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Protecting and Promoting Public Health

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2016 Regulatory and Public Health Partner Training Summit

September 13-15, 2016





Welcome and Introduction

Your Host: Sarah Steele



Housekeeping

- Emergency procedures
- Restrooms
- Electronics
- Group Assignments



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Delegate Packs



Why are we here?

- To continue the conversation that started in last year's Summit
- Share and discuss common ideas
- Network with colleagues in the food safety industry
- To learn something

Goals of the Training Summit

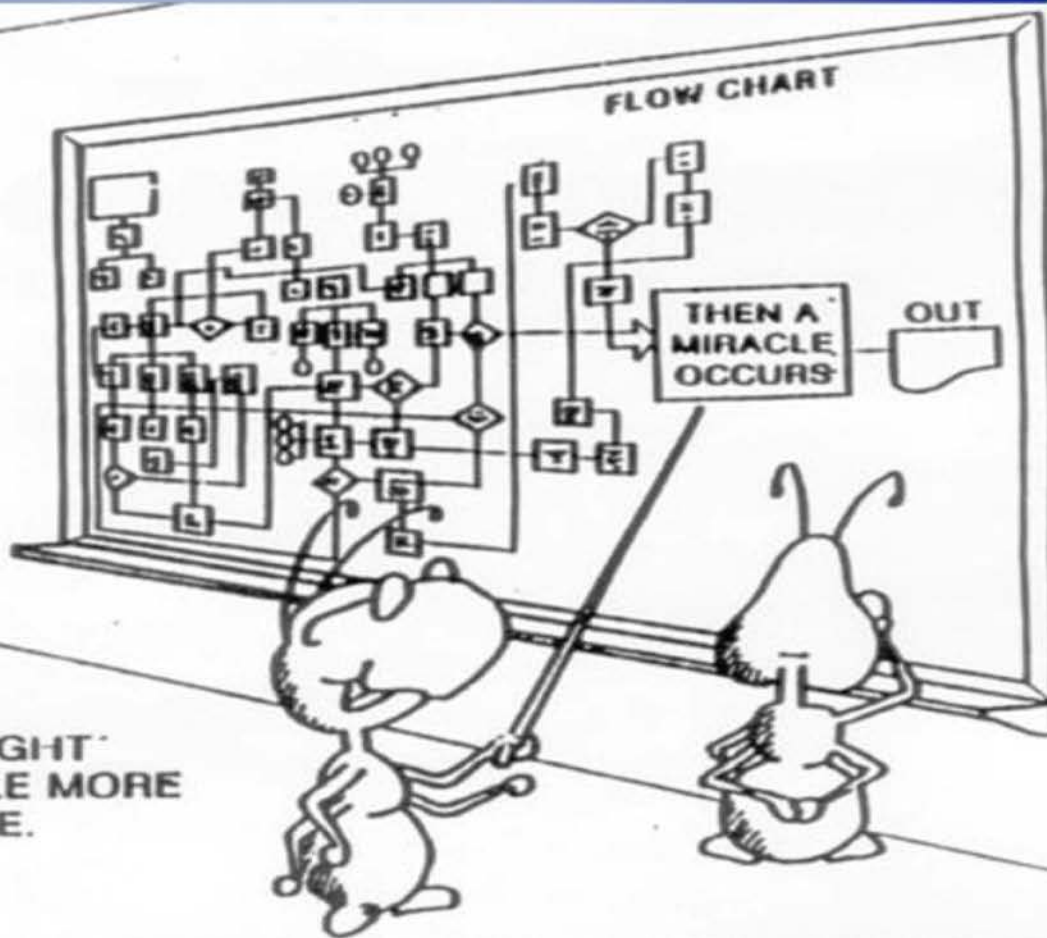
- To share the curriculum
- To hear your feedback
- To capture and share best practices
- To bring you information you can take back and share in your place of work
- To work towards an Integrated Food Safety System

Your role in the Summit

- Network – smile!
- An open mind – you will hear new ideas
- Engage fully and frankly (and respectfully)
- Be willing to learn
- Follow timelines
- Take back ideas and share with colleagues

Change Management is about

GOOD WORK,
BUT I THINK WE MIGHT
NEED JUST A LITTLE MORE
DETAIL RIGHT HERE.





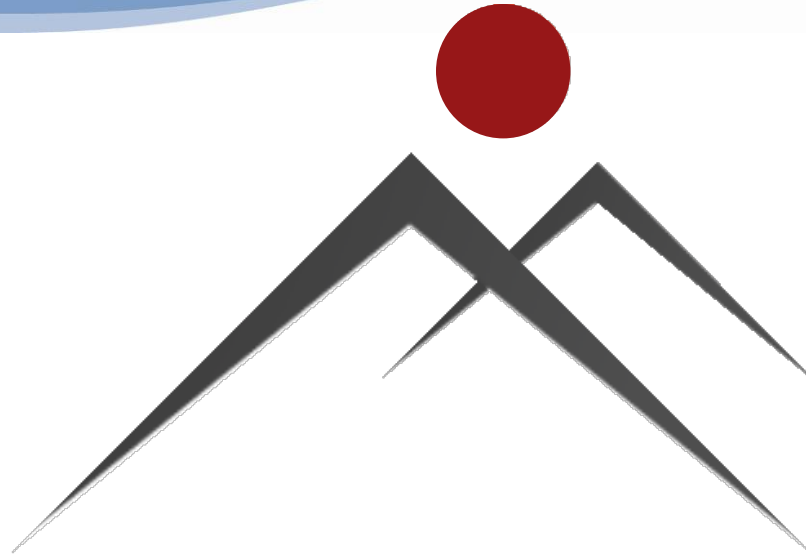
Associate Commissioner for Regulatory Affairs

Melinda Plaisier



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Year in Review

- 2015 FDA/ORA Regulatory and Public Health Food and Feed Training Summit
- 2016 Training Summit Webinar
- 2016 Regulatory and Public Health Partner Training Summit
- National Curriculum Standard (NCS)



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2015 Training Summit

- September 28-30
- Partnership for Food Protection (PFP)
- Integrated Food Safety System (IFSS)
- National Curriculum Standard (NCS)
- Curriculum Frameworks
- Call to Action: Leveraging & Collaboration

2015 Training Summit

- September 28-30
- Partnership for Food Protection (PFP)
- Integrated Food Safety System (IFSS)
- National Curriculum Standard (NCS)
- Curriculum Frameworks
- Call to Action: Leveraging & Collaboration



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Training Summit Webinar

- April 7
- Leveraging & Collaboration
 - AAFCO; AFDO; CFIA
- NCS development progress check-in
- Testing & Measurement
- 2016 Training Summit agenda preview



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Training Summit Website

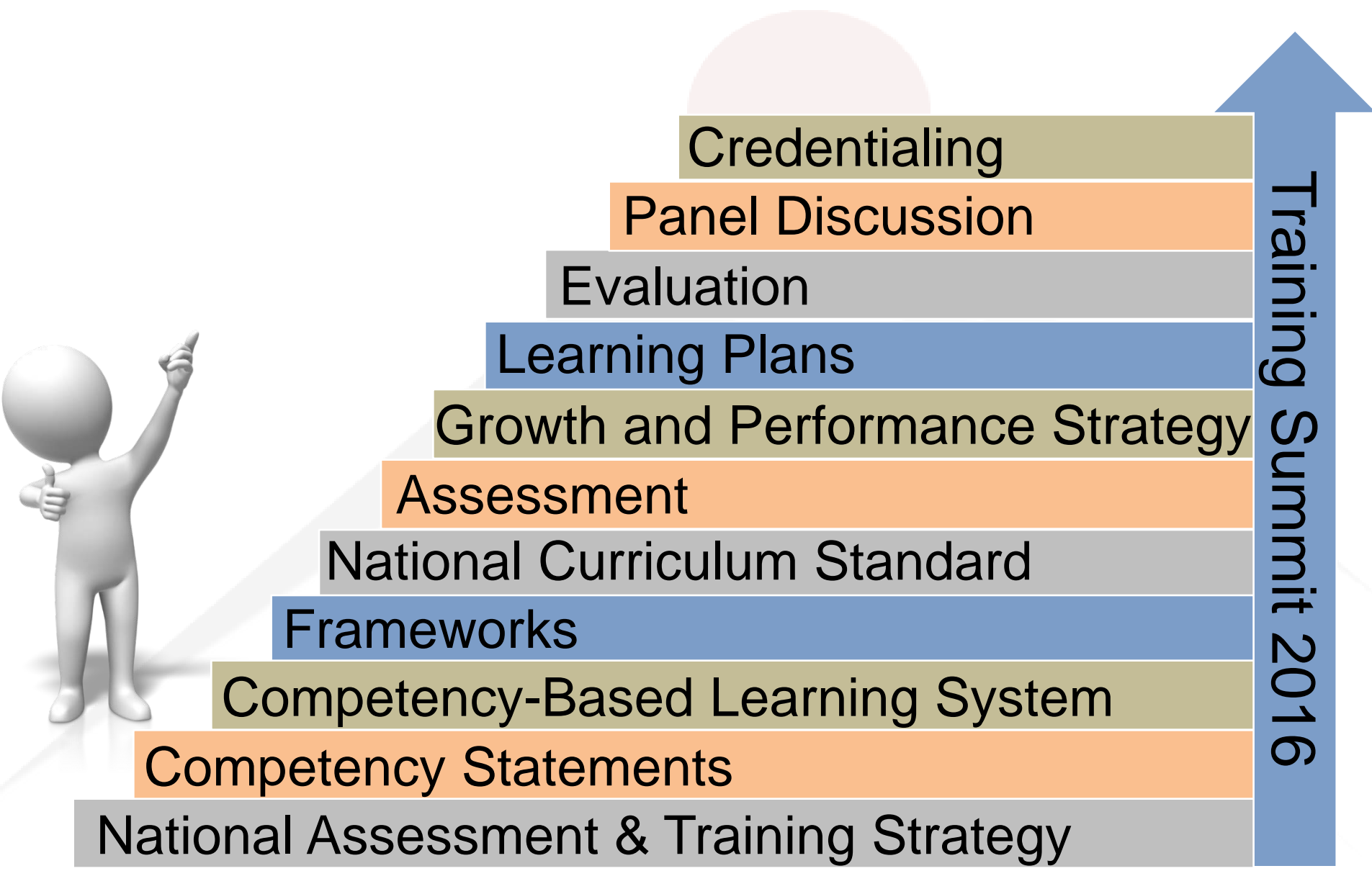


www.FDA.gov/TrainingSummit



2016 Training Summit

- Partners in Action: DOD;NMFS
- MAP Workbook
- National Assessment & Training Strategy (NATS)
- Competencies, competencies, competencies
- Learning Plans
- Credentialing







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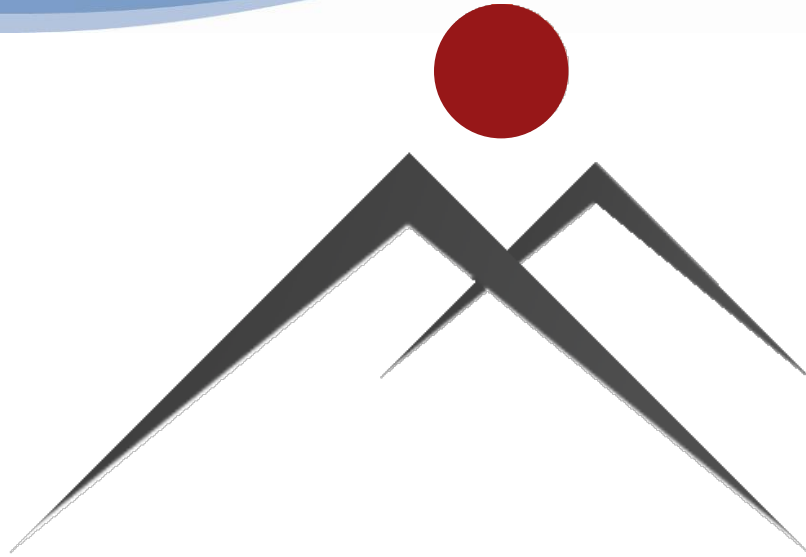
Thank You!

