

Training Provider Scheme

TPS: 2023 – a visionary creation
based on ISO/IEC 17011: 2017 to
Elevate Training Standards



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Introduction to the **Training Provider Scheme**

TPS: 2023 – a visionary creation based on ISO/IEC 17011: 2017 to Elevate Training Standards

STEP INTO THE FUTURE OF TRAINING SERVICES WITHIN THE DYNAMIC FOOD AND BEVERAGE INDUSTRY SECTOR WITH TPS: 2023, A VISIONARY CREATION BY FOOD PROCESSING SKILLS CANADA (FPSC). BUILT ON THE FOUNDATION OF ISO/IEC 17011:2017 REQUIREMENTS, THIS GROUNDBREAKING SCHEME IS METICULOUSLY CRAFTED TO TRANSFORM LEARNING EXPERIENCES, FOSTERING GROWTH, AND RECOGNITION.

Unveiling the Core Pillars of the TPS: 2023

At the heart of TPS: 2023 lies the illustrious Plan Do Check Act (PDCA) cycle concept with the principles of leadership, continuous improvement, engagement, learning design, and evidence-driven decision-making. These fundamental pillars, intricately aligned with the pioneering “Learning Recognition Framework” (LRF) developed by FPSC, establish a standardized and comprehensive method to identify competencies and skills vital and required by the food and beverage industry, all harmonized with National Occupational Standards.

Unlocking the TPS Advantage for All

Designed to accommodate organizations of all shapes and sizes, TPS: 2023 is a versatile scheme applicable across the board. Regardless of your

industry, or education role as colleges, universities, or private training provider, the transformative power of TPS is at your fingertips. The scheme's framework comprises seven pivotal sections, with each section's relevance tailored to your specific accreditation needs, seamlessly integrated into your application form.

Redefining Compliance and Growth

Dedicated to setting an unmatched standard of excellence, TPS: 2023 highlights select sections in red – these sections are the keystones of compliance. Emphasizing their significance, the scheme designates these sections as major non-compliances if not met in entirety. This approach ensures a commitment to elevating industry standards and ensuring optimal outcomes for all.

Your pathway to Accreditation and success

TPS: 2023 marks a new era of opportunity. Embrace the evolution of food and beverage training services with FPSC's visionary scheme. Ignite innovation, drive progress, and embark on your journey to excellence.

Are you ready to shape the future of training? The journey for accrediting your training services begins now!

1. FPSC Training Provider Scheme (TPS: 2023)

1.1. Section One – Senior management commitment and continuous improvement:

In this initial section, Conformity Assessment Body (CAB) or applicants are required to demonstrate their dedication to excellence by formulating and communicating their mission statement, goals, and the implementation of the Plan Do Check Act (PDCA) cycle and their commitment to continuous improvement. This part consists of six distinct clauses, summarized as follows: C.1.1 mission statement and goals, C.1.2 continuous improvement, C.1.3 to C.1.6 PDCA concepts.

| Clause | Requirement |
|---------------|--|
| C.1.1. | <p>Mission Statement: The CAB shall have a mission which provides a definitive basis to deliver and assess the education and training programs in an ethical, quality management-based environment. The reasons for offering the education and training are consistent with the CAB's mission and shall be documented. Mission statements are used to share the purpose of the organization, core values and broad strategies.</p> <p>Goals: The CAB shall have broad institutional goals that are clearly stated and communicated, support the mission statement, and are understood by all levels of the organization. The CAB goals/objectives/ targets shall have Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) goals.</p> |
| C.1.2. | <p>Continuous improvement:</p> <p>The mission statement shall be:</p> <ul style="list-style-type: none"> - Signed by the senior management. - Communicated to all staff. - It should include the CAB's commitment to continuously improve the quality of training. |
| C.1.3. | <p>CAB shall use the Plan Do Check Act (PDCA) cycle as a continuous improvement model that provides a framework to improve the effectiveness and efficiency of their provided training services.</p> <p>Plan (P): The CAB shall define the objectives and develop a plan to achieve them. This includes identification of resources required, potential risks and their mitigation strategies, the timeline for completion and the key performance indicators that will be used to measure progress.</p> <p>The plans shall include clearly defined specific objectives and operational strategies with time frames, resources, and measurable results identified for subsequent evaluation. The plans shall be reviewed and updated at least annually.</p> <p>The CAB shall have sound, written one-year and longer- term plans that encompass both the educational and business objectives of the CAB. The plans support accomplishment of the CAB goals & the mission statement.</p> |

