THE HUMAN ELEMENT
Motorcycle Rider Training Program - Evaluation and Quality Assurance

Paper Title: QUALITY ASSURANCE - WHAT IS IT AND HOW TO GET IT

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Achieving a comprehensive quality assurance program entails a Program-wide commitment to unity and quality in a positive spirit. Rider training, as a product, should be delivered consistently and effectively. This paper will detail seven elements that lead to a quality assurance program, and provide support documentation and instruction for rider training programs large or small.

ADMINISTRATIVE DIRECTION AND SUPPORT

In state and local rider training programs, the agency or entity responsible for administering the Program sets the tone. This agency is, after all, responsible for oversight of a Program full of risks and rewards. Whether the agency is involved in day to day decisions, or one which licenses or approves service delivery providers, clear and distinct administrative rules or policies must be established that set forth the agency's expectation of acceptable training. This must be done to protect students, instructors and sponsoring entities.

Quality assurance on this level is supported through a system of Program oversight, including approvals, renewals and audits. Quality assurance on this level usually involves administrative detail to support training, typically to include school licensing requirements as listed in the following example:

> •   Must obtain a license from the Commercial Licensing Program or appropriate agency if offering instruction in the operation of motorcycles and receiving compensation. Courses requiring a license include, but are not limited to, the Motorcycle Safety Foundation's Motorcycle Rider Course:*Riding and Street Skills, & Experienced Rider Course* ©.
> •   Display school and instructor(s) licenses in school office.
> •   All records pertaining to the operation of the school shall be maintained in the established place of business and be available for inspection during normal business hours.
> •   All advertising must be approved by the Commercial Licensing Program or approved agency.
> •   Records must be maintained for all students as stipulated in appropriate administrative rule or code.
> •   All vehicles used in training must be maintained in safe operating condition.
> •   Submit evidence of insurance, liability insurance for professional driver training schools. Any addition or changes to the schools fleet must be submitted to the Commercial Licensing Program or appropriate agency in writing within ten days.
>
> The inability or failure of a school to comply with these requirements may result in inactivation, suspension, revocation, or denial of the school's license.

CLEARLY DEFINED POLICIES AND PROCEDURES

Policies and procedures are as important to sponsors, contractors, vendors and instructors as administrative rules are to state agencies. They set forth Program rules and expectations, clearly and unequivocally. A comprehensive Policies and Procedures (P&P) Manual is recommended to include, but not be limited to, the following definitions, authority, roles, requirements, procedures or protocols:

- INTRODUCTION
  - " Enabling legislation
  - " History
  - " Organization
- SPONSOR RECOGNITION AND ADMINISTRATION
  - " General recognition requirements
  - " Insurance requirements, including workers' compensation
  - " Course tuition and fees
  - " Reporting accidents, first aid and handling accidents
  - " Inquiries and enrollment

- STUDENT ELIGIBILITY AND COMPLETION OF TRAINING
  - " Determining and verifying student eligibility for all courses offered
  - " Student transfers and retesting
  - " Requirements for issuing certificates of completion
  - " Student apparel

- REQUIRED FORMS AND REPORTS
  - " Registration and participant release form
  - " Procedure for securing and verifying Course Completion certificates.
  - " Course reporting

- MAINTAINING COMPLIANCE
  - " General site compliance auditing requirements
  - " The conduct of a site compliance audit
  - " Reporting and correction

- INSTRUCTOR RECOGNITION
  - " Recognized instructors definition and status requirements
  - " Allowable ratio students to instructors
  - " How to obtain and renew instructor recognition
  - " Instructor certification requirements or standards
  - " Instructor training and in-service requirements

- APPROVED MOTORCYCLE TRAINING COURSES
  - " Define courses, approved adjustments, and special requirements
  - " Testing and course completion

- TRAINING FACILITIES AND EQUIPMENT
  - " Classroom and range
  - " Training motorcycles use, care and maintenance

UNIFIED PROGRAM STAFF
Central to a quality Program is unified program staff, consultants, contractors and program representatives. These members of the delivery and support team are responsible for implementing the above-referenced guidelines. For the quality assurance program to succeed, these members need clear, concise and consistent direction and support.

Quality assurance encompasses the entire Program operation, not just rider training delivery. If it is to succeed, it must become a core value of the Program. Unified Program staff must be empowered to initiate and deliver exceptional services that at their core represent the Program in a manner that is both clear and consistent with the quality value.

STANDARDIZED CURRICULA
This should be the easy part. For many years the Motorcycle Safety Foundation has produced excellent rider training curricula. However, the key to unlocking this excellence is in the delivery, explained in the following section.

Before adopting any curricula, the state or approval entity should undertake a comprehensive review process to determine the curricula's validity and effectiveness. In the case of curricula designed to replace existing curricula, measurements are easy to find in comparisons between the two. Included in this review, at a minimum, should be: ease of scheduling and delivery; instructor competence; student safety and; student success rates.