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My Action Plan (MAP)

***“Putting our plan
into ACTION!”***



- Brooke Mullican, Manager Career Development, DHRD
- Pascale Noland, Instructional System Specialist, DHRD

My Action Plan (MAP)

Objectives:

- What is the MAP?
- How can I use the different MAP components?
- What's in it for me?
- MAP Check-in, tomorrow's exercise

My Action Plan (MAP)

■ What is the MAP?

- **Reflective workbook**
- **Tool to document ideas and strategies for future application within your organization**
- **Strategy to actively look for opportunities to integrate insights**



Slide #- 25

My Action Plan (MAP)

- **How can I use the different MAP components?**
 - Description of learning event
 - Objectives
 - Critical Thinking/
Reflective Questions
 - ‘Golden Nuggets’
 - Opportunities for my Organization
 - Action Items



My Action Plan (MAP)

DESCRIPTION

This section includes a short description of the presentations

OBJECTIVES

This section includes the objectives of the presentation

This section includes a brief summary of the content of the presentation

Reflective Questions in the MAP (My Action Plan)

What did I take away from this topic?



This space is for you to add your notes, ideas, comments, etc. you want to remember from individual presentations.

How can I use this in my organization?



This is space for your to jot down ideas and strategies you are considering for a possible implementation at your organization.

The 'Golden Nugget's for each presentation provide the key takeaway or words of wisdom for each presentation.

Each participant will find his or her own "Golden Nugget"! There is no right or wrong answer in the MAP, this is all about you!

My Action Plan (MAP)

The Journey Ahead:

- MAP Check-in
- Reflective exercise



My Action Plan (MAP)

What's in it
for me?
(WIIFM)





Questions?





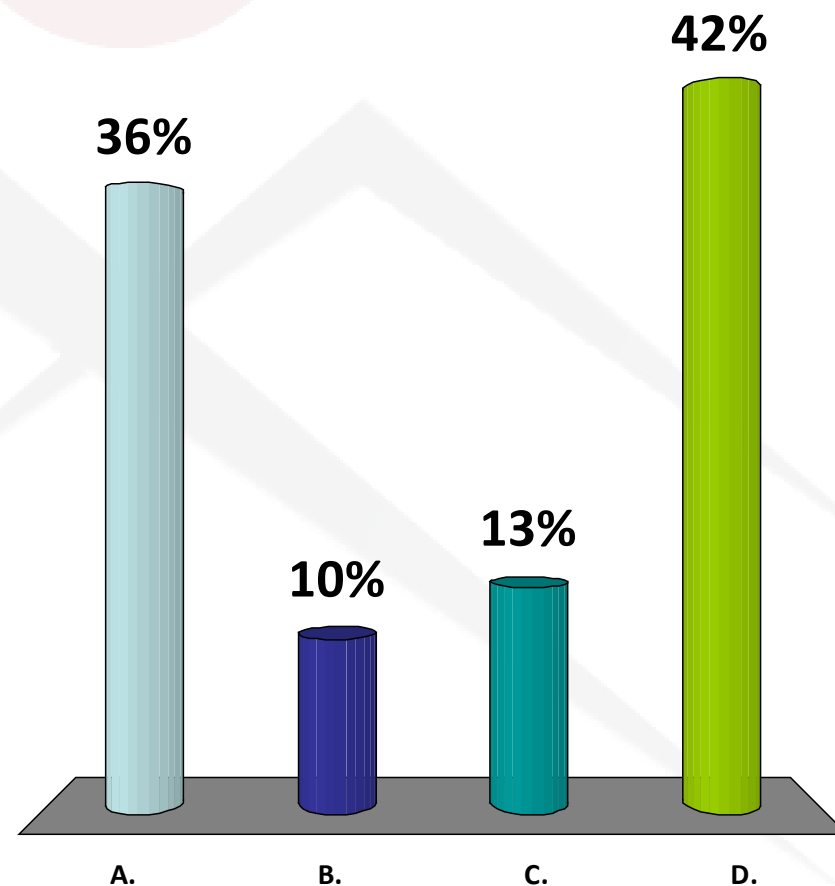
Turning Point Questions: Regulatory and Public Health Partner Training Summit

Brooke Mullican & Dan Connally

Turning Point

1. How is organizational change perceived at your organization?

- A. An opportunity to improve
- B. A potentially costly endeavor
- C. A threat to the status quo
- D. A challenge that needs careful planning





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DoD in NCS Development

- DoD food protection and public health
- Implementing NCS within DoD
- Benefits of NCS development participation
- Future collaboration

Questions?



Donald Smith, Chief, Interagency Liaison
Coordination, Defense Health Agency

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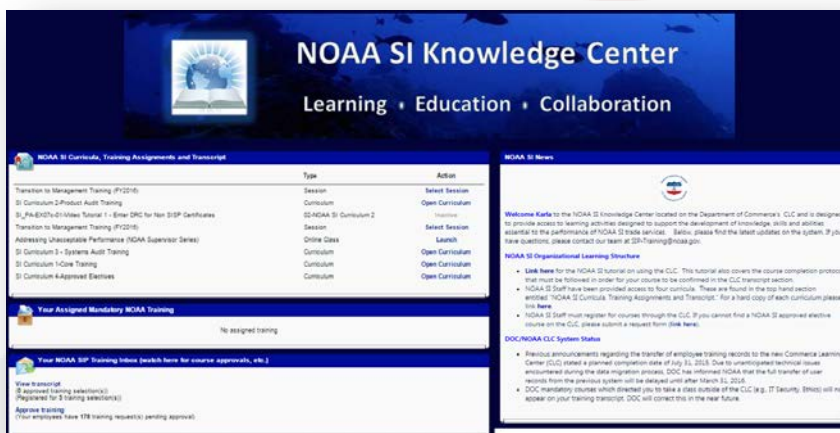
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Implementing National Curriculum Standards (NCS) at NOAA Seafood Inspection Program



Goal: Share NOAA SI's experience in integrating National Curriculum Standards (NCS) into its design development and delivery system.

USDC/NOAA Seafood Inspection Program (NOAA SI)



What NOAA SI is and how it fits within the U.S. Federal regulatory structure.

- The **NOAA Approved Establishments** program is a voluntary, Federal seafood inspection service provided to domestic and international seafood processors.
 - Satisfy export destination requirements
 - Satisfy domestic supplier requirements

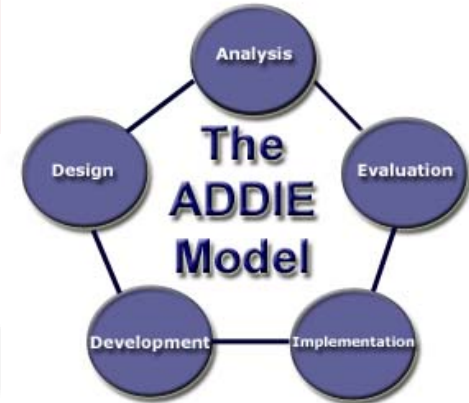
- **In addition to NOAA SI requirements, audits of Approved Establishments verify that FDA food regulations are met.**
 - **Seafood HACCP Regulation [21 CFR Part 123]**
 - **Good Manufacturing Practices [21 CFR Part 110 and 117 (b)]**
 - **Labeling [21 CFR Part 101]**
 - **Other applicable FSMA Regulations**

NOAA SI Strongly Supports the IFSS/NCS process

- **Strengthen regulatory tapestry through harmonization**
- **Leverage expert resources and share course content over competency areas**

Benefits NOAA SI has already derived

- **“ADDIE” –based instructional design model provides an excellent systematic process approach.**
- **Adopting “best practices” good habits allows us to develop materials to meet baseline IFSS criteria and have a ready-made structure for new team members.**



How these tools have been used by NOAA SI

- **2015/2016 incorporation of IFSS instructional design approach.**
- **Established approach helpful when coaching SMEs in process**
- **Approach is efficient; used it to effectively to manage unplanned, time critical training project**

How these tools have been used by NOAA SI

- Discussed and analyzed how to more effectively implement Kirkpatrick training evaluation process at NOAA SI.

Kirkpatrick's 4 Levels of Evaluation

- q Level 1 - Reaction
- q Level 2 - Learning
- q Level 3 - Behavioral Results
 - (A) Observable (skills)
 - (B) Non-Observable (attitudes)
- q Level 4 - Organizational Results

NCS Work Still to be Done at NOAA SI

- **Reality versus NCS process**
 1. **Improve formal identification and documentation of competencies**
 2. **Refine and validate testing/assessment process**
 3. **Refine superstructure, retroactive updating**

Supporting and Benefiting from NCS

- **Personally and professionally exciting**
- **Allows for leveraging of expertise and limited resources**
- **Provides opportunities for synergy**



Questions?



Karla Ruzicka, Chief Learning Officer,
National Marine Fisheries Service

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Existing Training Strategy

- How do you currently train your staff?
- What are the 2-3 challenges with the system that exists today?
- Quick exercise
 - 2-3 minute brainstorm
 - 5 minute sharing

Exercise Directions

- Individual (silent) brainstorm
 - (approx. 2-3 minutes).
 - *Think about how staff are trained in your agency.*
 - *List 2-3 challenges.*

Exercise Directions 2

- Round-robin
 - (approx. 2-3 minutes).
 - Appoint an official facilitator/note-taker (spokesperson) to record the items
 - Go around the table and have each participant share his or her #1 (most important) brainstorm item.
 - Facilitator will record items.
 - No discussion – during sharing challenges
 - (we will collect the table brainstorm).

Exercise Directions 3

- Table discussion
 - (approx. 2-3 minutes).
 - Choose your table's overall #1 challenge.
(Note-taker will record.)

Exercise Directions 4

- Report out:
- 4-5 volunteers
- Facilitator report out on each table's #1 challenge.

Identified Challenges

- *Delivery of effective training*
- *Targeting modes of training to recognize different learning styles*
- *Meeting the needs of the people*
- *Cost and needs analysis*
- *Training consistency*
- *Managing competing training opportunities*
- *Complete system rather than individual courses*