| Clause | Requirement |
|---------------|--|
| C.1.4. | CAB shall use the PDCA cycle as a continuous improvement model that provides a framework to improve the effectiveness and efficiency of their provided training services. Do (D): The CAB shall develop and implement a plan and ensure all the resources required are available, potential risks are mitigated, and that the plan is being executed as intended. |
| C.1.5. | CAB shall use the PDCA cycle as a continuous improvement model that provides a framework to improve the effectiveness and efficiency of their provided training services. Check (C): The CAB shall monitor the results of the implementation. The CAB shall compare the actual results with the objectives defined in the plan and the key performance indicators, and shall identify any non-conformances, deviations, or opportunities for improvement. |
| C.1.6. | CAB shall use the PDCA cycle as a continuous improvement model that provides a framework to improve the effectiveness and efficiency of their provided training services. Act (A): The CAB shall act based on the results of the monitoring and measurement in the check step. The CAB shall evaluate the results, identify the root causes of any non-conformances or deviations, and take corrective actions to address them. The CAB shall take preventive actions to avoid the recurrence of future non-conformances or deviations. The CAB shall update the plan and adjust it based on the lessons learned during the PDCA cycle. |



1.2. Section Two – Management

In this section, the Conformity Assessment Body (CAB) / applicant is guided through a comprehensive approach to effective governance and quality assurance. These clauses cover various critical aspects of the CAB's operations: C.2.1 Governance and structure, C.2.2 Role and communication, C.2.3 Quality improvement which employ root cause analysis and quality management tools for problem solving and continuous improvement, C.2.4 Review management system, C.2.5 Standard Operating Procedures (SOPs) covering daily operations, C.2.6 Policy and SOP management, C.2.7 and C.2.8 Human Resources management and employee development, C.2.9 and C.2.10 Record management and communication, C.2.11 complaint handling, and finally, C.2.12 building professional relationships.

| Clause | Requirement |
|---------------|--|
| C.2.1. | <p>Governance: The CAB shall have an organization chart demonstrating the management structure of the company (or department within the company or within the post-secondary institution) and Time-Bound (SMART) goals.</p> |
| C.2.2. | <p>The CAB shall have well-defined roles and responsibilities that include a senior management team responsible for developing and maintaining written policies and clearly communicating them.</p> |
| C.2.3. | <p>The managers shall demonstrate that they are using root causes analysis and quality management tools in addressing problems, solving nonconformities, and preventing recurrence of the same problem to ensure continuous improvement.</p> |
| C.2.4. | <p>Management System and Governance review: The CAB shall establish documented procedures to review its management system and governance on a pre-determined frequency.</p> |
| C.2.5. | <p>The CAB shall have written Standard Operation Procedures (SOPs) that guide the day-to-day operations, including customer complaints, teaching academic quality assurance, curriculum review procedure, performance appraisal policy, code of conduct, health, and safety policy, etc.</p> |
| C.2.6. | <p>The Management team shall ensure that these policies and SOPs are communicated to all relevant personnel and are regularly reviewed, updated, and improved to ensure their continued effectiveness.</p> |
| C.2.7. | <p>Human Resources/ Personnel Management: The CAB shall have systems that include developing, implementing, and maintaining overall policies and procedures for the systematic and effective recruitment, selection, hiring, and retention of all personnel, including instructional personnel.</p> |

| Clause | Requirement |
|----------------|---|
| C.2.8. | Management of the CAB shall provide orientation, supervision, evaluation as well as training and development opportunities for its employees to ensure that competent and capable personnel are placed and utilized effectively, with appropriate staffing levels. |
| C.2.9. | <p>Records: The CAB shall maintain an organized and effective record-keeping system that ensures accessibility, accuracy, orderliness, and up-to-date records. The system shall enable timely and convenient review of records by authorized parties and protect the records from unauthorized access and loss. The records must be retained for a period consistent with the CAB's contractual obligations.</p> <p>The Record control procedure must be regularly evaluated and improved to ensure its ongoing effectiveness.</p> |
| C.2.10. | <p>Communication: The CAB shall ensure regular and effective communication among all relevant parties, including employees, participants/ students, and external stakeholders. This communication shall include pertinent aspects of its operations such as the delivery of quality education and training services, changes in policies and procedures, and feedback received from stakeholders.</p> |
| C.2.11. | The CAB shall have documented complaint procedures to address and resolve learners/ participants as well as stakeholder complaints and concerns. |
| C.2.12. | <p>Professional relationships: The CAB shall proactively establish and maintain relationships with other organizations within the education/training and employer/industry network to enhance the quality of education and training services.</p> |

