spelled-out and defined
- 9.4 Course is free of spelling, grammar and punctuation errors

10.0 Service Standards

BDE Course Providers shall meet [Digital Driving Instructor](#) training requirements, as outlined in policy, to adequately support students and ensure their learning is not disrupted.

- 10.1 Students are provided the following support, for an opportunity to seek assistance, report concerns and complaints:
 - 10.1.1 Technical Support (e.g. support for issues with program, software solution, login failure, etc.)
 - 10.1.2 Service Support (e.g. support provided to address course user experience, complaints, etc.)
 - 10.1.3 Course Content Support (e.g. support provided by a Digital Driving Instructor on course content/materials)
- 10.2 All areas of support (Technical, Service and Course Content) adequately resolve the student's inquiry, within 48 hours, from the time the inquiry was initiated
- 10.3 Students are offered an opportunity to provide constructive feedback using a survey, at the end of the course
 - 10.3.1 Survey provides students an opportunity to describe their experience regarding:
 - 10.3.1.1 Course content
 - 10.3.1.2 Course engagement
 - 10.3.1.3 Course instructor
 - 10.3.1.4 Technical difficulties
 - 10.3.1.5 Service support
 - 10.3.1.6 Suggestions for areas for improvement
 - 10.3.2 The survey provides an opportunity to submit written responses for additional comments about the course

11.0 Audit & Program Compliance

BDE Course Providers shall maintain records and reports through record keeping and/or system requirements and be able to submit these to the ministry upon request.

- 11.1 Each student's activity and progress is tracked, retained and independently produced (i.e. individualized student's records). Records include: attendance, log in and log out activity, graded assessments, class scheduling and all student correspondence/feedback
- 11.2 Each instructor-led digital classroom session is recorded and saved
- 11.3 Survey results are logged, tracked, and retained for record keeping purposes

SECTION C: DIGITAL COURSE INSTRUCTIONAL REQUIREMENTS

12.0 Class Size

- 12.1 A virtual classroom size does not exceed a 15:1 student to instructor ratio

13.0 Course Resources

Course resources can be located on the ministry-approved BDE Course Provider's website

- 13.1 The website includes:
 - 13.1.1 The technological requirements needed to complete the course (e.g. hardware, web browser, software, internet connection speed, etc.)
- 13.2 Contact information and hours of availability for the following support:
 - 13.2.1 Service Support
 - 13.2.2 Technical Support
 - 13.2.3 Course Content Support
- 13.3 An opportunity to request accommodation prior to registration
- 13.4 A video tutorial is presented prior to the commencement of the course, for information including, but are not limited to:
 - 13.4.1 Effective participation in the course
 - 13.4.2 Requesting assistance during the course
 - 13.4.3 The procedure following successful or unsuccessful course completion
 - 13.4.4 Technical difficulties during the course
 - 13.4.5 Using features in the course that will be utilized for instruction
 - 13.4.6 Seeking assistance during the assessment, that is not disruptive to other students
- 13.5 A Course Code of Conduct is presented, prior to the commencement of the course; which clearly identifies expectations for:
 - 13.5.1 Course integrity
 - 13.5.2 Use of copyrighted materials
 - 13.5.3 Plagiarism
 - 13.5.4 Etiquette and rules for the duration of the virtual course, which include but may not be limited to:
 - 13.5.4.1 Use of devices (e.g. cellphones and other devices are not used throughout the duration of the course)
 - 13.5.4.2 Use of webcams (e.g. webcam and speakers are active and students are always visible to the instructor)

- 13.5.4.3 Background noise (e.g. background noise is not disruptive for other participants)
- 13.5.4.4 Use of microphones (e.g. microphones are muted, unless student is required to speak; for activities and/or assessments)
- 13.6 The course syllabus is provided prior to the commencement of the course, clearly outlining:
 - 13.6.1 Course objectives
 - 13.6.2 [Intended Learning Outcomes](#)
 - 13.6.3 Course structure
 - 13.6.4 Course assessment process and policy
 - 13.6.5 Privacy and legal policies
 - 13.6.6 A final grade breakdown

14.0 Course Structure

- 14.1 Course units and lessons are delivered in sequence, as per the existing modular structure outlined in the BDE Curriculum Standards and as provided in the course syllabus
- 14.2 The course is delivered for the full number of digital hours, as specified in the curriculum package

15.0 Student Engagement

- 15.1 A combination of learning techniques that address multiple learning styles are used (e.g. videos, audio recordings of text, interactive quizzes, games, etc.)

16.0 Reflection

- 16.1 [Practice activities](#) are integrated into the course as a method for reinforcing the material and improving retention
- 16.2 [Scenario-based](#) questions and activities, that require thought-provoking reflection on course material are used

17.0 Assessment

- 17.1 Assessments are consistent with lessons, course content, and interactive activities, while measuring the course objectives and Intended Learning Outcomes
- 17.2 Assessments are organized and follow the modular structure, in sequence, as outlined in the BDE Curriculum Standards
- 17.3 Assessments are conducted in a variety of formats and are challenging to test student comprehension and retention, examples include:
 - Quizzes excluding true or false format (e.g. multiple choice, matching, fill-in-the-blanks, etc.)

- Electronically submitted assignments
 - Questions regarding video segments
 - Submissions in group discussion boards/forums, etc.
- 17.4 Course assessments are graded, tracked and retained
- 17.5 Prior to the commencement of an assessment, students are presented with instructions which include but are not limited to, an explanation of:
- 17.5.1 The start and end time for each assessment
 - 17.5.2 The format of the assessment
 - 17.5.3 The expectation for submissions
 - 17.5.4 The process for seeking assistance during the assessment, that is not disruptive to the other students
- 17.6 Private messaging between students is disabled by instructors, prior to the commencement of assessments
- 17.7 Activities and assessments are discussed with students after completion

18.0 Training Hours

- 18.1 Maximum of 5 hours of total digital instruction per day, excluding breaks
- 18.2 Breaks are scheduled; a minimum of once every 2 hours of digital instruction

19.0 Glossary

- 19.1 Glossary of all relevant course terms and core concepts are available and [accessible](#) for students, during the course

Virtual Classroom Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
1.0 Digital Authentication: Student Identity Verification				
1.1	Video conferencing software/solution allows for the customized display of usernames to track students' attendance and progress throughout the course			
	1.1.1 Student's username is comprised of their first and last name, as identified on the student's registration form			
2.0 Audio				
2.1	Audio volume levels are consistent throughout the course: pitch, tone, base and treble levels are rendered equally			
2.2	Audio experience is controllable (e.g. mute, volume control, etc.)			