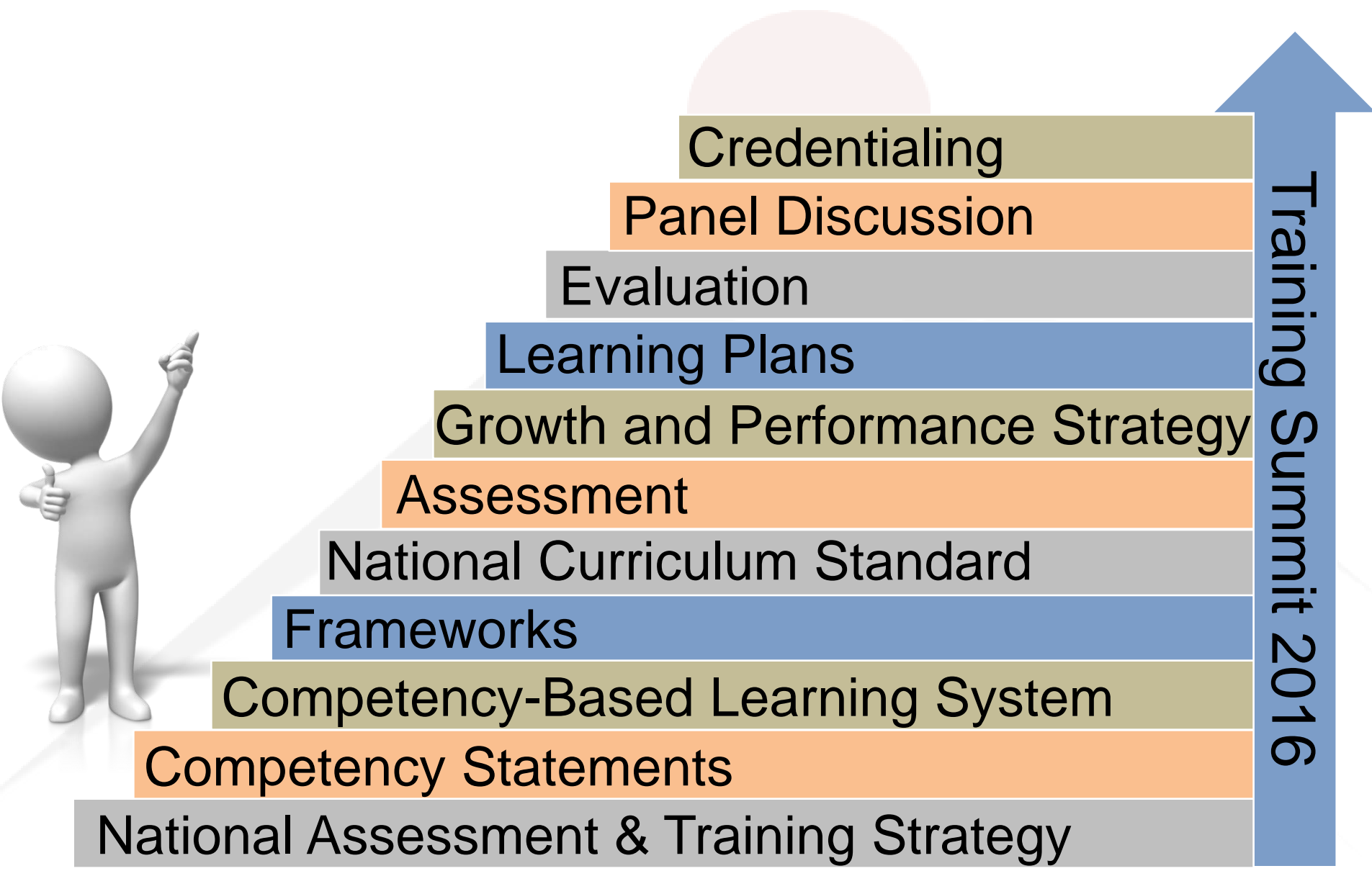


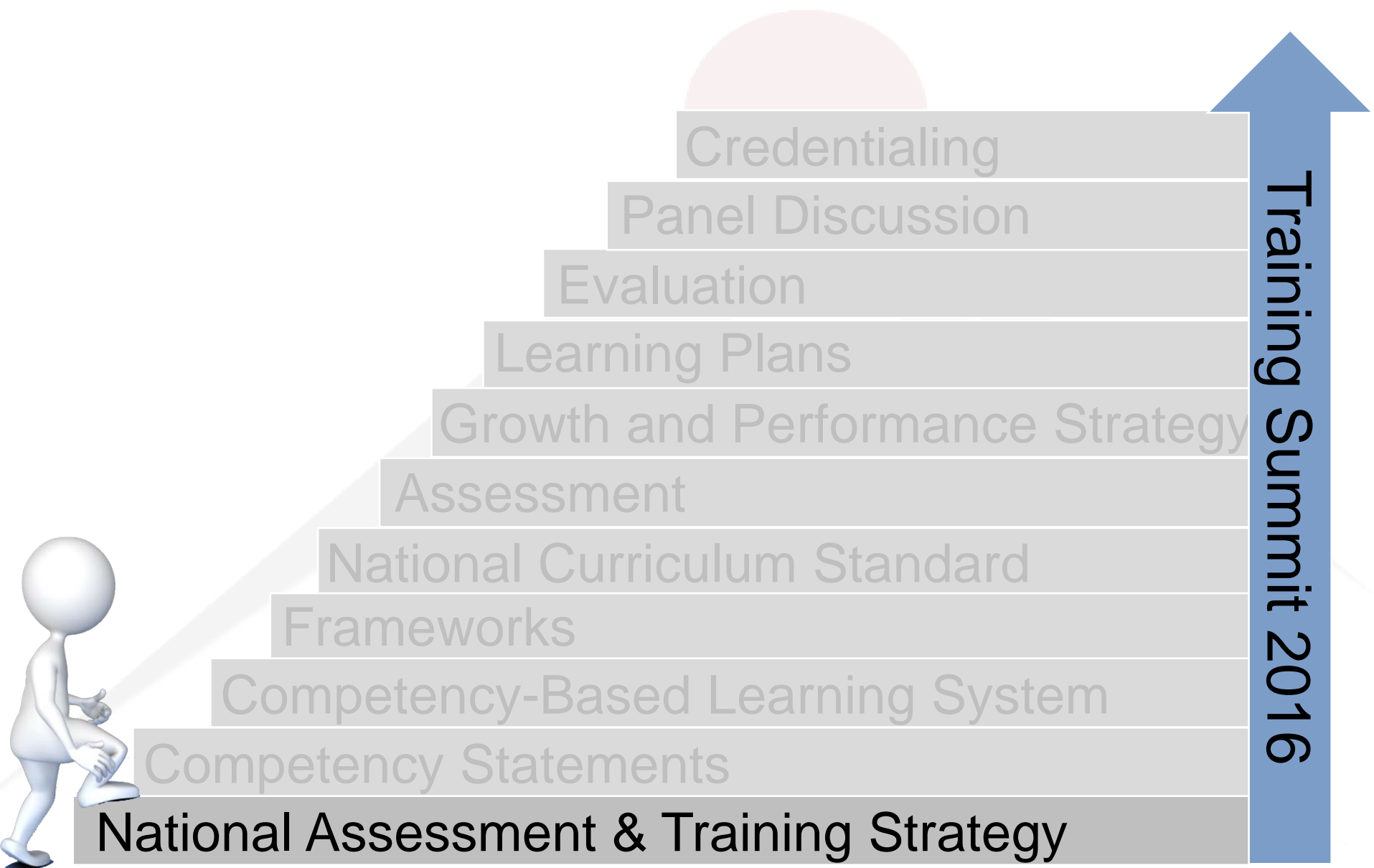
Exercise Directions 5

- Large group discussion:
 - (2-3 minutes)

Exercise Method

- Method used to develop:
 - Competency frameworks
 - Curriculum frameworks
 - Competency statements
 - Key performance indicators
- Will be used in later exercises





Perceptions

1. Not enough money
2. Not enough time
3. Not enough opportunity
4. Travel restrictions
5. Workload demands vs. time out of office
6. Lack of standards against which training is developed
7. Lack of standard training approach

A large, faint, light gray background graphic of a stylized human figure with arms and legs spread wide, centered behind the title text. Above the figure's head is a solid light pink circle.

National Assessment and Training Strategy (NATS)

Objectives

- Identify challenges of current system.
- Describe the concept of NATS
- Explain a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis
- Perform a SWOT analysis of NATS
- Identify ideas for implementing NATS

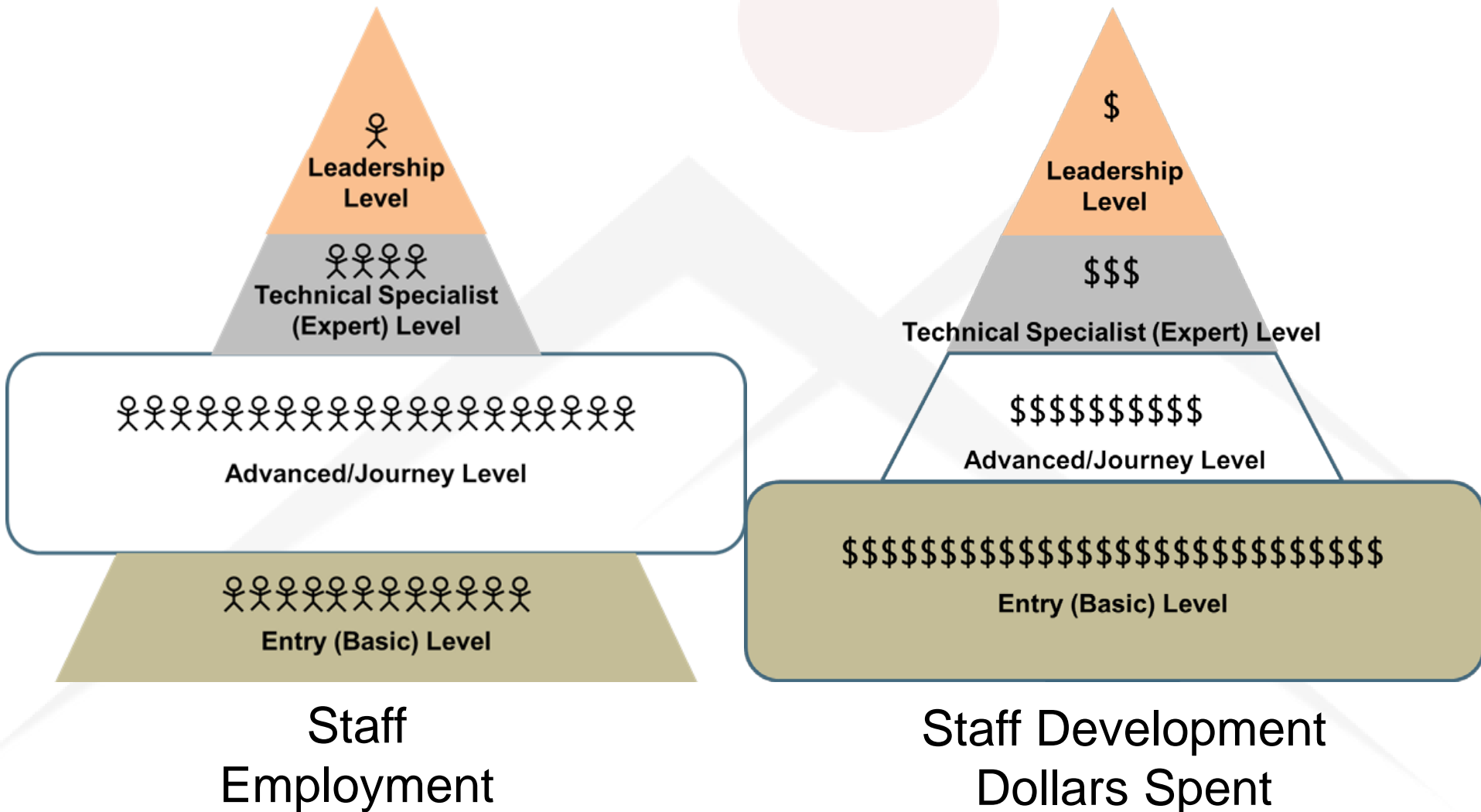
National Curriculum Standard

- Set of competency statements
- Developed for food protection professionals
- Defines desired performance
- Against which learning experiences can be developed

Strategy

- Competency-based approach
 - Knowledge, skills, abilities
- Blended learning
- Shifting focus
 - From:
 - instructor-led, classroom-based training
 - To:
 - competency assessment against standard
 - mentoring
 - field-based learning experiences