A standardized curricula allows all instructors to "sing from the same sheet of music." Using a proven curricula and proven methods consistently provides the best possible service for students.

UNIFIED INSTRUCTOR PREPARATION
Instructors are the delivery agents of the quality assurance steps explained above. This is where the rubber meets the road, and it is vitally important that the instructors own a significant piece of the quality assurance responsibility. They are expected to interpret the appropriate rules, procedures and protocols and deliver the curriculum as intended by the state or sponsoring entity.

Therefore, steps must be taken to enable the instructor to succeed. This starts in Instructor Preparation and is ongoing as the instructor grows with the Program, as described in the steps below:

1.   Instructor Recruitment
               Recruiting is an important step in the development of an excellent Program. Candidates recruited must be willing to learn, to grow, and to succeed. They should share the Program's philosophy of student centered learning (it's not about you!). And finally, they must be willing to give their time and energies to actively foster and promote safer motorcycling. Instructor recruitment must be a proactive selection process in which only the most qualified candidates are selected to represent the Program and advance to Instructor Preparation.

2.   Instructor Preparation
               Instructor preparation sets the tone in expressing the value given to quality and excellence. But in understanding and accepting the mantle of excellence, instructor candidates must be given clear direction, strong support, and continuous positive feedback, which is precisely what is expected of them in their interactions with their students. So it is in the demonstration and expectation of excellence that facilitates the discovery and internalizes the value.

               Instructor Preparation presents the opportunity to affect quality rider training delivery in a way that is unmatched in any other Program area. This is where the quality values are imparted, practiced, and refined - the values of student centered learning, safety, and positive support and helpful counsel, to name a few. It is through experiencing these

values firsthand that the instructor gains an understanding and appreciation of the quality assurance model. If these values are not expressed, modeled and refined in Instructor Preparation, there is no reasonable expectation of finding them in effect in the Program.

3.   <u>Intern Instructor Program</u>

Newly trained instructors need time and experience to sort out information, techniques and ideas from Instructor Preparation. This is the benefit of the Intern Instructor Program. Once an instructor has successfully completed IP, he/she qualifies for this program. The Intern is paired with a Senior instructor, as defined below, to teach the first few courses. During this time the Intern is given the same clear direction, strong support, and continuous positive feedback as was provided in IP. The same themes and methods are employed and fine-tuned. With the multiple examples now provided of the level of service required and with the Senior's blessing, the Intern instructor is approved to teach without such oversight.

<u>Senior Instructor</u>

The Senior instructor is selected and trained to provide instructor support services. Seniors are experienced instructors who have taught a minimum of six courses as lead instructor and who have been with the Program for three years. These instructors accept the added responsibility of assisting and counseling new instructors as they teach their first few classes. The value of the Senior instructor cannot be overstated in a quality assurance program. These individuals provide a valuable service of essentially extending the supervised student teaching period of Instructor preparation, without the added stress of pass/fail. The goal is to facilitate excellence, with an experienced Senior instructor as the mentor.

The Intern Instructor Program presents an added expense of paying for two lead instructors (additional 7 hrs. classroom). All instructors new to TEAM OREGON are required to complete at least two courses under Internship. However, we've discovered the benefit of this additional preparation and fine tuning far outweighs the expense. States and local programs are encouraged to implement formal or informal mentoring programs to help reinforce the lessons and values of Instructor Preparation.

4.   <u>Update Workshops and Professional Development</u>

Periodic update training and opportunities for professional development are important not only to quality assurance, but also to lifetime learning. The goal of these events is to retain the uniformity and consistency that have been developed. These training events should continue to encourage discovery. Members must be provided the opportunity to openly question or challenge a particular item, method or theory. The TAR (technical assistance review) falls under professional development.

SITE COMPLIANCE AUDITS

This is the "just do it" phase. The purpose of the site compliance audit is to determine if the steps listed above are followed and excellence upheld. The audit takes into consideration both administration and instruction. The auditor, a specially trained and recognized Senior Instructor, follows the criteria listed on the audit form (attached). Special attention is given to range and classroom instruction where the auditor spends two hours evaluating each.

The Auditor submits the finalized report to the Training Specialist, who follows up with the instructor, contractor and/or sponsor to confirm that any recommendations are implemented and to answer any questions.

Site compliance auditors are not allowed to interfere with the presentation of training. The auditor simply observes and notes positive and negative qualities of the Program and presentation per the report

criteria.

ANNUAL INSTRUCTOR AWARDS BANQUET
Once a year instructors gather to socialize and celebrate the accomplishments of the year. This event provides the opportunity for the Program to recognize and honor those exceptional instructors. Award categories include Outstanding Instructor Achievement, Outstanding Senior Instructor, Rookie of the Year, Sponsor of the Year, Lifetime Achievement Award and Instructor of the Year.