Virtual Classroom Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
3.0 Animation & Video				
3.1	Relevant and appropriate animations are used to enhance student experience (e.g. animations used in a lesson about road signs, effectively represents this information)			
3.2	Special effects that detract from the main element of learning are not used (e.g. fading sentences, zooming, panning, dissolves, etc.)			
3.3	Excessive use of animation that detracts from the main text and/or element of learning, is not used (e.g. there is limited use of illustrations, distracting motion graphics, etc.)			
3.4	Use of videos do not exceed 20 minutes per hour; and each video does not exceed 7 minutes in length			

Virtual Classroom Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
3.5	Pre-recorded videos of an instructor are not used in place of a live instructor			
4.0 Graphics & Photography				
4.1	Relevant and appropriate graphics and images are used to enhance student experience			
4.2	Graphics are clear and legible against background			

Virtual Classroom Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
5.0 Typography: Text & Font				
5.1	A Sans Serif font, at a minimum of 12-point size is used, that is relative and controllable (e.g. Arial, Verdana, Century Gothic, and Tahoma, etc.)			
5.2	Font size is consistent throughout the course			
5.3	Font, text and colours are clear, visible and legible against background			
5.4	Colour is not used as the only way to convey meaning and has a secondary indicator (e.g. links are underlined and coloured)			
6.0 System Specifications				
6.1	Video conferencing software/solution has the capacity to:			
	6.1.1 Record and retain video recordings for all virtual classroom sessions			

Virtual Classroom Section A – Technical Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	6.1.2 Disable private messaging between students, for the duration of the assessments			
	6.1.3 Conduct simultaneous video conferencing, between all participants supporting the specified student to instructor ratio			
6.2	Closed captioning is provided for all videos			

Virtual Classroom Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
7.0 Inclusion				
Course content:				
7.1	Avoids the use of discriminatory, exclusionary, inappropriate language and/or images (e.g. no inappropriate reference is made regarding the following: communities, age, disability, education level, employment status, ethnicity, gender, language, race, regional location, religion, sexual orientation, socioeconomic status, etc.)			
8.0 Commercial Marketing & Advertising				
8.1	Does not contain advertising detracting from the main message/information or the element of learning			
9.0 Clear Writing & Simple Language				
9.1	Clear writing and simple language are used for basic comprehension of learning materials			

Virtual Classroom Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
9.2	Larger more complex concepts are broken down into multiple bullets or short simple sentences for basic comprehension			
9.3	Acronyms are spelled-out and defined			
9.4	Course is free of spelling, grammar and punctuation errors			
10.0 Service Standards				
BDE Course Providers shall meet Digital Driving Instructor training requirements, as outlined in policy, to adequately support students and ensure their learning is not disrupted.				
10.1	Students are provided the following support, for an opportunity to seek assistance, report concerns and complaints:			
	10.1.1 Technical Support (e.g. support for issues with program, software solution, login failure, etc.)			
	10.1.2 Service Support (e.g. support provided to address course user experience, complaints, etc.)			

Virtual Classroom Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	10.1.3 Course Content Support (e.g. support provided by a Digital Driving Instructor on course content/materials)			
10.2	All areas of support (Technical, Service and Course Content) adequately resolve the student's inquiry, within 48 hours, from the time the inquiry was initiated	N/A Will be monitored via audit, by MTO		
10.3	Students are offered an opportunity to provide constructive feedback using a survey, at the end of the course			
	10.3.1 Survey provides an opportunity to students to describe their experience regarding:			
	10.3.1.1 Course content			
	10.3.1.2 Course engagement			
	10.3.1.3 Course instructor			
	10.3.1.4 Technical difficulties			
	10.3.1.5 Service support			

Virtual Classroom Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	10.3.1.6 Suggestions for areas for improvement			
	10.3.2 The survey provides an opportunity to submit written responses for additional comments about the course			
11.0 Audit & Program Compliance				
BDE Course Providers shall maintain records and reports through record keeping and/or system requirements and be able to submit these to the ministry upon request.				
11.1	Each student's activity and progress is tracked, retained and independently produced (i.e. individualized student). Records include:	N/A Will be monitored via audit, by MTO		
	<ul style="list-style-type: none"> • Attendance 			
	<ul style="list-style-type: none"> • Log in and log out activity 			
	<ul style="list-style-type: none"> • Graded assessments 			
	<ul style="list-style-type: none"> • Class scheduling 			

Virtual Classroom Section B – Quality Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	<ul style="list-style-type: none"> All student correspondence/ feedback 			
11.2	Each instructor-led digital classroom session is recorded and saved			
11.3	Survey results are logged, tracked and retained for record keeping purposes			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
12.0 Class Size				
12.1	A virtual classroom size does not exceed a 15:1 student to instructor ratio		<p>N/A</p> <p>Will be monitored via audit, by MTO</p>	
13.0 Course Resources				
Course resources can be located on the ministry-approved BDE Course Provider's website				
13.1	The website includes:			
	13.1.1 The technological requirements needed to complete the course (e.g. hardware, web browser, software, internet connection speed, etc.)			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
13.2	Contact information and hours of availability for the following support:			
	13.2.1 Service Support			
	13.2.2 Technical Support			
	13.2.3 Course Content Support			
13.3	An opportunity to request accommodation prior to registration			
13.4	A video tutorial is presented prior to the commencement of the course, for information including, but are not limited to:			
	13.4.1 Effective participation in the course			
	13.4.2 Requesting assistance during the course			
	13.4.3 The procedure following successful or unsuccessful course completion			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	13.4.4 Technical difficulties during the course			
	13.4.5 Using features in the course that will be utilized for instruction			
	13.4.6 Seeking assistance during the assessment, that is not disruptive to other students			
13.5	A Course Code of Conduct is presented, prior to the commencement of the course; which clearly identifies expectations for:			
	13.5.1 Course integrity			
	13.5.2 Use of copyrighted materials			
	13.5.3 Plagiarism			
	13.5.4 Etiquette and rules for the duration of the virtual course, which include but may not be limited to:			
	13.5.4.1 Use of devices (e.g. cellphones and other devices are not used throughout the duration of the course)			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
	13.5.4.2 Use of webcams (e.g. webcam and speakers are active and students are always visible to the instructor)			
	13.5.4.3 Background noise (e.g. background noise is not disruptive for other participants)			
	13.5.4.4 Use of microphones (e.g. microphones are muted, unless student is required to speak; for activities and/or assessments)			
13.6	The course syllabus is provided prior to commencement of the course, clearly outlining:			
	13.6.1 Course objectives			
	13.6.2 Intended Learning Outcomes			
	13.6.3 Course structure			
	13.6.4 Course assessment process and policy			
	13.6.5 Privacy and legal policies			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/x)	Rationale	
			BDE Curriculum Developer	MTO
	13.6.6 A final grade breakdown			
14.0 Course Structure				
14.1	Course units and lessons are delivered in sequence as per the existing modular structure outlined in the BDE Curriculum Standards and as provided in the course syllabus			
14.2	The course is delivered for the full number of digital hours, as specified in the curriculum package			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
15.0 Student Engagement				
15.1	A combination of learning techniques that address multiple learning styles are used (e.g. videos, audio recordings of text, interactive quizzes, games, etc.)			
16.0 Reflection				
16.1	Practice activities are integrated into the course as a method for reinforcing the material and improving retention			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
16.2	Scenario-based questions and activities, that require thought-provoking reflection on course material are used			
17.0 Assessment				
17.1	Assessments are consistent with lessons, course content, and interactive activities, while measuring the course objectives and Intended Learning Outcomes			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
17.2	Assessments are organized and follow the modular structure, in sequence, as outlined in the BDE Curriculum Standards			
17.3	Assessments are conducted in a variety of formats and are challenging to test student comprehension and retention (e.g. quizzes excluding true or false format, electronically submitted assignments, questions regarding video segments, submissions in group discussion boards/forums, etc.)			
17.4	Course assessments are graded, tracked and retained			

