



**Canadian
Supply Chain
Sector Council**

**Conseil canadien
sectoriel de la chaîne
d'approvisionnement**

Canadian Supply Chain Sector Council National Accreditation Program: Standards for Accreditation

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CONTENTS

ACKNOWLEDGEMENTS.....	II
PREFACE.....	IV
INTRODUCTION	1
CSCSC STANDARDS FOR ACCREDITATION	2
TERMS AND DEFINITIONS	13

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PREFACE

The Canadian Supply Chain Sector Council (CSCSC) was created with the assistance of Human Resources and Skills Development Canada (HRSDC) under the Sector Council Program. Its core purpose is to facilitate the growth of a talented pool of supply chain human resources which is available to the industry. CSCSC's approach to addressing skills requirements in the supply chain industry revolves around assisting Canadian supply chain firms and organizations recruit, develop and retain highly qualified and skilled workers who are in demand in Canada and the global marketplace.

For more information see

www.supplychaincanada.org

The Canadian Standards Association (CSA) is an independent, not-for-profit membership association serving business, government and consumers in Canada and the global marketplace with over 3,000 published standards, codes, and supporting materials addressing 54 different technology programs. CSA's core organizational competencies include project management, research and analysis, stakeholder engagement, consensus building, standards development and implementation, education and training, and personnel certification. CSA has worked with several Canadian sector councils in the development of sector specific occupational standards, certification programs, and accreditation programs.

For more information see

www.csa.ca

INTRODUCTION

Accreditation is the process of quality assurance through which accredited status is granted to an education or training, course or program by an accreditation body.

The CSCSC recognizes education and training, courses and programs that meet the CSCSC Standards for Accreditation through the CSCSC National Accreditation Program. The CSCSC grants recognition to a course/program after verifying that it has met the CSCSC Standards for Accreditation.

CSCSC accreditation is granted to the course/program. The CSCSC Standards for Accreditation include requirements for course/program needs assessment, design, development, delivery, and student evaluation. CSCSC accreditation is not granted to the Education or Training Provider (“Provider”) or to the broader administration process (e.g., certification, apprenticeship) under which the course/program is delivered. The CSCSC Standards for Accreditation do not include requirements related to the Provider, such as their administrative management system, governance structure, or policies and procedures.

To earn CSCSC accreditation, the course/program must meet all CSCSC Standards for Accreditation. To maintain CSCSC accreditation, the Provider must provide evidence of continued compliance with the Standards for Accreditation.

CSCSC STANDARDS FOR ACCREDITATION

1. Course/Program Needs Assessment Requirements

- 1.1. The Provider shall describe how the course/program relates to the supply chain sector.
- 1.2. For courses/programs that are related to one or more existing CSCSC Occupational Standard(s), the Provider should
 - a) identify which tasks, knowledge, and skills included in the CSCSC Occupational Standard(s) are addressed in the course/program
 - b) identify which tasks, knowledge, and skills included in the CSCSC Occupational Standard(s) are not addressed in the course/program
 - c) provide rationale for the exclusion of any tasks, knowledge, and/or skills that are included in the CSCSC Occupational Standard(s), but are not addressed in the course/program
- 1.3. For courses/programs that are not related to an existing CSCSC Occupational Standard, the Provider should
 - a) identify related existing National Occupational Classifications, Essential Skills Profiles, occupational standards, and/or other occupational information
 - b) demonstrate harmonization of the course/program with related existing National Occupational Classifications, Essential Skills Profiles, occupational standards, and/or other occupational information
 - c) provide a description of the occupation including, as applicable
 - i) labour market information (i.e., current trends, outlook)
 - ii) all tasks involved in performing the occupation
 - iii) personal attributes that a worker must possess to successfully perform the occupation (e.g., abilities, occupational interests, work values, work styles)
 - iv) physical work conditions (e.g., work settings, environmental conditions, job hazards, body positioning, work attire)
 - v) tools and technology (e.g., machines, equipment, tools, software, and information technology)
 - d) identify which tasks are addressed in the course/program