1.3. Section Three – Finances

This section highlights the CAB's commitment to fiscal stability and ethical financial norms. Clause C.3.1 speaks of adhering to federal and provincial financial laws and regulations.

| Clause | Requirement |
|---------------|--|
| C.3.1. | The CAB shall be committed to adhering to all applicable provincial and federal laws and regulations. The CAB shall not violate any financial practices. |

1.4. Section Four – Management

Within this section's requirements, the CAB is entrusted with the pivotal task of ensuring the integrity and relevance of the academic program. The clause requirements are summarized as follows:

- **C.4.1: Program Description:** This clause underscores the importance of a clear program description, ensuring coherence.
- **C.4.2: Course Alignment:** The focus here is on course titles aligning with their content, ensuring consistency.
- **C.4.3: Learning Objectives:** emphasizes on Learning Objectives being current and relevant to the industry practices, challenges, and regulations.
- **C.4.4: Alignment of LOs:** This clause introduces alignment between LOs of the CAB's curriculum and those of LRF and NOS.
- **C.4.5: Comprehensive Program Elements:** The emphasis is on a curriculum that covers a broad spectrum of relevant knowledge and skills, encompassing technical, professional, and soft skills.
- **C.4.6: Learning Experiences:** This clause outlines the necessity for policies and procedures to oversee and assess learning experiences, ensuring consistency and effectiveness.
- **C.4.7: Curriculum Design:** Here, systematic instructional design methods are emphasized, spanning analysis, objective definition, strategy development, implementation, and evaluation.
- **C.4.8: Ongoing Evaluation and Enhancement:** The focus shifts to systematic curriculum review and updates, including soliciting feedback from stakeholders and comprehensive evaluation against projected learning objectives.

Collectively, these requirements propel the development, maintenance, and enhancement of the academic program, ensuring its alignment with industry needs, learner outcomes, and educational excellence.

| Clause | Requirement |
|---------------|---|
| C.4.1. | The CAB's academic program (referred to as curriculum, program as well) shall have an appropriate program description. |
| C.4.2. | The courses titles shall be aligned with the contents. |
| C.4.3. | The Learning Objectives (LOs) shall be relevant to the academic program description of the CAB. The academic program's materials and content shall be up to date with the current industry's practices/standard as well as regulatory needs and requirements. |
| C.4.4. | The LOs shall be aligned with the learning objectives set in LRF and NOS. (Mapping to LRF LOs) Note: When LRF doesn't cover LOs for specific topics that exist in the CAB's curriculum, the Accreditation Program shall rely on Assessors' expertise and the existing LOs data bank to cover the gap during assessment. |

| Clause | Requirement |
|---------------|---|
| C.4.5. | The academic program/curriculum shall cover sufficient relevant knowledge and skill elements (technical, professional, and soft skills) needed to achieve performance outcomes. |
| C.4.6. | If applicable, learning experiences (such as Externships/Internships/shadowing/ coaching/ mentoring): The CAB shall establish written policies and procedures for the supervision and evaluation of learning experiences to ensure consistency and effectiveness. |
| C.4.7. | Curriculum and instructional design: The CAB shall prepare the curriculum/program materials based on systematic instructional design method. This involves (1) analyzing learning needs and characteristics, (2) analyzing labor market and food industry needs, (3) defining learning objectives, (4) developing instructional strategies and materials, (5) implementing the instruction, (6) and evaluating its effectiveness. |
| C.4.8. | Curriculum evaluation, review, and update: The CAB shall employ systematic and effective review procedures, which include evaluating completion and, if applicable, the placement results, to continuously monitor and improve the academic program/curriculum. These written procedures entail soliciting feedback from relevant stakeholders, such as faculty, students, graduates, employers, and advisory/certification boards as well as regulatory bodies involved. The procedures concentrate on a thorough review of the curriculum in relation to the anticipated learning objectives. |

1.5. Section Five – Courses/Related Topics

This section assists the CAB in establishing a comprehensive framework to ensure the excellence and effectiveness of courses within the academic curriculum/program. These clauses encompass various critical aspects:

- **C.5.1 Course description:** identifies the course description, bloom taxonomy level, duration, and time.
- **C.5.2 Course materials:** pertains to course materials: focusing on learning objectives, accommodating diverse learning styles, reflecting cultural diversity, adhering to standards, and providing self-assessment tools when needed.
- **C.5.3 Hands on practical training materials** emphasizes that hands-on practical training must align with the program’s goals, offering both knowledge-based understanding and skill-based application while fostering participant interaction.
- **C.5.4 Performance measurements** outlines an effective assessment system, including rubrics, grading scales, and evaluation methods that cater to diverse participant needs.
- **C.5.5 Readability and compliance** underscores the necessity for compliance and clarity in all materials.

1.5. Section Five – Courses/Related Topics *cont'd*

- **C.5.6 Course evaluation and feedback** introduces course evaluation and feedback mechanisms, which highlight completion rates, participant performance, and overall satisfaction.
- **C.5.7 Qualifications of instructional personnel** requirements which are essential for maintaining course quality and standard.

Collectively, these requirements lay the foundation for a robust framework to develop, implement, and evaluate courses, ensuring they adhere to high standards of quality, relevance, and learner engagement.

| Clause | Requirement |
|---------------|--|
| C.5.1. | <p>The course (referred to as course or topic) description, title, bloom taxonomy, duration/ time, learning objectives, content, list of references shall be aligned.</p> <p>The learning objectives shall match the LRF/NOS learning objectives of similar topics.</p> |
| C.5.2. | <p>The course materials, which include learning objectives, syllabi, modules, lesson plans, instructional guides, and texts, shall demonstrate an appropriate scope, sequence, and depth of each program or course in relation to the stated goals and objectives.</p> <p>The course materials shall:</p> <ul style="list-style-type: none"> - address the differences in individual learning styles' evaluations such as providing lots of examples, quizzes, as well as encouraging context analysis, problem solving, critical thinking, modelling and prototyping. - reflect multicultural education, be accurate and be free of bias. - inspire continuous learning mindset. - be aligned with national and/or international standards and regulations. <p>The online courses material shall provide self-assessments, auto-reflection, and auto-evaluation means.</p> |
| C.5.3. | <p>Hands on practical training materials:</p> <p>Hands on practical training materials, such as exercises, case studies, laboratory experimentations, supplementary textbooks, software, learning activities, visual aids, electronic links, and other teaching tools shall:</p> <ul style="list-style-type: none"> - support the goals and objectives of the CAB. - be up-to-date, readily available and structured to facilitate positive learning outcomes. - be designed to provide knowledge-based elements to facilitate the understanding of the learning objectives. - be designed to provide skill-based elements to facilitate the application of skills. - promote participant-to-participant communication as part of lesson activities, forms, chat, teamwork, discussions, polls, etc. <p>For online courses, the CAB shall have a feedback mechanisms tool built into the system to allow the participant to continuously self-monitor their progress</p> |

| Clause | Requirement |
|---------------|--|
| C.5.4. | <p>Performance Measurements (exams/assignments): A written exam/assessment system shall be in place and regularly reviewed to ensure instructional effectiveness. The assessment system shall contain defined set of elements of performance, such as rubric, grading scale, weighting factors, tests, quizzes, reports, projects, attendance, and participation, which are relevant to the performance objectives of the course or program and consistently utilized.</p> <p>The exams and assignments system shall accommodate the special needs and education requirements of participants, if needed.</p> |
| C.5.5. | <p>Readability and compliance</p> <p>The course materials, hands-on practical training materials and performance measurements system shall:</p> <ul style="list-style-type: none"> - be written appropriately and clearly for the right readability levels of participants. - be easily readable, free of grammatical, spelling, and typographical errors and comply with the copyright regulations. - provide guidelines for participants on the use of copyrights, intellectual property (IT), proprietary materials, materials available on public domain, appropriate use of networked resources and plagiarism |
| C.5.6. | <p>Course evaluation/participant feedback:</p> <p>The CAB shall use effective methods to assess and record the course completion rate, participant performance, feedback of participants, which includes regular feedback and evaluation.</p> |
| C.5.7. | <p>Qualifications of Instructional Personnel:</p> <p>The instructional personnel of CAB shall possess a suitable combination of educational credentials, specialized training, certification, relevant work experience, and demonstrated teaching and classroom management skills, which qualify them for their respective training assignments.</p> <p>For online course, qualification of the writer or developer or designer of the course to comply with the above paragraph on qualifications of instructional personnel.</p> |