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/x)	Rationale	
			BDE Curriculum Developer	MTO
17.5	Prior to the commencement of an assessment, students are presented with instructions which include but are not limited to, an explanation of:			
	17.5.1 The start and end time for each assessment			
	17.5.2 The format of the assessment			
	17.5.3 The expectation for submissions			
	17.5.4 The process for seeking assistance during the assessment, that is not disruptive to the other students			
17.6	Private messaging between students is disabled by instructors, prior to the commencement of assessments		<p>N/A</p> <p>Will be monitored via audit, by MTO</p>	

Virtual Classroom Section C– Digital Course Instructional Requirements		Standard met / not met (✓/✗)	Rationale	
			BDE Curriculum Developer	MTO
17.7	Activities and assessments are discussed with students after completion			
18.0 Training Hours				
18.1	Maximum of 5 hours of total digital instruction per day, excluding breaks			
18.2	Breaks are scheduled; a minimum of once every 2 hours of digital instruction			
19.0 Glossary				
19.1	Glossary of all relevant course terms and core concepts are available and accessible for students, during the course			

PART B: CURRICULUM CONTENT (CC) STANDARDS

CC STANDARD 1 – Rules of the Road

Purpose

To develop knowledge, appreciation, and skills related to the rules of the road and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC1	Rules of the Road				
CC1.ILO1	Compliance with traffic laws and regulations as a foundation for safe and responsible driving	CC1.ILO1.RT1	Traffic laws and regulations	CC1.ILO1.CM1	Explain the rationale for traffic laws and regulations and how they contribute to road safety
		CC1.ILO1.RT2	Reasons for traffic laws and regulations a) Current road safety issues b) Speed c) Impaired driving d) Distracted driving e) Emergency vehicles f) Licensing requirements g) Vehicle insurance	CC1.ILO1.CM2	Describe a current road safety issue and how traffic laws and regulations address the issue
		CC1.ILO1.RT3	Awareness that traffic laws and regulations may differ in other jurisdictions and for other vehicles	CC1.ILO1.CM3	Consistently demonstrate proper and safe response to all rules of the road
CC1.ILO2	Compliance with traffic control devices as a foundation for safe and responsible driving	CC1.ILO2.RT1	Traffic control devices a) Signs b) Signals c) Markings	CC1.ILO2.CM1	Explain the rationale for traffic control devices in general and how they contribute to road safety
				CC1.ILO2.CM2	Recognize and describe the prominent characteristics of

Intended Learning Outcomes	Required Topics	Competency Measures
CC1	Rules of the Road	
		<p>common traffic control devices and explain the specific meaning and purpose for each</p> <p>CC1.ILO2.CM3 Consistently demonstrate proper and safe response to all traffic control devices</p>

CC STANDARD 2 – The Vehicle and its Components

Purpose

To develop knowledge, appreciation, and skills related to the vehicle and its basic components and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC2	The Vehicle and its Components		
CC2.ILO1	Safe and proper use of basic vehicle components	CC2.ILO1.RT1 Basic vehicle components a) Control devices b) Instruments and warning indicators c) Devices that aid visibility d) Safety devices e) Comfort devices f) Anti-Theft devices g) Communication devices	CC2.ILO1.CM1 Locate and identify basic vehicle components CC2.ILO1.CM2 Explain the importance of each basic vehicle component and its effect on safe driving CC2.ILO1.CM3 Consistently demonstrate proper and safe use of all basic vehicle components
CC2.ILO2	Safe and proper pre-trip checks	CC2.ILO2.RT1 Pre-trip checks a) External checks b) Internal checks	CC2.ILO2.CM1 Conduct pre-trip checks properly and safely

CC STANDARD 3 – Vehicle Handling

Purpose

To develop knowledge, appreciation, and skills related to vehicle handling and how it contributes to safe and responsible driving

Intended Learning Outcomes	Required Topics	Competency Measures
CC3	Vehicle Handling	
CC3.ILO1 Safe and responsible vehicle control	CC3.ILO1.RT1 Controlling the vehicle safely and responsibly <ul style="list-style-type: none"> a) Visual tracking b) Steering control c) Seating position d) Starting and accelerating e) Speed control f) Deceleration and braking g) Parking brake h) Parking i) Changing direction j) Right-of-way manoeuvres k) Turns l) Highway and freeway driving m) Urban and rural driving 	CC3.ILO1.CM1 Explain the importance of vehicle control and its effect on safe driving CC3.ILO1.CM2 Consistently demonstrate safe, responsible, and proper driving techniques and vehicle control in a variety of situations that require different applications of skills CC3.ILO1.CM3 Explain reasons for using/avoiding specific driving techniques
CC3.ILO2 Safe and responsible handling of the vehicle under various conditions	CC3.ILO2.RT1 Traction <ul style="list-style-type: none"> a) Time management b) Space management c) Stopping distances d) Braking distances e) Following too closely CC3.ILO2.RT2 Friction	CC3.ILO2.CM1 Explain the role of traction in vehicle handling CC3.ILO2.CM2 Consistently locate appropriate point of brake application under various conditions and situations

Intended Learning Outcomes		Required Topics	Competency Measures
CC3	Vehicle Handling		
		a) Speed for conditions b) Affect of road surfaces on stopping c) Seasonal changes and road surfaces d) Tire types and conditions	CC3.ILO2.CM3 Explain the role of friction under various conditions CC3.ILO2.CM4 Consistently demonstrate caution in driving behaviour to compensate for different conditions
		CC3.ILO2.RT3 Benefits of proper tire inflation	
CC3.ILO3	Safe and responsible driving to avoid collisions	CC3.ILO3.RT1 Collision avoidance and basic evasive manoeuvres	CC3.ILO3.CM1 Describe appropriate and inappropriate situations for applying evasive manoeuvres CC3.ILO3.CM2 List basic evasive manoeuvres and describe how to apply them in order to avoid collisions
CC3.ILO4	Detection and recovery from skidding and sliding	CC3.ILO4.RT1 Principles of skid control and slide control	CC3.ILO4.CM1 Explain the principles of skid control and slide control CC3.ILO4.CM2 Describe situations under which brake lock-up might occur and how to recover from skidding and sliding

Intended Learning Outcomes	Required Topics	Competency Measures
CC3 Vehicle Handling		
		CC3.ILO4.CM3 Describe the likely emotions of losing control beyond the point of no return