- e) identify which tasks are not addressed in the course/program
 - f) identify the knowledge and skills required to competently perform each task addressed in the course/program
 - g) provide rationale for the exclusion of any tasks, knowledge, and/or skills that are involved in performing the occupation, but are not addressed in the course/program
- 1.4. The Provider shall describe the typical attributes of the target population for the course/program including, as applicable
- a) current occupations
 - b) current workplace physical environments
 - c) availability of technology (e.g., computers)
 - d) location (e.g., remote)
 - e) education level
 - f) literacy level
 - g) previous experience with training and/or education
 - h) other relevant experiences and/or characteristics that may affect the effectiveness of the course/program design
 - i) personal attributes

2. Course/Program Design Requirements

- 2.1. The course/program shall incorporate principles of adult learning including, as applicable
 - a) unique motivators
 - b) focus on personal goals
 - c) building on previous life experiences
 - d) promoting positive self-esteem
 - e) treating students as active participants
 - 2.2. The course/program shall support a learner-centered approach that
 - a) encourages the active participation of each student
 - b) supports and facilitates self-directed learning
 - c) allows for integration of personal experiences
 - d) ensures that knowledge and skills are acquired at a pace appropriate to individual students
 - e) emphasizes the importance of lifelong learning
 - f) addresses diverse student needs
 - 2.3. The course/program shall incorporate a combination of the following instructional strategies and corresponding methods, as applicable
 - a) direct instruction (e.g., lecture, one-to-one instruction)
 - b) indirect instruction (e.g., problem solving)
 - c) interactive instruction (e.g., brainstorming, group discussion)
 - d) experiential learning (e.g., role playing, case studies, on-the-job-training)
 - e) self-directed learning (e.g., homework, essays)
 - 2.4. The course/program shall incorporate realistic examples, applications, and conditions associated with each intended learning outcome, as applicable.
 - 2.5. The Provider shall identify the delivery medium (e.g., classroom, e-learning) for the course/program.
 - 2.6. The Provider shall ensure that the course/program delivery medium meets the needs of the target population (see Requirement 1.4).
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- 2.7. For courses/programs that are delivered in a classroom setting, the Provider shall define the maximum class size.
- 2.8. The Provider shall define prerequisites that students must possess prior to participating in the course/program, as applicable.
- 2.9. The course/program shall include methods for providing formal and/or informal instructor feedback to each student throughout the duration of the course/program.
- 2.10. The course/program shall include appropriate evaluation methods for each intended learning outcome.

3. Course/Program Development Requirements

- 3.1. The Provider shall describe the process used to develop the course/program (e.g., engage subject matter experts, pilot testing, peer review).
- 3.2. The Provider shall describe the process used to maintain the course/program (e.g., incorporate student feedback, encourage industry feedback).
- 3.3. The course/program shall present topics in a logical sequence allowing for the development of knowledge and skills throughout the different stages of learning and ensuring prerequisite learning is satisfied.
- 3.4. The course/program shall include measurable intended learning outcomes for each knowledge-based topic or skill-based topic, including corresponding criteria to determine achievement of the intended learning outcome.
- 3.5. The course/program content shall provide information to support and reinforce every intended learning outcome.
- 3.6. The course/program shall provide opportunities for application of knowledge to achieve each intended learning outcome, including evaluation and feedback, as applicable.
- 3.7. The course/program length shall require sufficient time for a student with reasonable abilities to achieve all intended learning outcomes.
- 3.8. The Provider shall provide students with an opportunity to anonymously evaluate the course/program and the instruction so that feedback may be used by the Provider for continuous improvement.

4. Course/Program Delivery Requirements

- 4.1. The Provider shall provide prospective students with information related to
 - a) course/program format
 - b) course/program intended learning outcomes
 - c) student evaluation (i.e., format of the evaluation, grading procedures, pass/fail criteria)
 - d) recertification requirements (e.g., expiry of certification)
- 4.2. The Provider shall define the number of instructors required for the successful delivery of the course/program.
- 4.3. The Provider shall monitor instructor performance.
- 4.4. Instructor materials (e.g., instructor guide) shall contain sufficient information to ensure consistency of meeting the intended learning outcomes among varying instructors.
- 4.5. Where provided, the course/program materials shall
 - a) illustrate good organization, layout, and document management practices (e.g., document revision number, appropriate page numbering)
 - b) include all important points of the topics being addressed
 - c) include examples of typical documents, reports, and/or forms, as applicable
- 4.6. Course/program materials may include the provision of sample examination questions throughout the delivery of the course/program, provided the integrity of official student evaluations is not compromised.
- 4.7. The Provider shall ensure that a suitable learning environment (e.g., facilities, equipment, software) is provided.