While this event is a culmination of the year's accomplishments, it also reinforces the Program's core values by recognizing those who aspire to excellence and success. A win/win!

Attachment:
    TEAM OREGON Site Compliance Audit Form

TEAM OREGON SITE COMPLIANCE AUDIT

SITE: _____ DATE: _____ AUDITOR: _____	1 - Does Not Meet Standard
	3 - Improvements Required
	5 - Improvements Recommended
INSTRUCTORS: PRIMARY: _____ ASSISTANT: _____	7 - Recommend Minor Improvements
	10 - Excellent

ADMINISTRATIVE

CLASSROOM

		Rating					COMMENTS	RANKING
1	Appearance and Comfort	1	3	5	7	10		
2	Seating and Organization	1	3	5	7	10		
3	Forms, Files and Textbooks Organization and Supply	1	3	5	7	10		
4	AV Equipment and Materials	1	3	5	7	10		

STORAGE

		Rating					COMMENTS	RANKING
5	Security and Fire Protection	1	3	5	7	10		
6	Cleanliness and Condition	1	3	5	7	10		
7	Organization	1	3	5	7	10		
8	Equipment Availability/Condition	1	3	5	7	10		
9	Range Forms Organization/Supply	1	3	5	7	10		
10	Motorcycle Condition	1	3	5	7	10		
11	Motorcycle Cleanliness	1	3	5	7	10		
12	Motorcycle Inventory and Assortment	1	3	5	7	10		
13	Motorcycle Key Security	1	3	5	7	10		

14 Number of Cycles CB125 _____ CB250 _____ CMX250 _____ GZ250 _____ Other: _____
 CM200 _____ NX125 _____ GN125 _____ CM250 _____ Loan: _____

15 Number of Helmets

		Rating					COMMENTS	RANKING
16	Helmet Availability/Condition	1	3	5	7	10		

RANGE

		Rating					COMMENTS	RANKING
17	Condition and Cleanliness	1	3	5	7	10		
18	Security	1	3	5	7	10		
19	Accurately Installed, Visible Markings	1	3	5	7	10		
20	Complete First Aid Kit	1	3	5	7	10		
21	Fire Extinguisher Condition	1	3	5	7	10		
22	Water and Cups Available	1	3	5	7	10		
23	Restroom Facilities	1	3	5	7	10		

ADMINISTRATIVE RANKING 0

INSTRUCTION

CLASSROOM

		Rating					COMMENTS	RANKING
24	Professional Appearance/Demeanor	1	3	5	7	10		

		1	3	5	7	10		
25	Prepared and Organized	1	3	5	7	10		
26	Methods (Armchair, A/V Use, Props)	1	3	5	7	10		
27	Effectively Guides Discussion	1	3	5	7	10		
28	Follows IG Sequence (left side)	1	3	5	7	10		
29	Presents Accurate Information	1	3	5	7	10		
30	Accomplishes Module Objectives	1	3	5	7	10		
31	Manages Time Effectively	1	3	5	7	10		

32 Student Information: **CLASSROOM INSTRUCTION RANKING**   0

   Enrolled _____   Trained _____   Average Age _____   % Female _____   % Under 21 _____

RECOMMENDATIONS

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RANGE		**COMMENTS**						**RANKING**
33	Checks Riding Gear	1	3	5	7	10		
34	Students Appropriately Sized to Bikes	1	3	5	7	10		
35	Professional Appearance/Demeanor	1	3	5	7	10		
36	Follows Cards	1	3	5	7	10		
37	Evaluates Understanding	1	3	5	7	10		

38 Precise Riding Demo and Narration	1	3	5	7	10	
39 Uses Appropriate Instructor Positions	1	3	5	7	10	
40 Range Properly Prepared for Exercises	1	3	5	7	10	
41 Staging, POT, Reversals Controlled	1	3	5	7	10	
42 I/AI Communication/Coordination	1	3	5	7	10	
43 Follows ECRM and Manual	1	3	5	7	10	
44 Coaching Appropriate & Encouraging	1	3	5	7	10	
45 Accurate/Visible Simulated Coaching	1	3	5	7	10	
46 Achieves Exercise Objectives	1	3	5	7	10	
47 Manages Time Effectively	1	3	5	7	10	
48 Appropriately Counsels Students	1	3	5	7	10	
49 Summaries Organized and Concise	1	3	5	7	10	

RANGE INSTRUCTION RANKING 0

RECREATIONS

RECOMMENDATIONS

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INSTRUCTIONAL RANKING 0
ADMINISTRATION RANKING 0

Miles Traveled   Level I _____ Level II _____   **OVERALL SITE RATING** **0**