Current Staff Levels vs. Staff Development Misalignment





Shifting Resources



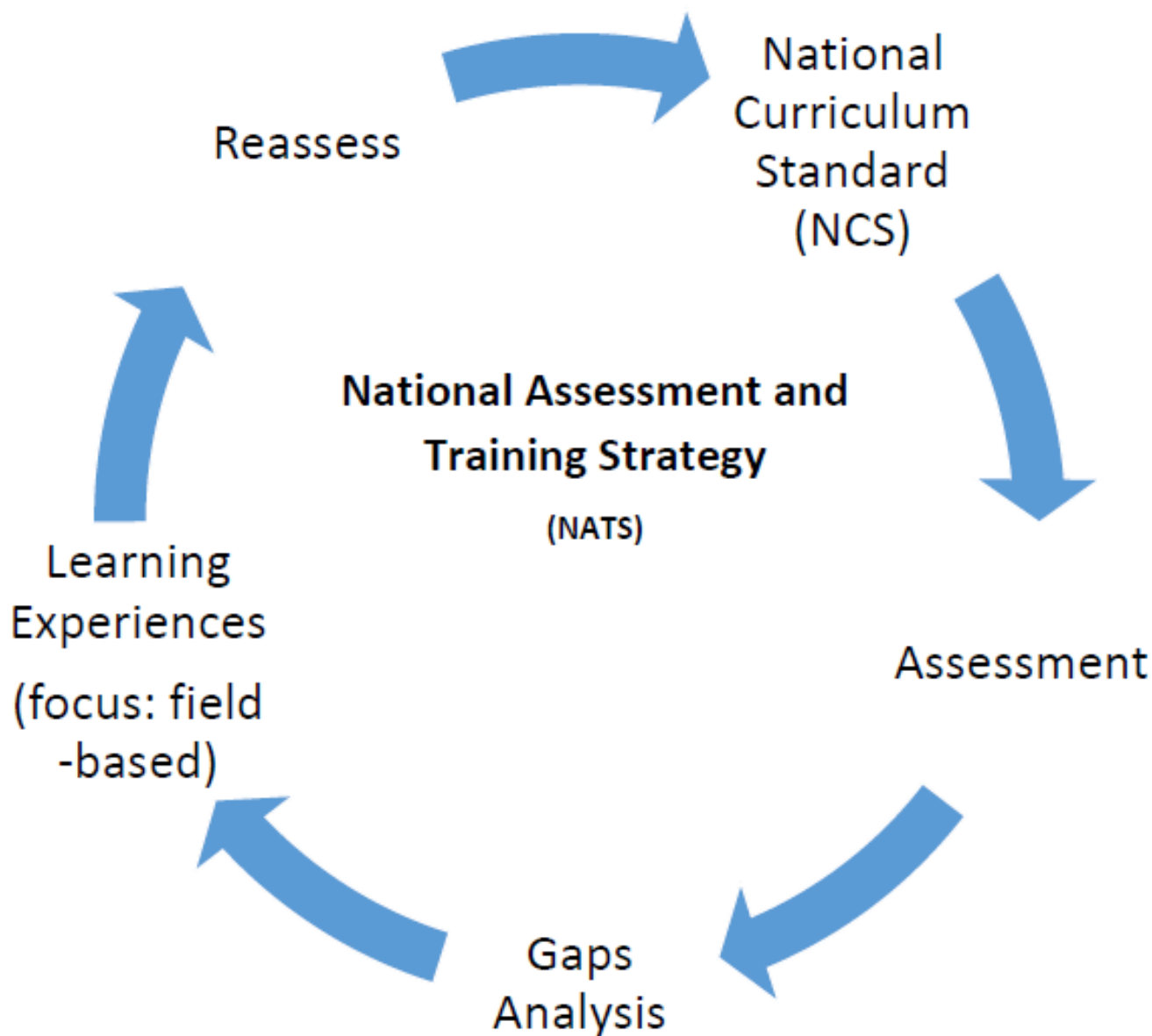
Resources for Learning
Experiences = \$\$\$\$

Resources for Instructor-
Led Courses = \$\$\$\$

National Assessment and Training Strategy

This strategy is intended to:

- Address identified competency gaps
- Focus on “how” to gain competencies
- Provide consistency across federal, state, local, tribal, and territorial agencies
- Leverage training resources to meet staff development needs
- Focus on guided field-based learning experiences



Process

Competency

Identify the competencies for the employee

Assessment

Assess the employee on the competencies identified

Need

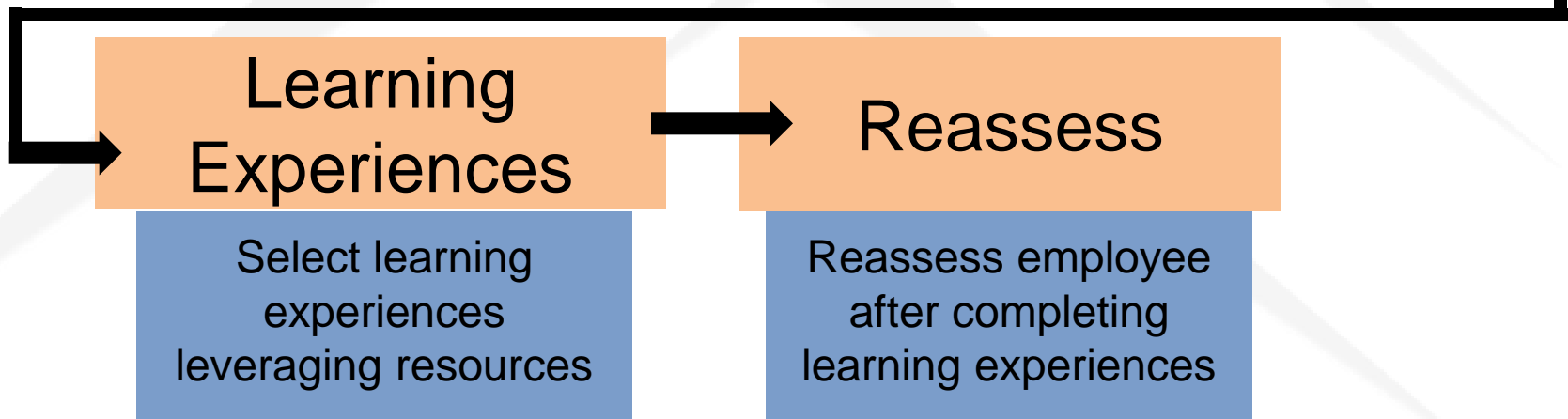
Identify needs based upon assessment

Learning Experiences

Select learning experiences leveraging resources

Reassess

Reassess employee after completing learning experiences



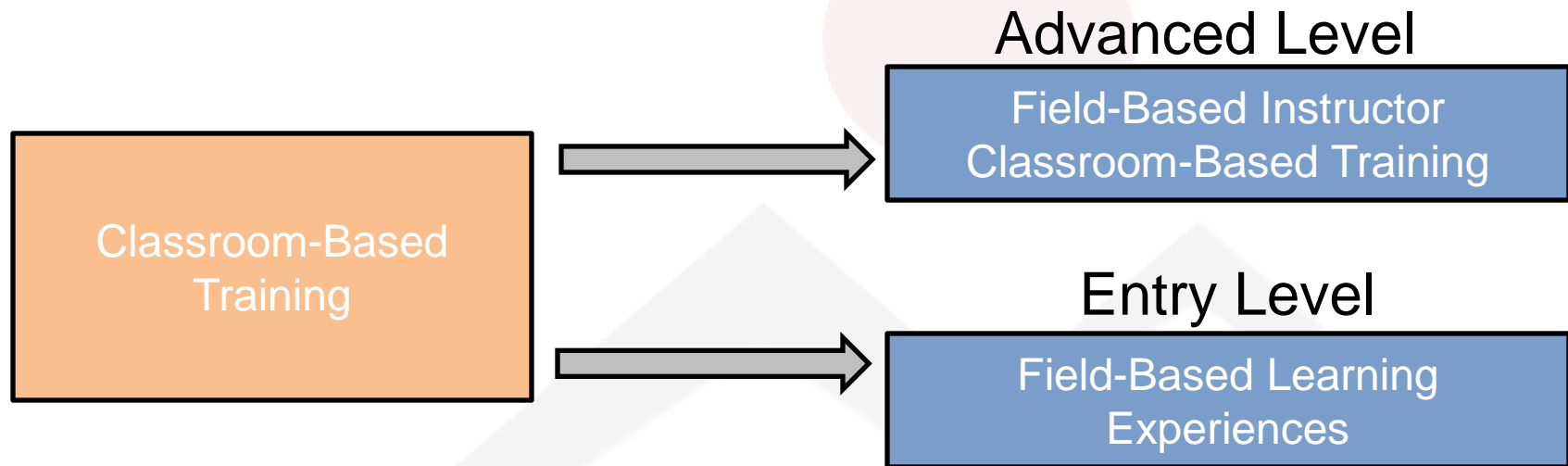
Identifying Needs

1. Assess knowledge, skills, and abilities using the National Curriculum Standards (NCS)
 - Assessment based on competencies
2. Identify competency gaps
3. Select appropriate learning experiences

Learning Experiences

- Self-paced
- Blended learning
- eLearning
- Classroom-based
- Field-based on-the-job
- Conferences and networking
- Leadership opportunities:
 - Mentoring
 - Field-based instructor

Shift to Field-Based Instruction

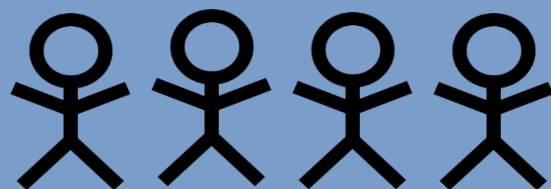


Classroom-Based Training Focus

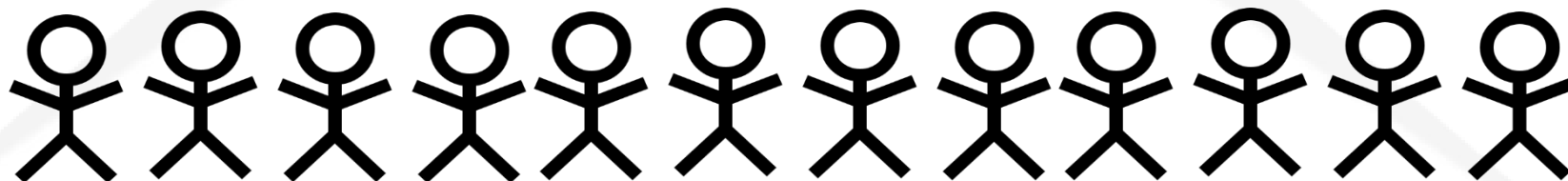
- Instructor skills
- Observation
- Coaching
- Mentoring
- Assessments
- Feedback
- Etc.

Force Multiplication Model

Field-based Instructors



Learning Experiences





Strengths

Aspects of the plan
that are valuable

Opportunities

Factors that contribute
to success

SWOT Analysis

Weaknesses

Aspects of the plan
that need to improve

Threats

Factors that can
hinder success

Exercise

- Goal: SWOT NATS
- Move to assigned breakout rooms
- Facilitators will guide exercise
- Come back to main room
- Group debrief

Strengths

1. Provides consistency in the workforce
2. Flexibility
3. Fits well with existing program standards
4. Multiplier effect
5. Identifies training needs
6. Opens dialogue b/w mentor and mentee
7. Availability
8. Identifies career track options
9. Transparency

Weaknesses

1. Implementation timeframe
2. Potential subjectivity of assessors
3. Lots of people to teach
4. A lot of front end work-takes a lot of resources
5. Buy-in
6. Governance-decision makers
7. Not developed yet-Work in progress

Threats

1. Complex
2. Funding commitment
3. Ownership/control issues
4. Implementation buy-in
5. Resource utilization limitations
6. Standardization-forced approach
7. Perception of priority-may not be identified as a priority
8. Resistance to change

Opportunities

1. Better socialization
2. Larger base of credible trainers
3. Improve public health outcomes
4. Structure allows flexibility
5. Tailor training to needs
6. Improved communication amongst stakeholders
7. Standardization
8. Metrics

Questions?