CC STANDARD 4 – Driver Behaviour

Purpose

To develop knowledge, appreciation, and skills related to driver behaviour and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics		Competency Measures	
CC4	Driver Behaviour				
CC4.ILO1	Accurate assessment of driving environments and road conditions and appropriate adjustment of driving behaviour	CC4.ILO1.RT1	Adjusting driving behaviour for different driving conditions	CC4.ILO1.CM1	Consistently and appropriately adjust driving behaviour based on driving environment and road conditions
CC4.ILO2	Controlled emotional reactions related to driving	CC4.ILO2.RT1	Control over emotions a) Potential effects on driver decision-making b) Recognizing internal cues and control responses	CC4.ILO2.CM1	List types and sources of emotion
				CC4.ILO2.CM2	Explain how emotions relate to driver decision-making
				CC4.ILO2.CM3	Describe driving strategies for dealing with emotion and relate preferred strategies and styles to personal values
				CC4.ILO2.CM4	Consistently demonstrate appropriate control over emotion
CC4.ILO3	Positive driving attitudes and behaviour	CC4.ILO3.RT1	Personal factors and influence a) Personal driving values and	CC4.ILO3.CM1	Explain how positive and negative personal factors

Intended Learning Outcomes	Required Topics	Competency Measures
CC4 Driver Behaviour	<p>beliefs</p> <p>b) Motives that influence driving</p> <p>c) How motives change under different circumstances</p> <p>d) How values, beliefs, and motives influence attitudes toward driving</p> <p>CC4.ILO3.RT2 Social factors and influence</p> <p>a) Influence of advertising</p> <p>b) societal attitudes towards cars and driving</p> <p>c) Influence of other people’s driving habits</p> <p>d) Peer pressure and driving</p> <p>CC4.ILO3.RT3 Resisting negative pressures</p> <p>a) Personal value of resisting negative pressures</p> <p>b) Resist negative informal pressures</p> <p>c) Resist negative media and commercial pressures</p> <p>d) Entertainment media use of driving imagery</p>	<p>influence driving attitudes and behaviour</p> <p>CC4.ILO3.CM2 List personal motivators and describe how each could positively and/or negatively influence personal driving attitudes and behaviour under different circumstances</p> <p>CC4.ILO3.CM3 Explain how positive and negative social factors influence driving attitudes and behaviour</p> <p>CC4.ILO3.CM4 Describe effective strategies for resisting negative pressures</p> <p>CC4.ILO3.CM5 Explain how positive driving attitudes result in safe and responsible driving behaviour</p>

Intended Learning Outcomes	Required Topics	Competency Measures
CC4 Driver Behaviour	<p>CC4.ILO3.RT4 Positive driving attitudes</p> <ul style="list-style-type: none"> a) Driving is a privilege not a right b) Overcoming negative motives c) Driving courteously d) Cooperative driving <p>CC4.ILO3.RT5 Impact of driver behaviour on other road-users</p>	
CC4.ILO4 Responsible and informed decision-making	<p>CC4.ILO4.RT1 Decision-making</p> <ul style="list-style-type: none"> a) How formal rules of the road, common safe practices of road-users, and informed decision-making contribute to safe and responsible driving b) Approaches to decision-making c) Importance of good decision-making d) Consequences of poor decision-making 	<p>CC4.ILO4.CM1 Explain the impact of decision-making on driving</p> <p>CC4.ILO4.CM2 Consistently demonstrate appropriate decision-making</p>

CC STANDARD 5 – Respect and Responsibility

Purpose

To develop knowledge, appreciation, and skills related to respectful and responsible driving attitudes and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC5	Respect and Responsibility		
CC5.ILO1	Safe and responsible response to emergency situations	CC5.ILO1.RT1 Responding to emergency situations a) Minor or major motor vehicle collision b) Arriving at the scene of a collision c) Being stopped by a police officer d) Passing an emergency vehicle e) Being passed by an emergency vehicle f) Vehicle malfunctions	CC5.ILO1.CM1 Describe how to safely and responsibly handle motor vehicle collisions and emergencies CC5.ILO1.CM2 List common vehicle malfunctions and describe the proper way to handle them
CC5.ILO2	Leadership in promoting safe driving	CC5.ILO2.RT1 Being a safe, respectful, and responsible driver a) Being a leader in safety restraint use and promote it in others b) Being fit to drive and promote it in others c) Being caring and empathetic towards other road-users	CC5.ILO2.CM1 Explain how leadership, safe behaviours, and respect for other road-users contribute to safe and responsible driving CC5.ILO2.CM2 Consistently demonstrate leadership, safe behaviours, and respect for other road-

Intended Learning Outcomes	Required Topics	Competency Measures
CC5 Respect and Responsibility	CC5.ILO2.RT2 Conflict avoidance regardless of fault a) Respecting other road- users' safety margins b) Avoiding road rage in yourself and others	users

Intended Learning Outcomes		Required Topics	Competency Measures
CC5	Respect and Responsibility		
CC5.ILO3	Respect for the environment as it relates to operating a vehicle	CC5.ILO3.RT1 Environmentally conscious and efficient driving behaviour a) Fuel efficiency b) Mandatory emissions testing c) Proper disposal of cars, fluids, batteries, and tires d) Littering e) Planning safer and more efficient activities and routes f) Economic benefits of driving efficiently	CC5.ILO3.CM1 Explain how environmentally conscious driving contributes to safety and economic benefits
CC5.ILO4	Lifelong learning approach to driving	CC5.ILO4.RT1 The driver as a lifelong learner CC5.ILO4.RT2 Factors that contribute to changes in driving skill	CC5.ILO4.CM1 Explain how different factors contribute to changes in driver skill and why driving is a lifelong learning process

Intended Learning Outcomes	Required Topics	Competency Measures
CC5	Respect and Responsibility	
	<ul style="list-style-type: none"> a) Changing motor vehicle technology b) Changing driving standards, laws, and regulations c) The aging driving population 	<p>CC5.ILO4.CM2 Identify opportunities for lifelong learning related to driving</p>

CC STANDARD 6 – Sharing the Road

Purpose

To develop knowledge, appreciation, and skills related to effectively interacting with other road-users and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC6	Sharing the Road		
CC6.ILO1	Cooperative driving	CC6.ILO1.RT1 Cooperative driving a) Sharing the road in a safe and considerate manner b) Respecting other road-users c) Understanding other road-users' needs d) Passing safely e) Space management f) Benefits of cooperative and courteous driving	CC6.ILO1.CM1 Explain the difference between cooperative driving and defensive driving and the benefits of cooperative driving CC6.ILO1.CM2 Consistently demonstrate ability to predict and anticipate the behaviours of other road-users
CC6.ILO2	Appropriate communication with other road-users	CC6.ILO2.RT1 Communicating effectively with other road-users CC6.ILO2.RT2 Habits and attitudes related to effective communication a) Consistently communicate driving intentions b) Adjusting communication based on observation of the driving environment and other road-users	CC6.ILO2.CM1 Explain why appropriate communication is essential for an orderly and safe road system CC6.ILO2.CM2 Consistently demonstrate appropriate communication with other road-users in a variety of driving situations