1.6. Section Six – Equipment and Instructional Methodology

This section outlines the requirements for the CAB to meet equipment needs, implement learner-centered instructional methods, ensure instructor orientation and training, and manage instructional personnel performance. It encompasses clauses C.6.1 concerning equipment/supplies, C.6.2 focused on learner-centered instructional methods, C.6.3 addressing instructor orientation and training, and C.6.4 pertaining to instructional personnel performance.

| Clause | Requirement |
|---------------|--|
| C.6.1. | Equipment/Supplies: The CAB shall ensure that all necessary equipment, supplies, and furnishings are available and in good working condition to provide effective education and training services. |
| C.6.2. | Learner centered Instructional Methods: The CAB employees' instructional methods shall encourage active and motivated participation from participants. Policies and procedures shall be in place to ensure that the curriculum is followed consistently by all instructional staff. The methodology used shall align with contemporary training industry schemes, support the educational goals and curricular objectives, facilitate learning, and meet the individual learning needs and objectives of each participant. Instructional methods shall provide encouragement, challenges, and diverse learning opportunities for all enrolled participants, taking into consideration their varying backgrounds, learning abilities and styles and prior levels of achievement. |
| C.6.3. | Instructor Orientation and Training: The CAB shall have a written policy for the effective orientation and training of instructional personnel to ensure a consistent, high level of instruction. The policy shall include the development and implementation of an orientation program that addresses instructional methods, classroom management and program policies and procedures. Additionally, the CAB shall have an ongoing development program for instructional personnel that is systematically implemented, monitored, and documented to ensure that instructors remain up to date with industry standards and best practices in instructional delivery. |
| C.6.4. | Instructional Personnel Performance: The CAB shall ensure that instructional personnel are effectively supervised by individuals with relevant education and experience in instructional delivery and management. The supervisors of instructional personnel shall demonstrate expertise in evaluating and providing direction to instructors. Classroom observations and feedback from participants, peers, and supervisors shall be effectively utilized to enhance instructional quality. |

1.7. Section Seven – Evaluation

This section emphasizes the CAB's utilization of appropriate evaluation methods to align outcomes with the organization's mission and goals, alongside the maintenance of necessary documentation. This includes clause C.7.1 for participant progress assessment, C.7.2 for attendance policies, C.7.3 for a comprehensive evaluation model based on the Kirkpatrick model, and C.7.4 for relevant completion and placement assessment policies. It further ensures the appropriateness of curriculum / program completion and successful vocational program participants' integration into the workforce.

| Clause | Requirement |
|---------------|--|
| C.7.1. | <p>Participant Progress: The CAB shall use effective methods to assess and record the progress of participants, which include regular feedback and evaluation. The measurement criteria for successful completion of education and training services shall be clearly communicated to participants and be in accordance with established performance outcomes.</p> <p>The progress of participants shall be documented consistently, and participants shall be informed of their progress on a regular and timely basis.</p> |
| C.7.2. | <p>If applicable, Attendance: written policies and procedures shall be established and followed to ensure that participants' participation and preparation are consistent with the expected performance outcomes of the course or academic program.</p> |
| C.7.3. | <p>Evaluation model (refer to Kirkpatrick model): the CAB shall demonstrate the model used to evaluate training including measuring: (1) reaction – what did learners feel about the learning experience? This can be covered by participant satisfaction survey (2) learning – did their knowledge and skills improve? This can be captured by assessments at the end of the training, comparing differences in knowledge between before and after the training; (3) behavior – did learners do anything different as a result of the training? Implement the new skills in the workplace; (4) results – what was the effect of the training on the business as a whole – return on investments (ROI) - demonstrate the impact of the learning experience on career development or business opportunities.</p> |
| C.7.4. | <p>If applicable, Completion and Placement: The CAB shall follow written policies and procedures that enable regular assessment, documentation of the quality of education and services provided with respect to completion and placement rates, as applicable.</p> <ul style="list-style-type: none"> • Completion: The CAB shall ensure an appropriate number of participants who enroll complete their programs and courses. • Placement: For vocational programs offered by the CAB, the success rates of graduates in the workforce shall be tracked and documented. |



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