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Reflection

- Reflect in My Action Plan (MAP)



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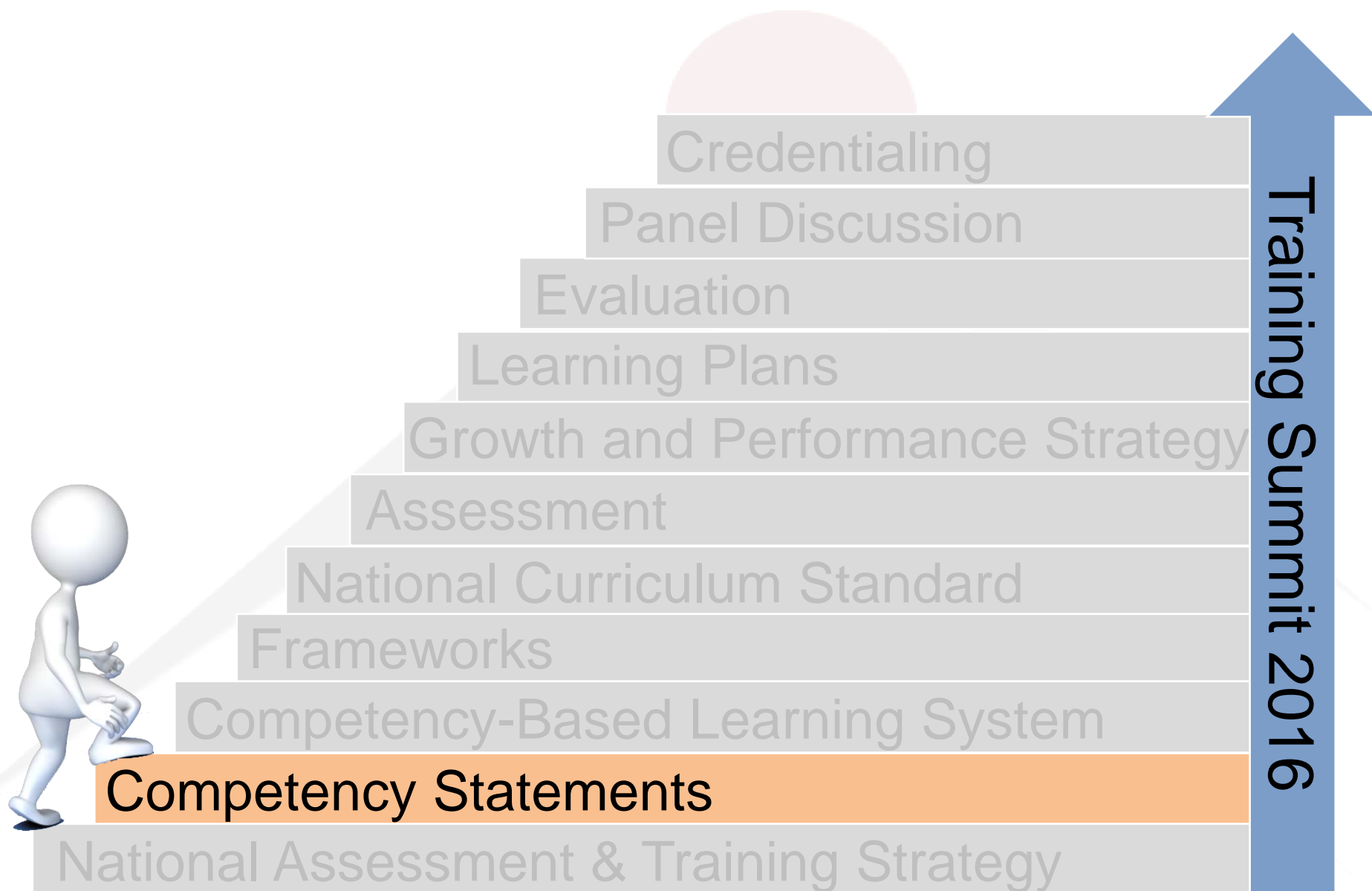
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Objectives

- Define the term 'competency statement'
- Discuss the elements of competency statements
- Describe use of competency statements
- Discuss how competency statements are created
- Develop a competency statement

National Curriculum Standard

- **Set of competency statements**
- Developed for food protection professionals
- Defines desired performance
- Against which learning experiences can be developed

Definition

Competency statement:

- Outlines the knowledge, skills, and abilities necessary to perform a specific job function



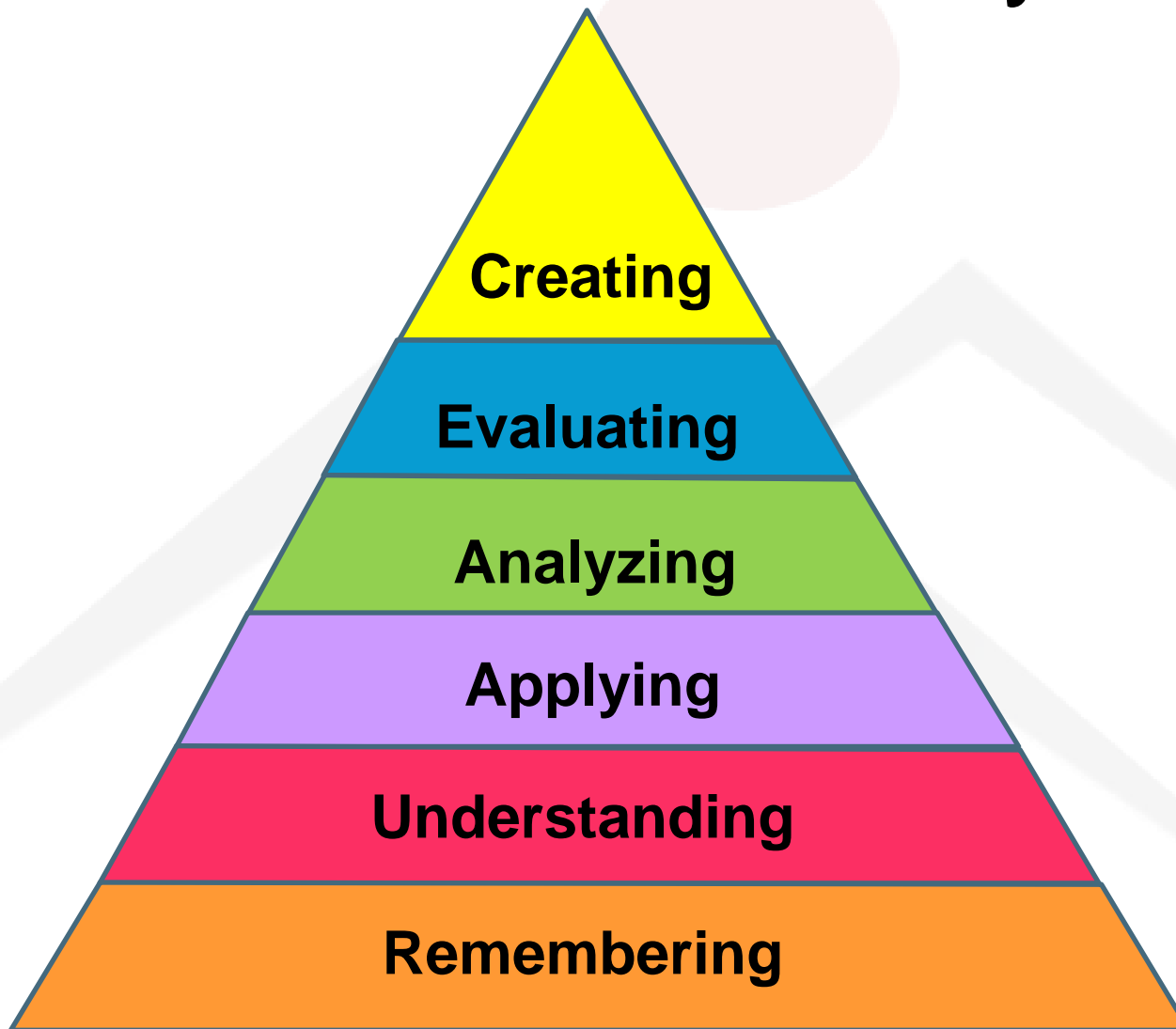
Elements of a Competency Statement

1. Must be **observable and measurable**
2. Must address one specific knowledge, skill, or ability – **cannot be double-barreled!**
3. Must apply to **specific job context**
 - E.g., regulatory food protection professional
4. Must begin with an **action word** (Bloom's)
5. The highest level of job performance and quality is assumed – thus we **don't need qualifiers**







Bloom's Taxonomy

- A method to define and distinguish levels of knowledge, comprehension, and abilities.

Bloom's Taxonomy



Principles of Development

Focus On:	Do Not Focus On:
 Competency	 Training
 Know About	 Assessment
 Be Able To Do	 Existing Courses

Development Process

1. Select a topic – e.g., Allergens
2. Ask, “What does the person at this professional level need to be able to do?”
3. Individual brainstorm
4. Round-robin
 - Capture ideas – no discussion

Development Process (continued)

5. Group similar ideas
6. Draft competency statements
7. Vet through the professional community
8. Workgroup reviews and incorporates feedback

Examples

- Identify major food allergens as recognized by FDA and USDA
- Discuss allergen labeling requirements
- Discuss control measures to prevent allergen cross-contact

Exercise

- Goal: Create a competency statement
- Move to assigned breakout rooms
- Facilitators will guide exercise
- Come back to main room
- Group debrief

Questions?



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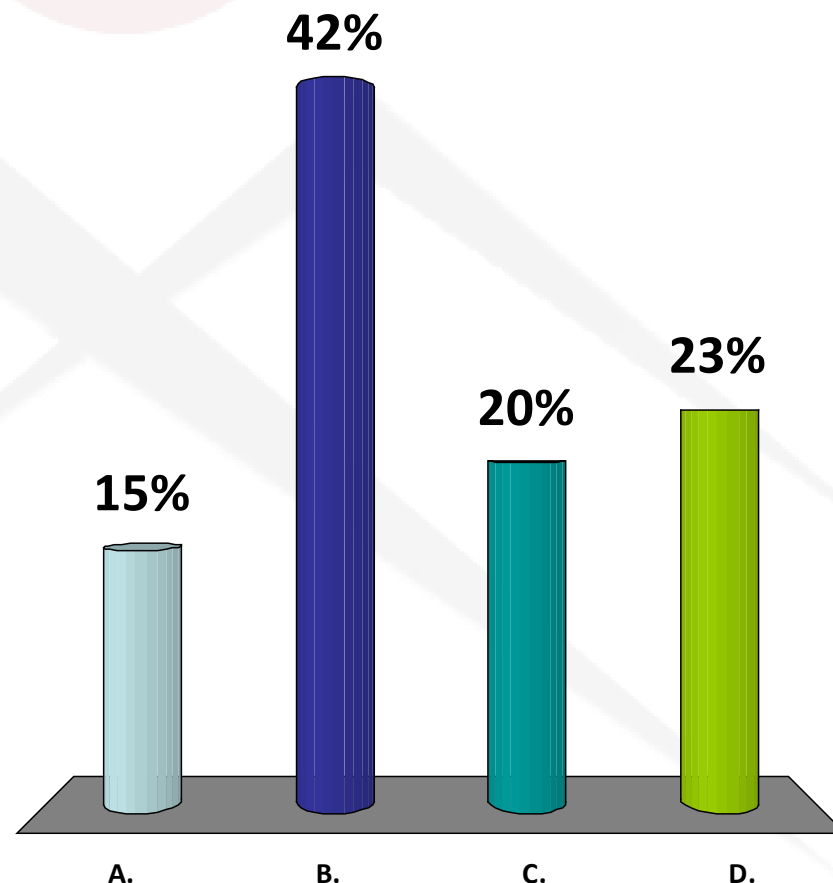
Reflection

- Reflect in My Action Plan (MAP)

Turning Point

2. In driving forward to adopt the NCS, what do you foresee your organization's greatest challenge to be?

- A. Incurring cost expenditures
- B. Establishing performance criteria
- C. A threat to the status quo
- D. Gaining Leadership Advocacy/Agency Champion