CC STANDARD 7 – Attention

Purpose

To develop knowledge, appreciation, and skills related to attention and how it contributes to safe and responsible driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC7	Attention		
CC7.ILO1	Safe and responsible actions related to impaired driving	CC7.ILO1.RT1 Types of impairment <ul style="list-style-type: none"> a) Drug b) Alcohol c) Fatigue d) Drowsy driving e) Illness f) Medication g) Mental stress h) Combination of multiple impairments CC7.ILO1.RT2 Effects of impairment <ul style="list-style-type: none"> a) Impaired judgment b) Lack of attention/alertness CC7.ILO1.RT3 Myths and facts related to impairment	CC7.ILO1.CM1 Describe symptoms and effects of impairment, mythical remedies for driver alertness, consequences of impaired driving, and appropriate strategies for addressing impairment
		CC7.ILO1.RT4 Consequences of impaired driving <ul style="list-style-type: none"> a) Personal and social consequences b) Legal and economic consequences 	

Intended Learning Outcomes		Required Topics	Competency Measures
CC7	Attention		
CC7.ILO2	Managed driver distractions	CC7.ILO2.RT1 Distracted driving a) Distractions inside the vehicle b) Distractions outside the vehicle	CC7.ILO2.CM1 List potential distractions inside and outside the vehicle CC7.ILO2.CM2 Explain how distractions affect driving CC7.ILO2.CM3 Consistently demonstrate effective management of driver distractions
CC7.ILO3	Managed division of attention	CC7.ILO3.RT1 Managing attention a) Switching attention b) Divided attention c) Focused attention d) Sustained attention	CC7.ILO3.CM1 Describe strategies for managing attention CC7.ILO3.CM2 Consistently demonstrate effective management of attention

CC STANDARD 8 – Perception and Risk Management

Purpose

To develop knowledge, appreciation, and skills related to perception and risk management and how they contribute to safe and responsible driving

Intended Learning Outcomes		Required Topics	Competency Measures
CC8	Perception and Risk Management		
CC8.ILO1	Safe and proper observation skills	CC8.ILO1.RT1 What and where to observe and when <ul style="list-style-type: none"> a) 360 degree vision b) Distance scanning c) Peripheral vision d) Blind spots e) Visual obstructions f) Limits of observation CC8.ILO1.RT2 How to observe <ul style="list-style-type: none"> a) Active attention b) Shoulder checks c) Peripheral vision d) Mirrors CC8.ILO1.RT3 Visual search and scanning to detect potential hazards <ul style="list-style-type: none"> a) Distinguish hazards from typical occurrences b) Scanning patterns under all conditions c) Detecting potential path deviations 	CC8.ILO1.CM1 Consistently demonstrate safe, responsible, and proper observation skills CC8.ILO1.CM2 Consistently focus on appropriate visual targets while scanning the environment CC8.ILO1.CM3 Consistently demonstrate potential hazard detection by means of visual scanning
CC8.ILO2	Accurate perception of personal limits, abilities, and risk tolerance	CC8.ILO2.RT1 Different types of drivers	CC8.ILO2.CM1 Identify and explain personal limits and abilities

Intended Learning Outcomes	Required Topics	Competency Measures
CC8 Perception and Risk Management	<p>CC8.ILO2.RT2 Dangerous driving</p> <ul style="list-style-type: none"> a) Aggressive driving b) Street racing c) Personal and social consequences d) Legal and economic consequences <p>CC8.ILO2.RT3 Personal risk-tolerance</p> <ul style="list-style-type: none"> a) Caution versus risk b) Judging risk in various situations c) Role of overconfidence and under-confidence in inaccurate risk-perception d) Risk-aversion in personal value system e) Develop rational personal risk preferences 	<p>CC8.ILO2.CM2 Explain perceived level of risk for various situations</p> <p>CC8.ILO2.CM3 Consistently demonstrate appropriate risk-management strategies, habits, and attitudes</p>
CC8.ILO3 Accurate risk-perception	<p>CC8.ILO3.RT1 Accurate risk-perception</p> <ul style="list-style-type: none"> a) Quick and effective reaction times b) Proactive versus reactive driving action c) Expectations of other road-users d) Consequences of not doing what other road-users expect e) Safe time margins <p>CC8.ILO3.RT2 Factors that affect driver risk-perception</p> <ul style="list-style-type: none"> a) Driver age b) Driver experience c) Driving environment 	<p>CC8.ILO3.CM1 Explain how accurate risk-perception contributes to safe driving behaviour</p> <p>CC8.ILO3.CM2 Consistently demonstrate accurate risk-perception</p> <p>CC8.ILO3.CM3 List personal factors that affect risk perception</p>

Intended Learning Outcomes		Required Topics	Competency Measures
CC8	Perception and Risk Management		
		<ul style="list-style-type: none"> d) Mental factors e) Physical factors f) Role of self-control g) Need for peer approval h) Perception of other drivers i) Impairment 	CC8.ILO3.CM4 Explain how personal factors affect risk perception and risk management
CC8.ILO4	Recognition and avoidance of collision situations	<p>CC8.ILO4.RT1 Common collision factors for beginner drivers</p> <ul style="list-style-type: none"> a) Inappropriate speed b) Risk tolerance c) Risk perception d) Inappropriate risk-taking e) Driver skill f) Driver experience g) Peer pressure h) Overconfidence i) Hazardous driving conditions j) Poor attention management k) Not looking for hazards l) Inability to recognize hazards m) Distracted driving n) Dangerous driving o) Impaired driving <p>CC8.ILO4.RT2 Common collision situations</p>	<p>CC8.ILO4.CM1 List common collision factors for beginner drivers</p> <p>CC8.ILO4.CM2 Describe the most common collision situations</p> <p>CC8.ILO4.CM3 Consistently demonstrate good decision-making and driving skills to reduce the risk</p>
CC8.ILO5	Identification of potential hazards and effective response to hazards	<p>CC8.ILO5.RT1 Potential hazards of driving and effective responses</p> <ul style="list-style-type: none"> a) Vehicle malfunctions b) Weather/environmental conditions 	CC8.ILO5.CM1 List possible hazards of driving

Intended Learning Outcomes	Required Topics	Competency Measures
CC8 Perception and Risk Management	<ul style="list-style-type: none"> c) Road conditions d) Vehicle conditions e) Distractions inside the vehicle f) Distractions outside the vehicle g) Other road-users h) Unpredictable driving behaviour i) Driving error resulting in danger to self and to other road-users 	CC8.ILO5.CM2 Describe effective responses to potential hazards of driving
CC8.ILO6 Effective decision-making to ensure safe driving	<p>CC8.ILO6.RT1 Hazard perception, decision-making, and judgment</p> <p>CC8.ILO6.RT2 Using decision-making skills to drive safely</p> <ul style="list-style-type: none"> a) Evaluate whether or not to drive b) Anticipate what might happen c) Predict possible solutions d) Prioritize situations and solutions e) Make appropriate choices under pressure f) Identify consequences g) Make multiple decisions quickly h) Develop a hierarchy of responses to various situations and alternative responses 	<p>CC8.ILO6.CM1 Describe different decision-making skills</p> <p>CC8.ILO6.CM2 Consistently demonstrate appropriate decision-making to ensure safe driving</p>

Intended Learning Outcomes		Required Topics	Competency Measures
CC8	Perception and Risk Management		
		CC8.ILO6.RT3 Effects of impairment on decision-making skills	
		CC8.ILO6.RT4 Role of personal motives on decision-making skills	
		CC8.ILO6.RT5 Post-incident decision-making to ensure personal safety	
CC8.ILO7	Minimized risk through appropriate driving actions	CC8.ILO7.RT1 Driving actions to minimize risk	CC8.ILO7.CM1 Explain appropriate driving actions to minimize risk

Appendix A – Required Topics: Examples

It is expected that the curriculum developer will expand on the required topic headings appropriately when developing the curriculum. The table below includes examples of how the required topics could be expanded. The examples below are for illustrative purposes only and are not intended to be exhaustive.