5. Student Evaluation Requirements

- 5.1. Each student shall be evaluated at intermediate points throughout the course/program to monitor student progress towards each intended learning outcome.
- 5.2. Each student shall be evaluated at the end of the course/program to determine student achievement of each course/program intended learning outcome.
- 5.3. All evaluation instruments shall be developed and maintained in a secure manner to ensure their integrity is maintained.
- 5.4. The Provider shall have criteria for determining successful completion of the course/program.
- 5.5. A final standing (e.g., certificate, grade, pass/fail) for each student shall be recorded by the Provider and issued to the student.

6. Material Handling Training Supplement

- 6.1. The Provider shall ensure that operator training requirements comply with the applicable CSA standard based on the specific training being delivered. If no CSA standards specific to the training being delivered are available, the Provider shall ensure that operator training requirements comply with CAN/CSA-B335 – Safety standard for lift trucks, Clause 6 – Operator training requirements.
- 6.2. The Provider shall ensure that instructor qualifications comply with the applicable CSA standard based on the specific training being delivered. If no CSA standards specific to the training being delivered are available, the Provider shall ensure that instructor qualifications comply with CAN/CSA-B335 – Safety standard for lift trucks, Clause 7 – Qualifications of the lift truck trainer.
- 6.3. The Provider shall ensure that instructors have valid equipment-specific operator certification related to the program they are delivering.
- 6.4. The Provider shall ensure that instructors have current Trainer certification that is updated at a minimum every 3 years.
- 6.5. The Provider shall provide prospective students with information related to all equipment and attachments being used in the delivery of the program.
- 6.6. The program shall have a continuous improvement and upgrading requirement (e.g., recertification, certification expiry). This requirement shall be clearly stated on the documentation provided to the students upon successful completion of the program.
- 6.7. The program shall clearly state that
 - a) the program is intended to provide basic, generic training;
 - b) the employer is responsible for providing any required site-specific training;
 - c) the employer is responsible for providing any required equipment-specific training;
 - d) the employer is responsible for ensuring that operators are properly trained, including the completion of mid-term operator evaluation requirements; and
 - e) continuous improvement and upgrading of operator knowledge and skills is recommended.

6.8. The program shall be delivered using the following methods of instruction and minimum delivery times:

HIGH LIFT OPERATOR • Class I – Lift Codes 1, 4, 5, and 6: Electric Motor Rider Trucks • Class II – Lift Codes 1, 2, 3, 4: Electric Motor Narrow Aisle Trucks • Class III – Lift Codes 5, 6 and 7: Electric Motor Hand Trucks • Class IV – Lift Code 3: Fork, Counterbalanced, Cushion Tire • Class V – Lift Code 4: Fork, Counterbalanced, Pneumatic Tire	Minimum Delivery Time (hours)		
	Theory (including knowledge verification)	Practical Instruction	Practical Evaluation
Initial Training (no experience)	7	7	1
Initial Training (some experience)	7	2.5	1
Mid-Term (at 18 months as per CSA B335 6.21.2)	n/a	n/a	0.5
Re-Train (every 3 years as per CSA B335 6.21.1)	3.5	n/a	0.5
Additional training for each additional piece of equipment	1	1.5	1
Additional training for each attachment	0	1	0.5

ROUGH TERRAIN LIFT TRUCK OPERATOR • Class VII - Lift Code I: Variable Reach Rough Terrain Lift Truck (Telehandler), and Vertical Mast Rough Terrain Lift Truck	Minimum Delivery Time (hours)		
	Theory (including knowledge verification)	Practical Instruction	Practical Evaluation
Initial Training (no experience)	7	7	1
Initial Training (some experience)	7	2.5	1
Mid-Term (at 18 months as per CSA B335 6.21.2)	n/a	n/a	0.5
Re-Train (every 3 years as per CSA B335 6.21.1)	3.5	n/a	0.5
Additional training for each additional piece of equipment	1	1.5	1
Additional training for each attachment	0	1	0.5