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Credentialing

Evaluation

Learning Plans

Growth and Performance Strategy

Assessment

Interactive National Curriculum Standard

Frameworks

Competency-Based Learning System

Competency Statements

National Assessment & Training Strategy

Training Summit 2016

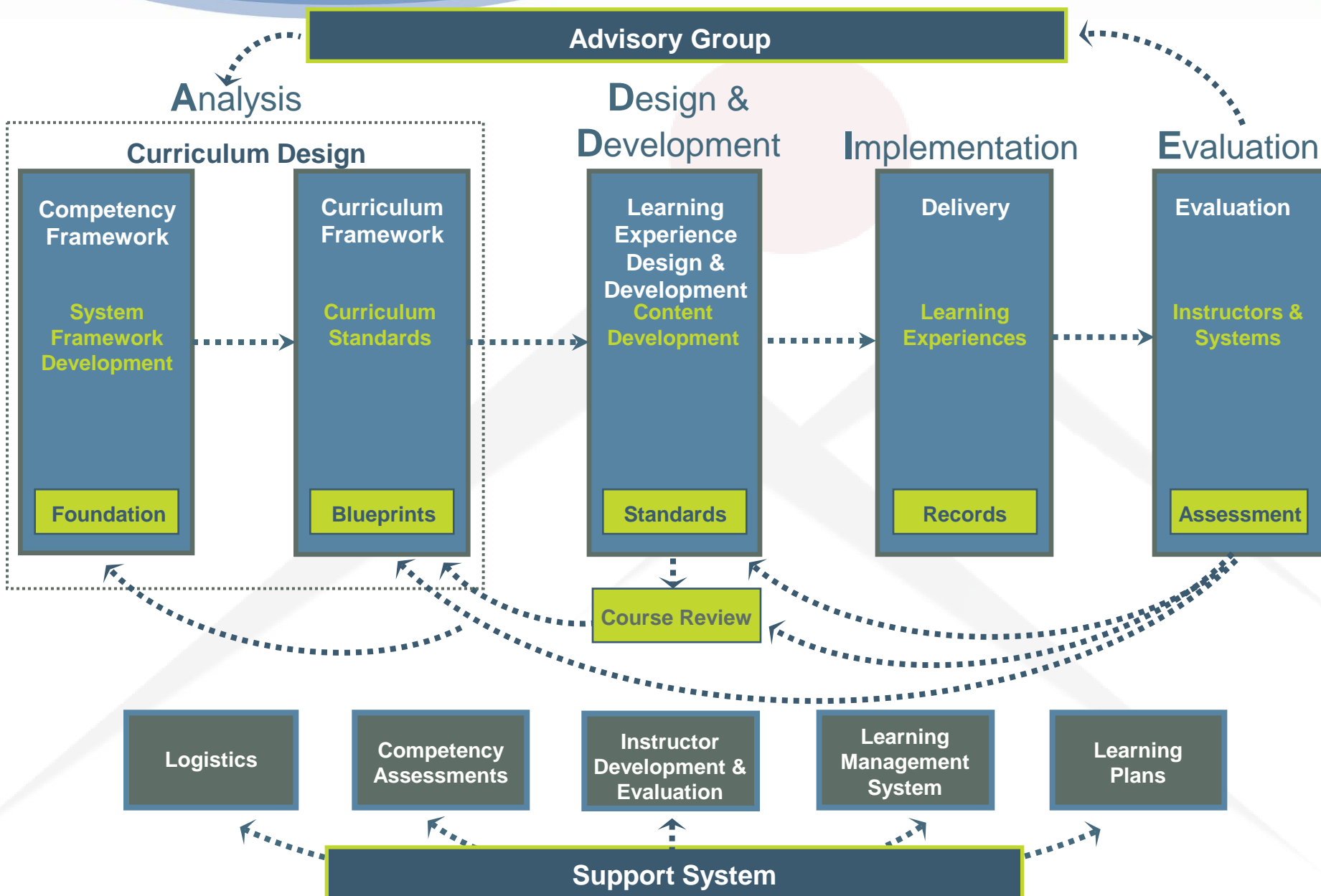
Objectives

- Describe elements of a competency-based learning system
- Identify key benefits of a competency-based learning system

Elements

- Advisory group
- Curriculum design (front-end analysis)
 - Competency framework
 - Curriculum framework
- Learning experience design and development
- Delivery (implementation)
- Evaluation
- Support systems





Advisory Group

Advisory Group provides guidance on the whole system and helps ensure that the system and processes are followed

The Support System provides the foundation for the whole system and helps ensure that the system is sustainable



Advisory Group

Analysis

Curriculum Design

Competency Framework

System Framework Development

Foundation

Curriculum Framework

Curriculum Standards

Blueprints

Multi-level, front-end analysis provides:

- **Foundation** (what will a professional at a specific level be able to do and how well)
- **Blueprints** (National Curriculum Standards [NCS])

Logistics

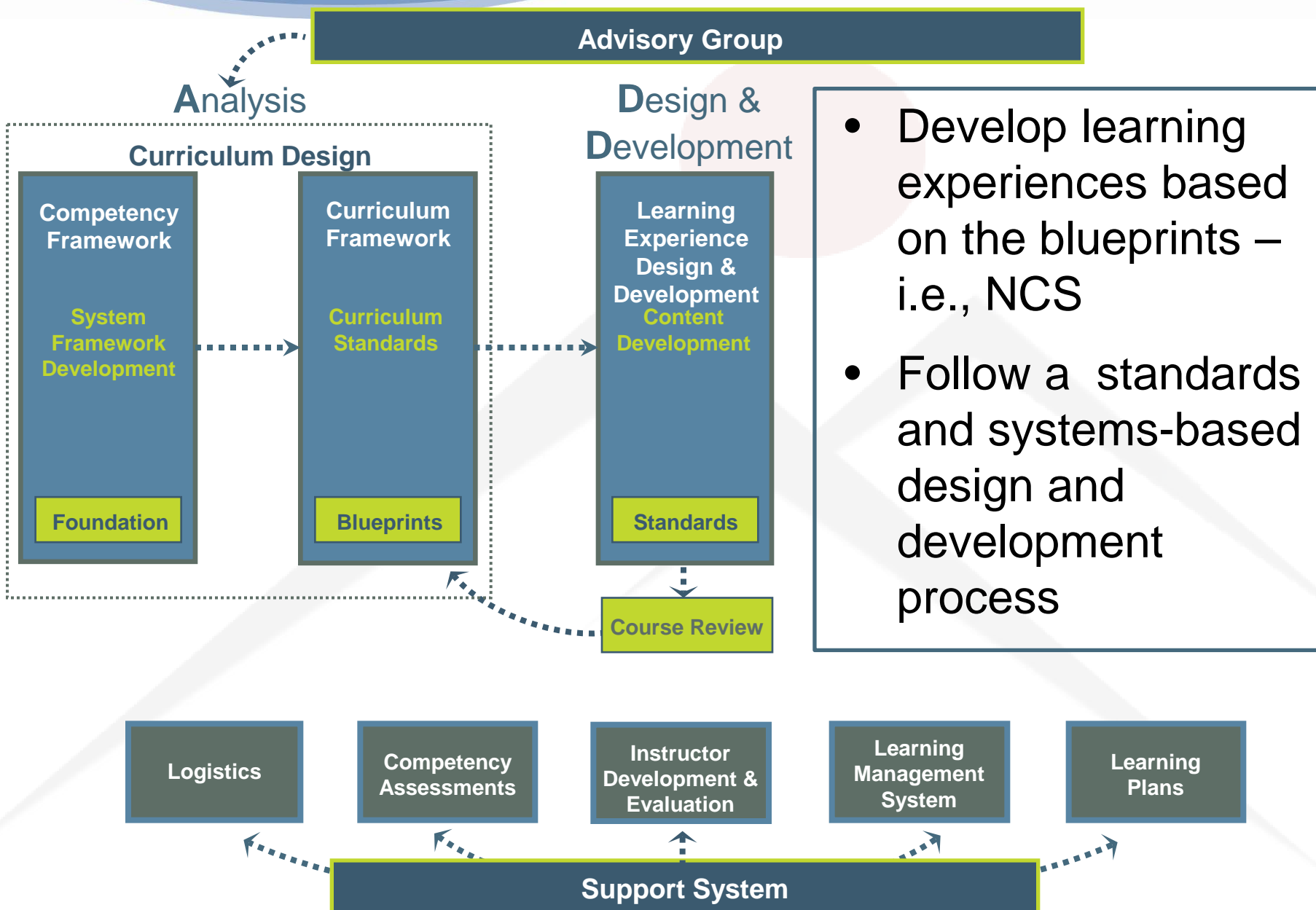
Competency Assessments

Instructor Development & Evaluation

Learning Management System

Learning Plans

Support System



Advisory Group

- Participate in the learning experiences
- Verify achievement of competencies through assessment

Implementation

Delivery

Learning Experiences

Records

Logistics

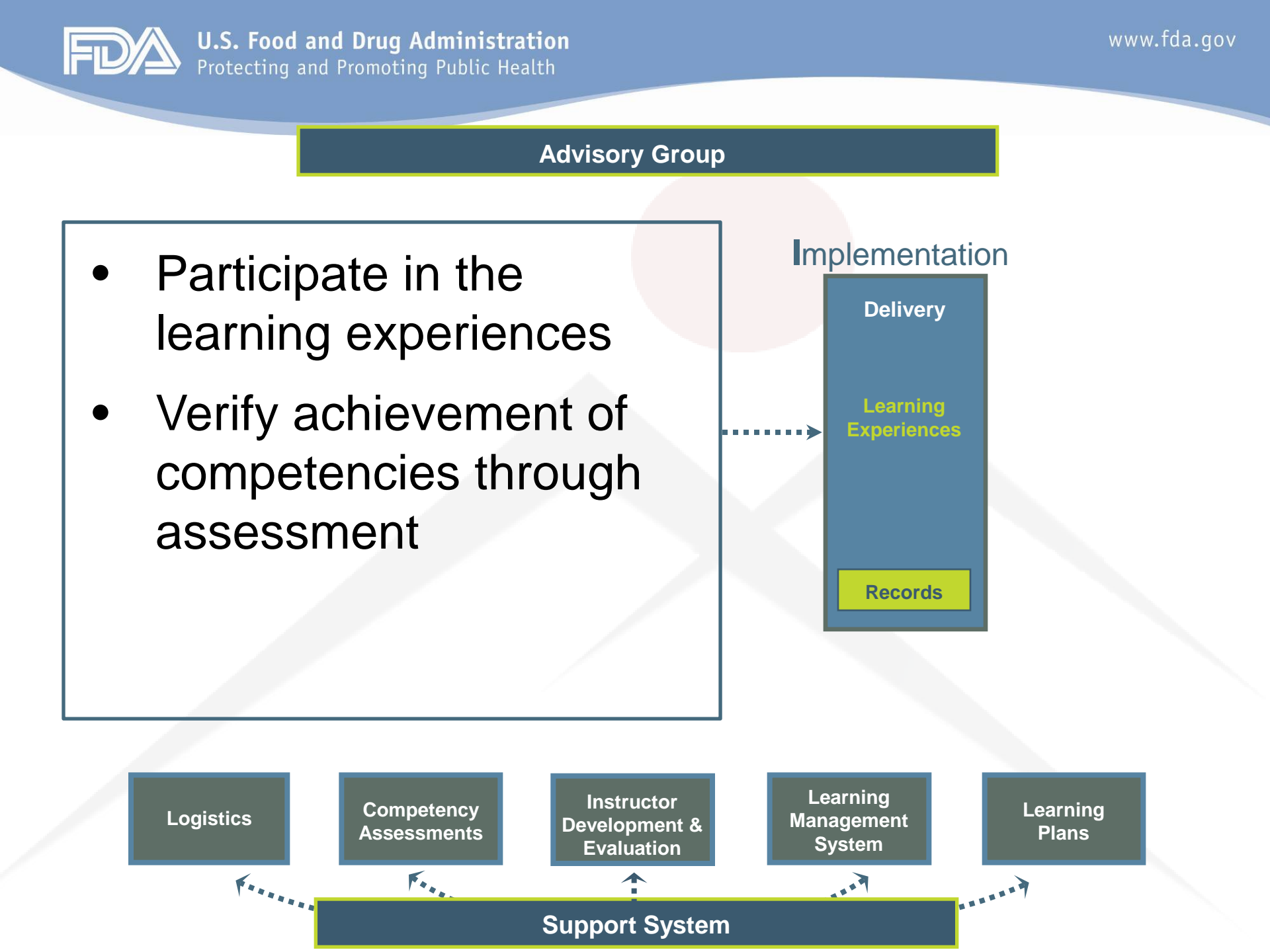
Competency Assessments

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Learning Management System

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Support System



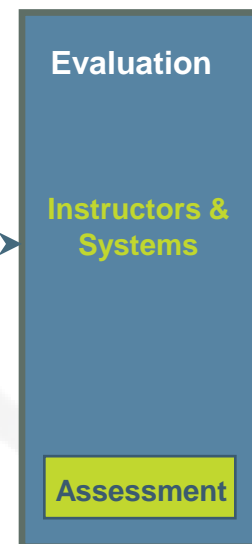
Advisory Group

- Assessment data
- Evaluation data using Kirkpatrick's model
 - Levels 1-3
- Is the system working?
Are we meeting the standards?