Required Topics	Examples
CC1 Rules of the Road	
CC1.ILO1.RT1	<ul style="list-style-type: none"> • Ontario driver’s licence classifications • Getting a driver’s licence • Maintaining a valid driver’s licence with correct and up to date information • Graduated licensing program • Demerit Point System for new and fully licensed drivers • Licence suspension and consequences • Administrative Driving Prohibition and Vehicle Impoundment • Registered owner restrictions and responsibilities • Safety restraint use • Insurance • Mandatory vehicle-emissions testing program • Municipal by-laws
CC1.ILO2.RT1a)	<ul style="list-style-type: none"> • Stop sign • Yield sign • Speed limit sign • School zone sign • Construction zone sign • Railway crossing sign • High Occupancy Vehicle (HOV) sign • Temporary condition sign (i.e., weather, construction) • Regulatory sign • Warning sign • Information and direction sign • Children with special needs sign • Children playing sign • Emergency response sign • Bilingual sign • Animal warning sign • Community safety signs
CC1.ILO2.RT1b)	<ul style="list-style-type: none"> • Pedestrian signals

Required Topics	Examples
	<ul style="list-style-type: none"> • Motor vehicle signals • Accessibility features • Traffic officer directions • Lane-use lights
CC1.ILO2.RT1c)	<ul style="list-style-type: none"> • Chevrons • Arrows • Bicycle • Crosswalks • Stop lines • Railroad crossing • Accessibility
CC2 The Vehicle and its Components	
CC2.ILO1.RT1a)	<ul style="list-style-type: none"> • Ignition switch • Manual vs. automatic transmissions <ul style="list-style-type: none"> ▪ Selector lever for automatic transmission ▪ Gearshift for manual transmission ▪ Clutch pedal for manual transmission • Steering wheel • Accelerator (gas pedal) • Various cruise control devices <ul style="list-style-type: none"> ▪ Avoiding the use of cruise control devices on wet, slippery road surfaces • Brake pedal <ul style="list-style-type: none"> ▪ Types of brakes (e.g., ABS) • Parking brake • New technologies (as required)
CC2.ILO1.RT1b)	<ul style="list-style-type: none"> • Speedometer and odometer • Fuel gauge • Alternator gauge or warning light • Temperature gauge or warning light • Oil-pressure gauge or warning light • Brake warning light (ABS) • Check engine light • Other dashboard lights
CC2.ILO1.RT1c)	<ul style="list-style-type: none"> • Lights (day and night) • Windshield wipers and washer fluid • Sun visor • Defroster/Defogger

Required Topics	Examples
	<ul style="list-style-type: none"> • Rear-view and side-view mirrors
CC2.ILO1.RT1d)	<ul style="list-style-type: none"> • Air bags and restrictions • Seat belts • Head restraints • Infant/child restraint systems • Door locks • Structural features
CC2.ILO1.RT1e)	<ul style="list-style-type: none"> • Seat-position controls • Steering wheel • Air conditioner and heater air vents
CC2.ILO1.RT1f)	<ul style="list-style-type: none"> • Ignition buzzer • Locks • Alarms and other anti-theft devices
CC2.ILO1.RT1g)	<ul style="list-style-type: none"> • Taillights • Directional (turn) signals • Emergency flashers (hazard lights) • Parking lights • Horn
CC2.ILO2.RT1a)	<ul style="list-style-type: none"> • View the surrounding area • Remove loose objects • Tires <ul style="list-style-type: none"> ▪ Pressure ▪ Wear pattern ▪ Tread depth • Vehicle body • Exterior lights • Lights • Exhaust system • Fluid levels • Under the hood
CC2.ILO2.RT1b)	<ul style="list-style-type: none"> • Dash board <ul style="list-style-type: none"> ▪ Fluid level alerts ▪ Fuel level • Brakes • Seat belts • Spare tire and tire changing equipment <ul style="list-style-type: none"> ▪ How to change a tire

Required Topics	Examples
	<ul style="list-style-type: none"> • First aid kit • Emergency kit
CC3 Vehicle Handling	
CC3.ILO1.RT1b)	<ul style="list-style-type: none"> • Smooth steering control • Proper hand positioning • Display steady lane tracking • Maintaining optimal lane position
CC3.ILO1.RT1e)	<ul style="list-style-type: none"> • Proper foot position • Holding steady pressure at moderate levels • Variation in cruise speed • Benefits of steady speed control (e.g., fuel efficiency)
CC3.ILO1.RT1f)	<ul style="list-style-type: none"> • Early deceleration <ul style="list-style-type: none"> ▪ Benefits/hazards • Smooth deceleration • Correct braking techniques • Smooth time-limited braking • Steady light braking and holding stop on different grades • Moderate impact braking • Emergency braking control • Relationship between proper seating position and braking • Driving characteristics of conventional and anti-lock brake systems
CC3.ILO1.RT1h)	<ul style="list-style-type: none"> • Stall parking (forward and reverse) • Hill parking (up and down) • Angle parking • Parallel parking • Shoulder parking
CC3.ILO1.RT1i)	<ul style="list-style-type: none"> • Yielding • Crossing intersections • Merging • Changing lanes and passing • Maintaining correct lane tracking • Backing-up
CC3.ILO1.RT1j)	<ul style="list-style-type: none"> • Stop signs • Two- and four-way stops • Traffic circles • Yield signs

Required Topics	Examples
	<ul style="list-style-type: none"> • Controlled and uncontrolled intersections • T-intersections • Malfunctioning traffic control devices • Emergency vehicles
CC3.ILO1.RT1k)	<ul style="list-style-type: none"> • Left and right turns • Three-point turns • Maintaining correct lane tracking
CC3.ILO1.RT1l)	<ul style="list-style-type: none"> • Entering and exiting • Curves • Shoulders • Grade of road • Passing • Changing lanes
CC3.ILO2.RT1a)	<ul style="list-style-type: none"> • Speed and its relationship to time and stopping distances • Space management (front, rear, side)
CC3.ILO2.RT2b)	<ul style="list-style-type: none"> • Dry • Oily • Damp or wet • Icy or snowy
CC3.ILO2.RT3	<ul style="list-style-type: none"> • Recognize critical situations requiring emergency evasion manoeuvres • Wheels-off-road recovery • Head-on collision avoidance • Rear-end collision avoidance • Optimal emergency braking control • Proper seating position • Threshold braking modulation • Maximum braking
CC3.ILO4.RT1	<ul style="list-style-type: none"> • Detection and recovery • Selecting the correct control actions in terms of both braking and steering <ul style="list-style-type: none"> ▪ Steering response ▪ Steering follows eyes, rapid and smooth release of wheels ▪ Alternate steering wheel hand positions ▪ Brake release and shift to neutral • Controlling skids/slides with <ul style="list-style-type: none"> ▪ Front wheel drive/conventional power brakes ▪ Rear wheel drive/conventional power brakes ▪ Front wheel drive/ABS ▪ Rear wheel drive/ABS