MOBILE AERIAL WORK PLATFORM OPERATOR • Portable Work Platform Operator • Self-propelled Elevating Work Platform Operator (e.g. Scissor Lift Operator) • Self-propelled Boom-supported Elevating Work Platforms (Boom Lift Operator) • Mast-climbing Work Platform Operator	Minimum Delivery Time (hours)		
	Theory (including knowledge verification)	Practical Instruction	Practical Evaluation
Initial Training with fall protection (no experience)	7	1	0.5
Initial Training with fall protection (some experience)	7	1	0.5
Mid-Term with fall protection (at 18 months)	n/a	0.5	0.5
Re-Train with fall protection (every 3 years)	7	n/a	0.5
Re-Train without fall protection (every 3 years)	3.5	n/a	0.5
Additional training for each additional piece of equipment	1	1.5	0.5
Additional training for each attachment	0	1	0.5

LOW LIFT OPERATOR • Class II – Lift Codes 6: Electric Motor Narrow Aisle Trucks • Class III – Lift Codes 1, 2, 3, 4 and 8: Electric Motor Hand Trucks	Minimum Delivery Time (hours)		
	Theory (including knowledge verification)	Practical Instruction	Practical Evaluation
Initial Training (no experience)	3.5	2.5	0.5
Initial Training (some experience)	3.5	1	0.5
Mid-Term (at 18 months as per CSA B335 6.21.2)	n/a	n/a	0.5
Re-Train (every 3 years as per CSA B335 6.21.1)	3.5	n/a	0.5
Additional training for each additional piece of equipment	1	1.5	0.5
Additional training for each attachment	0	1	0.5

WORK STATION CRANE (=\leq 5 Tonne) OPERATOR <ul style="list-style-type: none"> • Gantry Cranes • Bridge Cranes • Jib Cranes • Hoist Cranes 	Minimum Delivery Time (hours)		
	Theory (including knowledge verification)	Practical Instruction	Practical Evaluation
Initial Training (no experience)	3.5	2.5	0.5
Initial Training (some experience)	3.5	1	0.5
Mid-Term (at 18 months)	n/a	n/a	0.5
Re-Train (every 3 years)	3.5	n/a	0.5
Additional training for each additional piece of equipment	0.5	1.5	0.5
Additional training for each attachment	0	1	0.5

WORK STATION CRANE (=\leq 5 Tonne) OPERATOR Battery Exchange Only <ul style="list-style-type: none"> • Gantry Cranes • Bridge Cranes • Jib Cranes • Hoist Cranes 	Minimum Delivery Time (hours)		
	Theory (including knowledge verification)	Practical Instruction	Practical Evaluation
Initial Training (no experience)	2.5	2.5	0.5
Initial Training (some experience)	2.5	1	0.5
Mid-Term (at 18 months)	n/a	n/a	0.5
Re-Train (every 3 years)	2.5	n/a	0.5
Additional training for each additional piece of equipment	0.5	1.5	0.5
Additional training for each attachment	0	1	0.5

TERMS AND DEFINITIONS

course

education or training imparted in a series of lessons or classes (e.g., business process fundamentals, forklift operator theory)

evaluation

process that assess a person's fulfillment of requirements

fall protection

any equipment, device, or system that prevents an accidental fall from elevation or that mitigates the effect of such a fall, including eliminating or controlling hazards, passive fall protection, fall restraint, fall arrest and administrative controls

intended learning outcome

specific statement that describes what the student is intended to learn, understand, or to be able to do as a result of the education/training

knowledge

the theoretical or practical understanding of a subject

occupational standard

a standard which describes the skills and knowledge required to perform the tasks of a given occupation

program

a series of related courses (e.g., business process management, forklift operator certification)

provider

a public or private organization which provides education or training (e.g., college, university, material handling training organization)

skill

observable ability of a person to perform a task

task

activity that has a distinct start and end, with a measurable outcome