Implementation



Evaluation



Logistics

Competency
Assessments

Instructor
Development &
Evaluation

Learning
Management
System

Learning
Plans

Support System



Benefits

- Provides for accountability (Advisory Group, measurement against standards)
- Identifies desired performance for the profession at multiple levels
- Transparency
- Performance expectations, progress & career planning
- Aids budgeting

Benefits (continued)

- Allows for multiple organizations to participate in the system (speed & inclusion) with lessened risk of misalignment
- Shifts the focus from event completion to competency achievement

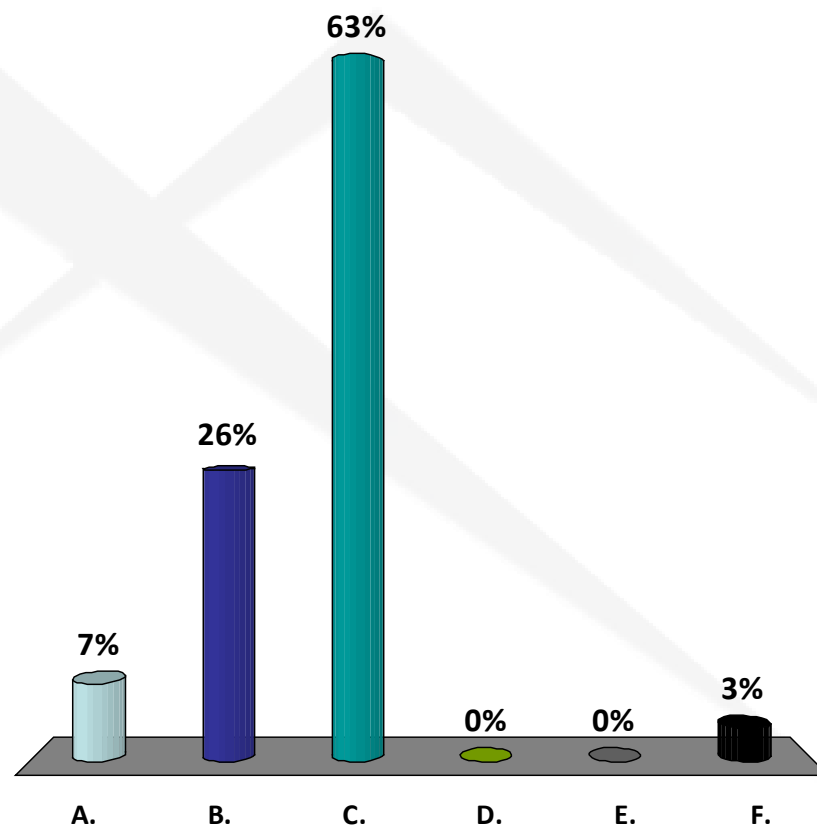
Benefits (continued)

- Verification of competency achievement
- Provides for a continuous cycle of improvement based on data
- Creates sustainability through a solid support system

1. Which subsystem of the Competency-Based Learning System does this belong:

Subject Matter Experts writing course content

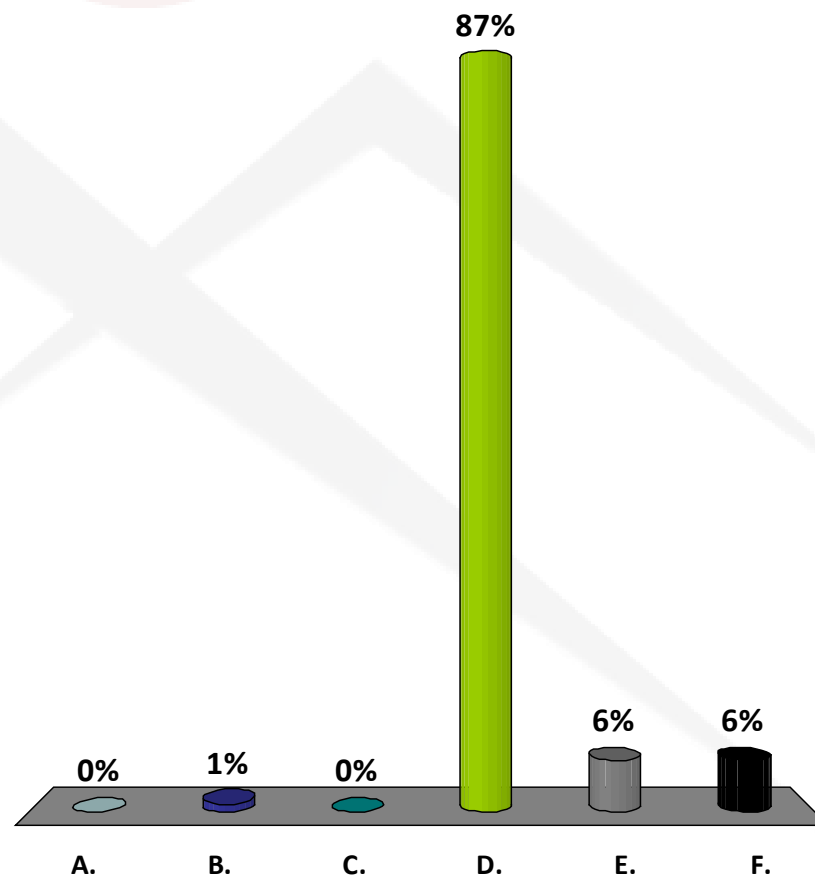
- A. Advisory Group
- B. Curriculum Design
- C. Learning Experience Design/Development
- D. Delivery
- E. Evaluation
- F. Support Systems



2. Which subsystem of the Competency-Based Learning System does this belong:

A participant taking an online course

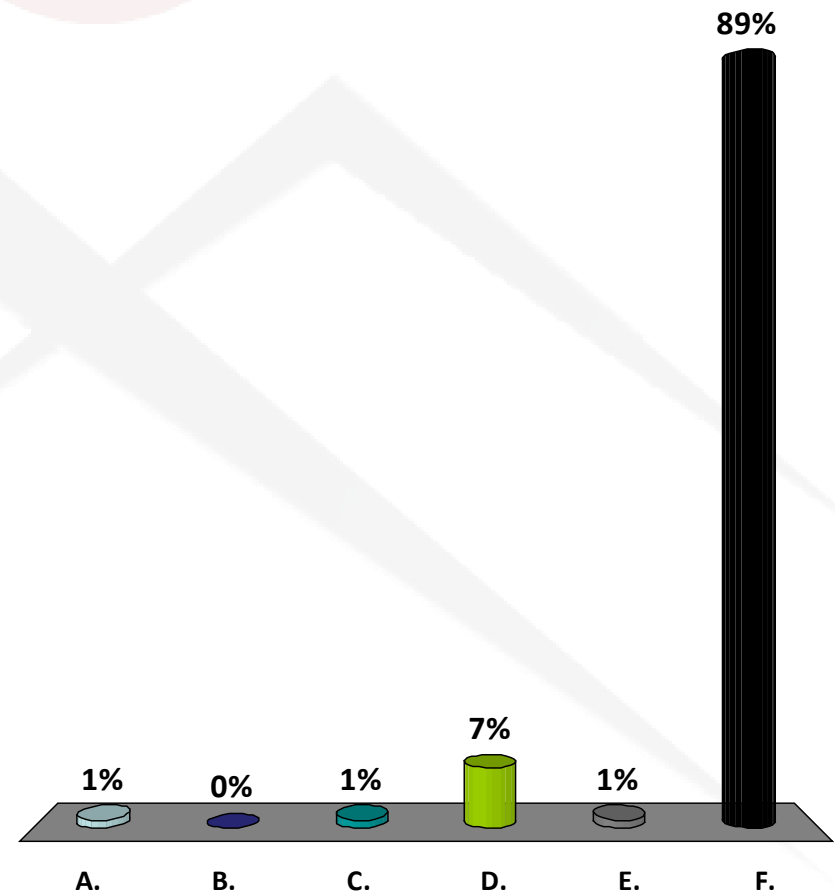
- A. Advisory Group
- B. Curriculum Design
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- D. Delivery
- E. Evaluation
- F. Support Systems



3. Which subsystem of the Competency-Based Learning System does this belong:

Making travel arrangements for local health personnel to attend a course

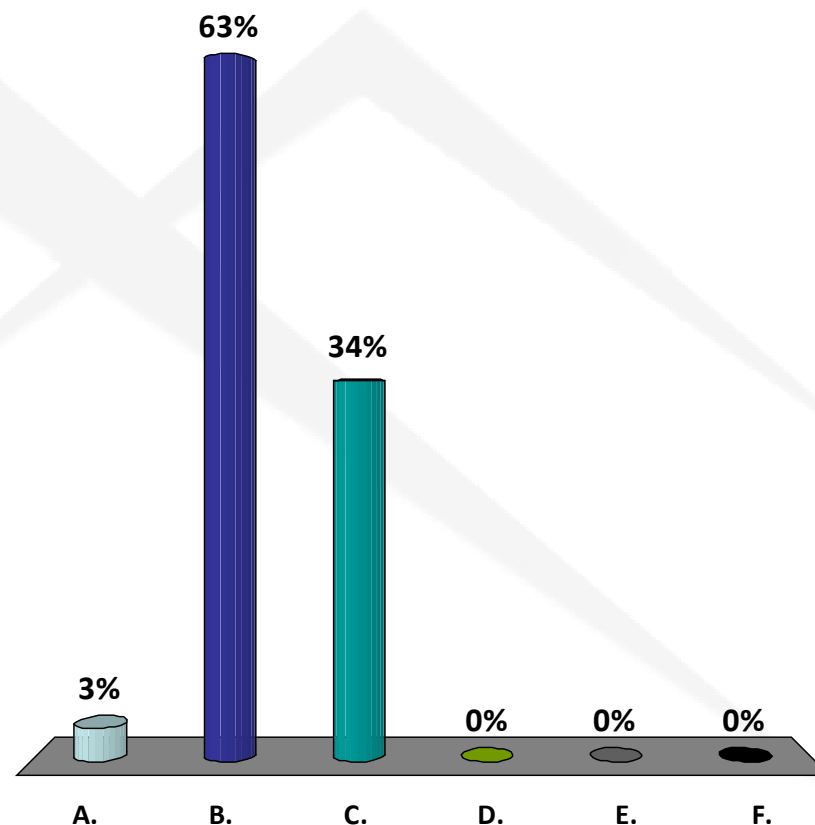
- A. Advisory Group
- B. Curriculum Design
- C. Learning Experience Design/Development
- D. Delivery
- E. Evaluation
- F. Support Systems