Required Topics	Examples
	<ul style="list-style-type: none"> ▪ Four-wheel drive vehicles vs. two-wheel drive vehicles • Lock and hold brakes when rotated beyond the point of no return
CC4 Driver Behaviour	<p>CC4.ILO1.RT1</p> <ul style="list-style-type: none"> • Steering control • Speed control • Speed versus stopping distances • Risk perception versus accurate knowledge of vehicle performance • Road surface conditions
CC4.ILO3.RT1	<ul style="list-style-type: none"> • Driving as thrill-seeking
CC4.ILO4.RT1d)	<ul style="list-style-type: none"> • Injury • Criminal Code offences (impaired driving, dangerous operation of a motor vehicle, and criminal negligence) vs. civil infractions (under the Highway Traffic Act)
CC5 Respect and Responsibility	<p>CC5.ILO1.RT1b)</p> <ul style="list-style-type: none"> • Ensure personal safety first • Pull to the side of the road (if possible) • Stop immediately • Warn others if possible • Call for medical help if necessary • Call the police • Exchange information • Get names and addresses of witnesses • Stay at the scene • Make accident reports (if required) • Go to collision reporting centre (where available) • See a doctor (if you have been injured)
CC5.ILO1.RT1c)	<ul style="list-style-type: none"> • Pull safely to the side of the road • Have licence and registration available
CC5.ILO3.RT1a)	<ul style="list-style-type: none"> • How to purchase a fuel efficient vehicle • Following manufacturer’s recommended maintenance schedule <ul style="list-style-type: none"> ▪ Poorly maintained vehicles can consume more fuel • Keeping tires inflated at the manufacturer’s recommended pressure <ul style="list-style-type: none"> ▪ How and when to measure tire pressure ▪ Under-inflated tires can increase fuel consumption • Avoiding unnecessary idling

Required Topics	Examples
	<ul style="list-style-type: none"> • Effects of speed on fuel consumption • Alternative fuels and technologies
CC5.ILO4.RT2c)	<ul style="list-style-type: none"> • Skills will deteriorate unless effort is made to keep them sharp • Monitor changes in personal driving skills and adapt driving behaviour to compensate for changes in skills • How feedback can help drivers improve their skills
CC6 Sharing the Road	
CC6.ILO1.RT1b)	<ul style="list-style-type: none"> • Cyclists and pedestrians • Traffic control persons • Large vehicles • Slow-moving vehicles • Motorcycles • Animals • Public transit vehicles • Emergency vehicles • Carpooling
CC6.ILO2.RT1	<ul style="list-style-type: none"> • Vehicle signals • Hand signals • Horn • Hazard lights • Eye-to-eye contact • Non-verbal communication • Headlights • Vehicle position
CC7 Attention	
CC7.ILO2.RT1a)	<ul style="list-style-type: none"> • Eating and drinking • Applying make-up • Other passengers • Pets • Children • Insects • Loud noises • Mobile communication devices (e.g., phone calls, text messaging)
CC7.ILO2.RT1b)	<ul style="list-style-type: none"> • Advertising • Animals • Collisions

Required Topics	Examples
	<ul style="list-style-type: none"> • Construction sites • People
CC7.ILO3.RT1a)	<ul style="list-style-type: none"> • Ability to choose to process relevant information while simultaneously tuning out irrelevant information
CC7.ILO3.RT1b)	<ul style="list-style-type: none"> • Vigilance, concentration • Ability to persist or maintain a consistent response set over time • involves two aspects of performance: length of time or duration of performance and the consistency of performance during the time period
CC7.ILO3.RT1c)	<ul style="list-style-type: none"> • Shifting attention, mental flexibility • Ability to easily shift one's focus from one activity or stimuli to another
CC7.ILO3.RT1d)	<ul style="list-style-type: none"> • Mental tracking • Ability to internally hold onto several pieces of information at once
CC8 Perception and Risk Management	
CC8.ILO2.RT2c)	<ul style="list-style-type: none"> • Endangering the driver, passengers, and other road-users
CC8.ILO3.RT2d)	<ul style="list-style-type: none"> • Self-esteem • Aggression • Frustration • Impatience • Feelings of power • Overconfidence • Awareness of consequences

Required Topics	Examples
CC8.ILO7.RT1	<ul style="list-style-type: none">• Safe margins (front, rear, side)• Safe driving speeds• Braking and stopping safely• Emergency braking control• Accelerating safely• Using the brake and horn• Yielding if uncertain• Point of no return

THE BDE GLOSSARY

Accessibility

Ensuring that people of all abilities have equitable and barrier-free access to programs and services.

Accessible

Course that can be easily accessed, posing no obstacles for persons with disabilities.

Highway Traffic Act (HTA)

The Ontario Highway Traffic Act is a collection of duties and obligations relating to motor vehicle drivers and others. It legally binds all users of the highway to a uniform code of driving behaviour in Ontario. The province has exclusive legal jurisdiction over the regulation and control of traffic on a highway and the regulation and control of motor vehicles.

Assessment

A method of evaluation used to test a student's skill or knowledge level and ensures Intended Learning Outcomes have been met.

Asynchronous Learning (Self-Directed Learning):

Online learning resource that facilitates instruction which is not limited by time, place, or the constraints of a classroom. Learning is self-paced through a computer-mediated forum (e.g. a Learning Management System (LMS)) that provides an anytime and anywhere course experience.

Beginner Driver

An individual who holds a valid ministry-issued G1 or G2 Ontario driver licence.

Beginner Driver Education (BDE) Curriculum Standards

Planned, organized, educational and learning standards and experiences, which the ministry developed to guide a sequenced course of study.

Blended Learning

Curriculum that combines in-class and digital delivery of BDE; utilizing only one of the permissible digital delivery methods (i.e. LMS or Virtual).

Business Hours

Any period during which the Course Provider is usually offering services to the public.

Challenge Questions (i.e. security question)

Challenge questions and their corresponding answers are used to authenticate individuals. Like passwords, challenge questions are considered as 'something you know' because they represent information that is known to an individual.

Classroom

An educational setting where a student can enter in-person (in-class/in-vehicle) or using technology (digitally) to learn or gain an educational experience for the BDE Program.

Classroom Driving Instruction

Instruction delivered to a student by a Driving Instructor in an educational setting that is inclusive of: in-class, digital and/or blended instruction.

Classroom Facility

Classroom premises that are owned, leased or rented by the applicant or Course Provider and where classroom training will be conducted. These premises are in an area zoned for commercial use and has public access. Classroom facilities shall be ministry-approved.

Competency Measures

Tests or measures to determine if the student has achieved the intended learning outcome.

Course Objectives

Course objectives define what the program/course aims to accomplish in its planning and implementation; as referenced in Course Design (CD) Standards.

Curriculum

The knowledge and skills students are expected to learn, which includes the learning standards or Intended Learning Outcomes they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning.

Digital Instruction/Digital Learning

Digital learning is any type of learning that is accompanied by technology or by instructional practice that makes effective use of technology. Learning can take place online or otherwise through use of technology. Ministry-approved BDE Course Providers can use one of the following formats for delivering BDE digitally, as identified in the Digital Learning Standard (in the Curriculum Standards for BDE) which includes: A Learning Management System (LMS) or a Virtual Classroom.

Digital Driving Instructor

A Driving Instructor who has met the ministry's requirements to teach and/or provide course content support digitally to students as outlined in 3.4.2 of the BDE Policy Manual. The instructor must be employed/contracted by a BDE Course Provider and registered to meet ministry requirements prior to instructing students.

Direct Instruction

Highly instructor-directed strategy, effective for providing information, developing step-by-step skills, and introducing other instructional strategies or methods, possible instructional methods used include: lecture, demonstration, drill and practice, and questioning students.

Diversity

The range of qualities/traits, experiences and identities that shape who we are. These can be, but are not limited to, dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical or mental abilities, religious/spiritual beliefs or political ideologies, different personalities, styles, capabilities and thoughts/perspectives.

Driving Instructor

An individual who is employed/contracted by a BDE Course Provider and registered on the BDE system prior to instructing students. A Driving Instructor must meet the requirements to teach a student both in a vehicle and in a classroom.

Driving Simulator Instruction

Instruction delivered to a student using interactive, computer-assisted instruction to simulate in-vehicle driving.

Experiential Learning

Learning strategy that is inductive, learner-centered and activity oriented. Critical factors include personalized reflection about an experience and the formulation of plans to apply learning to other contexts, emphasis is on the process of learning, can be viewed as a cycle consisting of five phases: experiencing an activity that occurs, sharing reactions and observations, analyzing information to determine patterns or inconsistencies, derive principles, and plan to apply learning in new situations. Possible instructional methods used include role playing, field trips, and simulation.

Flexible Instruction

Is comprised of ten of the forty total hours of BDE instruction. Course Providers determine how these instructional hours may be utilized; provided they meet the requirements set out in the BDE Curriculum Standards. Flexible instruction hours may be used towards the following components of BDE instruction: in-class, in-vehicle, digital, driving simulation and/or homelinks.

Homelinks

A component of flexible instruction that allows students to complete exercises on their own schedule. Driving schools use the homelinks materials in different ways, which may include digital learning. Student workbooks may be kept by the driving school or students keep the workbooks as an on-going reference source.

In-Class Driving Instruction

Traditional driving instruction which takes place at a set time, within the confines of a physical classroom, and is led by a Driving Instructor.

Independent Learning

Learning strategy that fosters self-improvement through planned independent study by students under the guidance or supervision of an instructor; can include learning in partnership with another individual or as part of a small group. Possible instructional methods used include reading, viewing, and assigned questions.

Indirect Instruction/Learner-Centred Approach

Approach that allows for students to participate actively in their own learning and development. Driving Instructors facilitate the process by drawing on students' unique learning abilities, personal experiences, backgrounds and interests and encourage students to observe, investigate and draw conclusions from information. The role of the Driving Instructor is to mentor and be a resource for students. Some possible instructional methods used include problem solving and case studies.

Instructional Method

Specific activity in which the Driving Instructor and student will be involved during the lesson (e.g., lecture, role playing, brainstorming).

Intended Learning Outcome (ILO)

Knowledge a student is expected to grasp and be able to demonstrate upon completion of a unit or course; as referenced in Course Content (CC) Standards.

Interactive Instruction

Strategy that relies on discussion and sharing among participants, students learn from peers and Driving Instructors to develop knowledge, skills, and appreciation. Learning can take place digitally or otherwise through the use of technology or in-classroom. Possible instructional methods used can include: group discussion, brainstorming, online discussion boards, chatrooms, accessible simulations, multimedia activity etc.

In-Vehicle Driving Instruction

Instruction delivered to a student by a Driving Instructor in a training vehicle with the student driving the vehicle. The term in-vehicle instruction does not include a student who is not physically behind the wheel.

Live

Instructor is present and teaching in real time for the duration of the class; this excludes pre-recorded instructional videos.

Learning Management System (LMS)

A learning management system is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs. The learning management system concept emerged directly from e-Learning.

Ministry-approved BDE Course Provider/Course Provider

Licensed driving school that offers a ministry-approved BDE Program. Educational institution (high schools, private colleges, provincial schools, etc.) licensed by the ministry to offer a ministry-approved BDE Program. Course Provider and driving school are used interchangeably.

Multi-Factor Authentication

There are three basic ways to authenticate students:

- Something the student knows, such as a password, PIN, or answer to a challenge question
- Something the student possesses, such as a phone (e.g. short message service (SMS (text message) or ID card
- Something the student has, which usually refers to biometric data such as fingerprints or retinal scans
- Multi-Factor Authentication must include a combination of the above types of information for LMS.

Ongoing

That is or are in progress (e.g. ongoing discussions).

Practice Activities

Activities that are not tracked and graded; allowing the student an opportunity to test their knowledge retention prior to a tracked assessment.

Prerecord

Record audio and/or video on (a tape or other medium) beforehand.

Required Topics

Specific course topics that a student must complete to achieve the Intended Learning Outcomes; as referenced in Curriculum Content (CC) Standard.

Satellite

An additional classroom (satellite) that is owned, leased or rented by a Course Provider and where classroom training will be conducted. These premises are in an area zoned for commercial use and has public access. Classroom facilities shall be ministry-approved.

Scenario Based questions

Help understand the purpose of a issue, ask about different relevant situations which provoke self-reflection.

Strong Password

Strong passwords should be at least six characters long, be replaced periodically and contain a mixture of letters (both upper and lowercase), numbers and punctuation characters.

Synchronous Learning (Real-Time Digital Learning)

Instruction that is facilitated by a live instructor in a real-time, scheduled forum (e.g. virtual classroom using video conferencing).

Travel Time

The amount of time it takes to travel from one location to another via a mode of transportation (e.g. bus, car, train, walking, etc.).

Two-Factor Verification Processes

Student provides their cell phone number or email to the course administrator and receives a unique authentication code via SMS (text message) or email each time that they must log into the course website for an evaluation and/or a final exam.

Usability Testing

Evaluation is to assess the degree to which a system is effective, efficient, and achieves favourable responses from the intended users.

Virtual Classroom

A real-time course that is instructor-led and supported using a video conferencing solution/software (e.g. Adobe Connect, Adobe Learning, Zoom, etc.).

Web Content Accessibility Guidelines (WCAG)

WCAG 2.0 covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of people with disabilities.