4. Which subsystem of the Competency-Based Learning System does this belong:

A course design document template

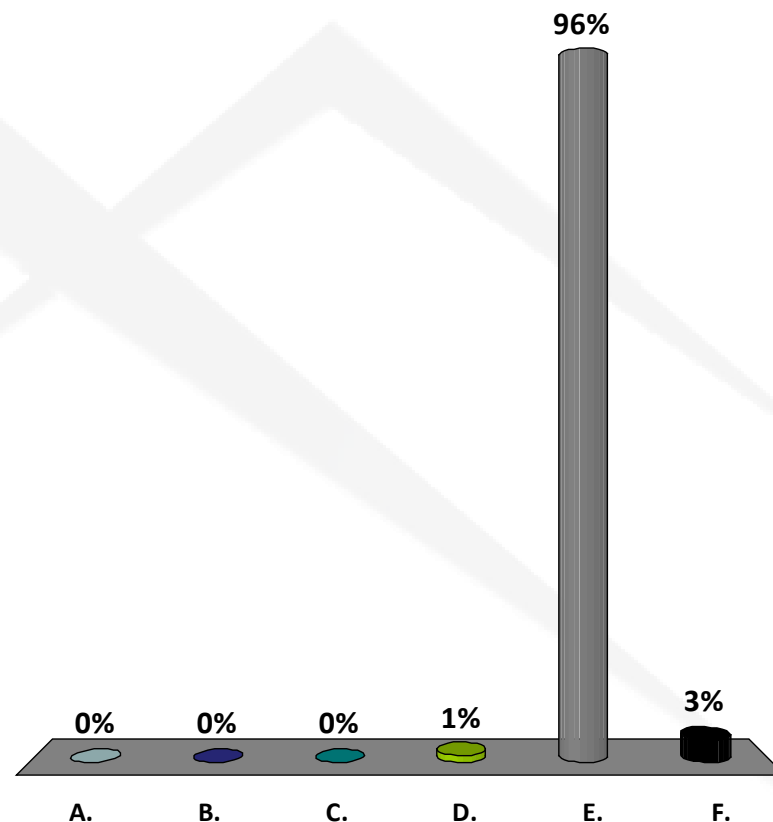
- A. Advisory Group
- B. Curriculum Design
- C. Learning Experience Design/
Development
- D. Delivery
- E. Evaluation
- F. Support Systems



5. Which subsystem of the Competency-Based Learning System does this belong:

Contacting participants 6 months after a course to see if they are implementing what they learned

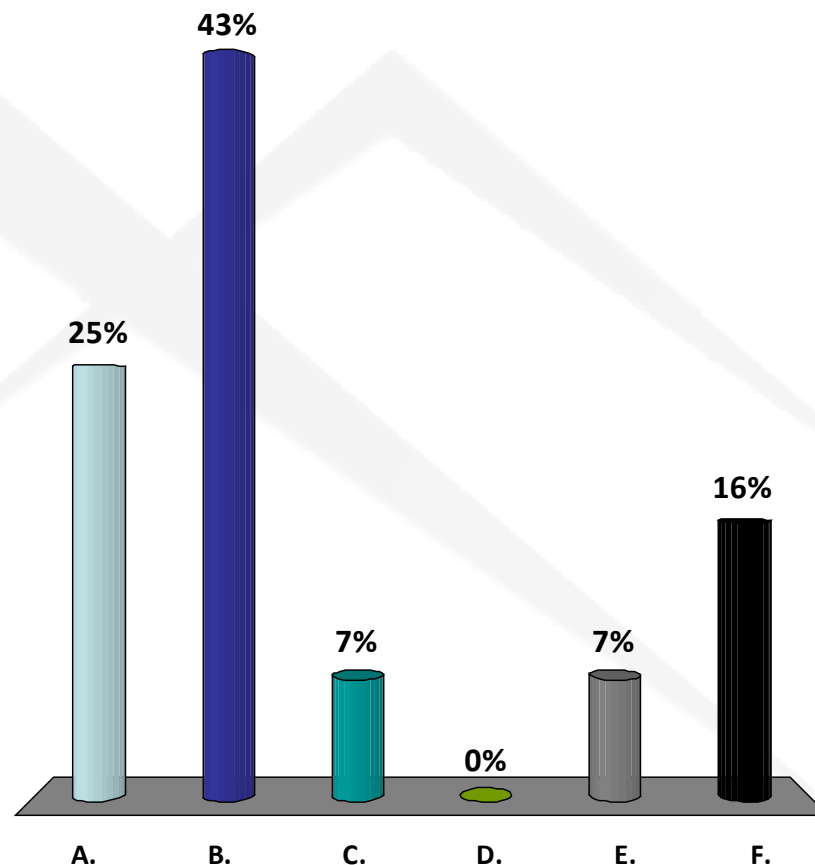
- A. Advisory Group
- B. Curriculum Design
- C. Learning Experience Design/Development
- D. Delivery
- E. Evaluation
- F. Support Systems



6. Which subsystem of the Competency-Based Learning System does this belong:

Surveying dairy staff to validate competency statements

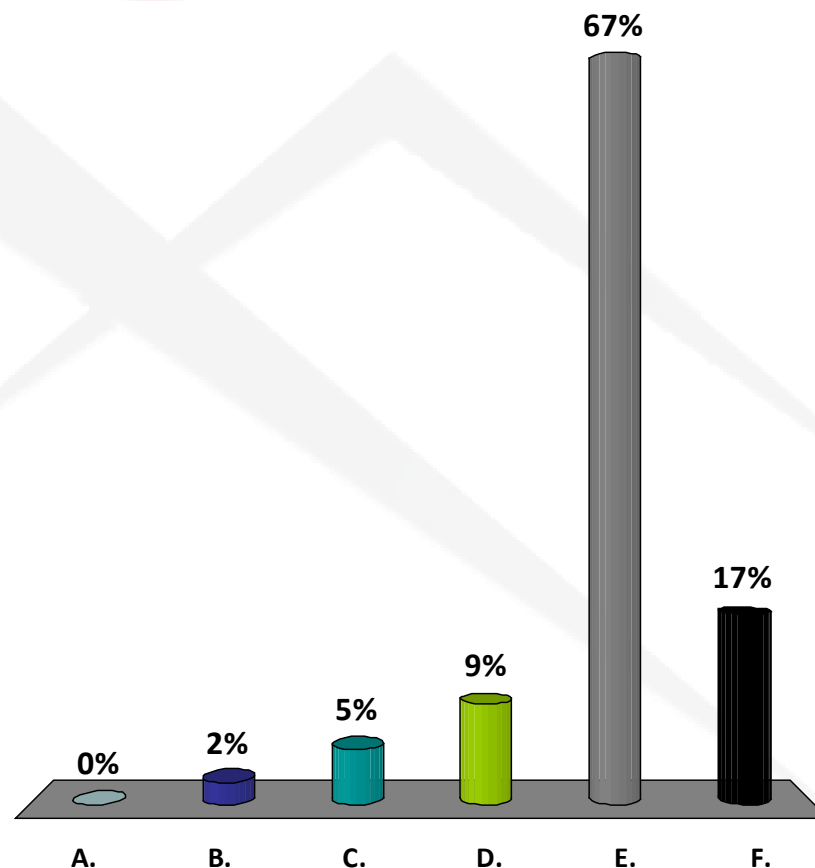
- A. Advisory Group
- B. Curriculum Design
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- D. Delivery
- E. Evaluation
- F. Support Systems



7. Which subsystem of the Competency-Based Learning System does this belong:

Auditing field performance

- A. Advisory Group
- B. Curriculum Design
- C. Learning Experience Design/Development
- D. Delivery
- E. Evaluation
- F. Support Systems



Questions?



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Reflection

- Reflect in My Action Plan (MAP)



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2016 Regulatory and Public Health Partner Training Summit

September 13-15, 2016





Credentialing

Panel Discussion

Evaluation

Learning Plans

Growth and Performance Strategy

Assessment

National Curriculum Standard

Frameworks

Competency-Based Learning System

Competency Statements

National Assessment & Training Strategy

Training Summit 2016



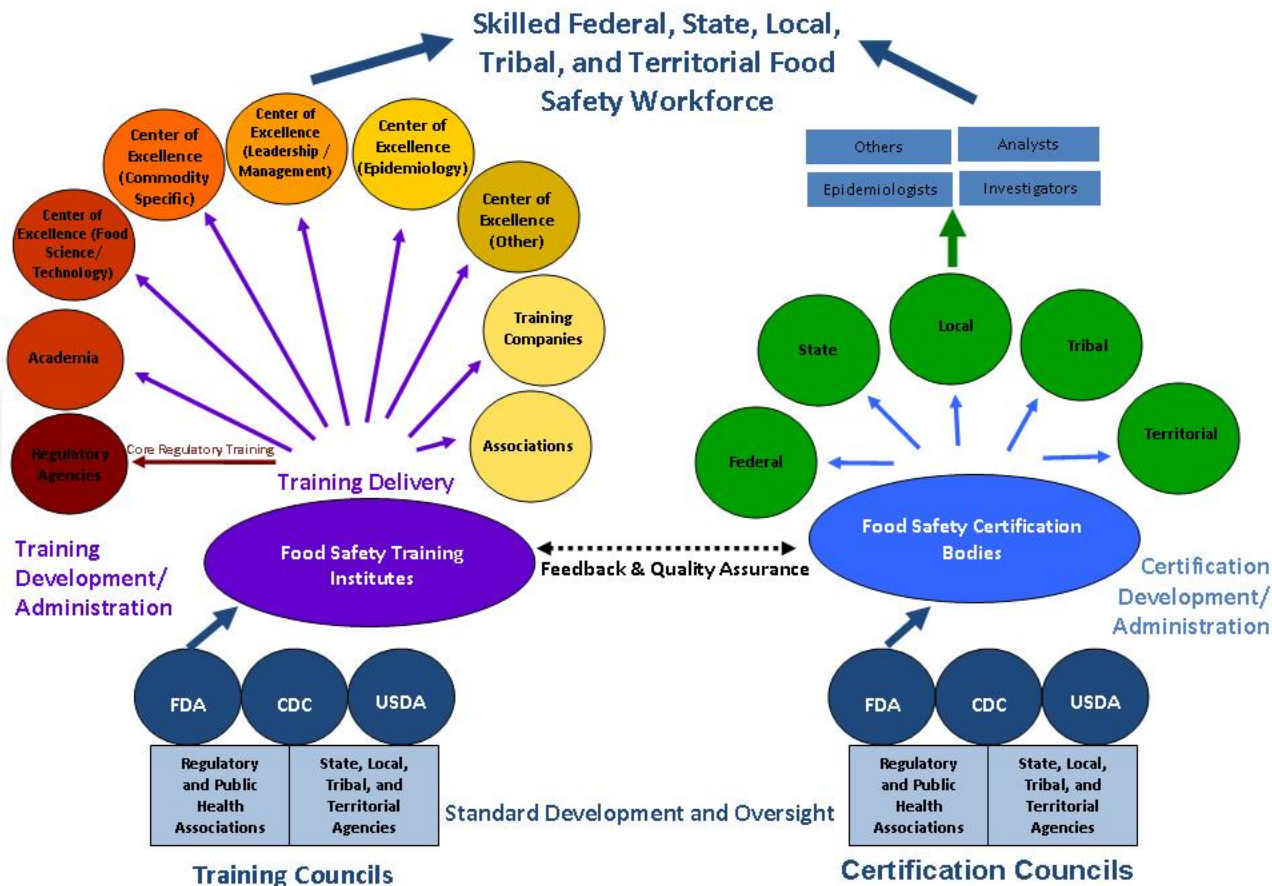
Objectives

- Describe the development of the curriculum framework
- Describe the structure of the curriculum framework
- Discuss how competency statements are structured within each content area of the curriculum framework
- Explain how the curriculum framework can be utilized in designing and developing learning experiences

Overarching Goal

- A competent workforce doing comparable work

Draft Integrated Food Safety Training and Certification Systems



National Curriculum Standard

- Set of competency statements
- Developed for food protection professionals
- Defines desired performance
- **Against which learning experiences can be developed**



Curriculum

- Set of learning experiences intentionally designed to achieve the desired performance

Curriculum Design Process

- Create competency framework
 - Desired performance
- Create curriculum framework
 - Content area competencies
- Identify learning experiences
- Develop learning experience resources
- Pilot learning experiences

Competency Framework

- **Purpose:** Identify and organize desired outcomes or behavior
- **Use:** Determine high level competencies – to help determine content areas within the curriculum frameworks
- **Characteristics:** Organized by professional levels and domains

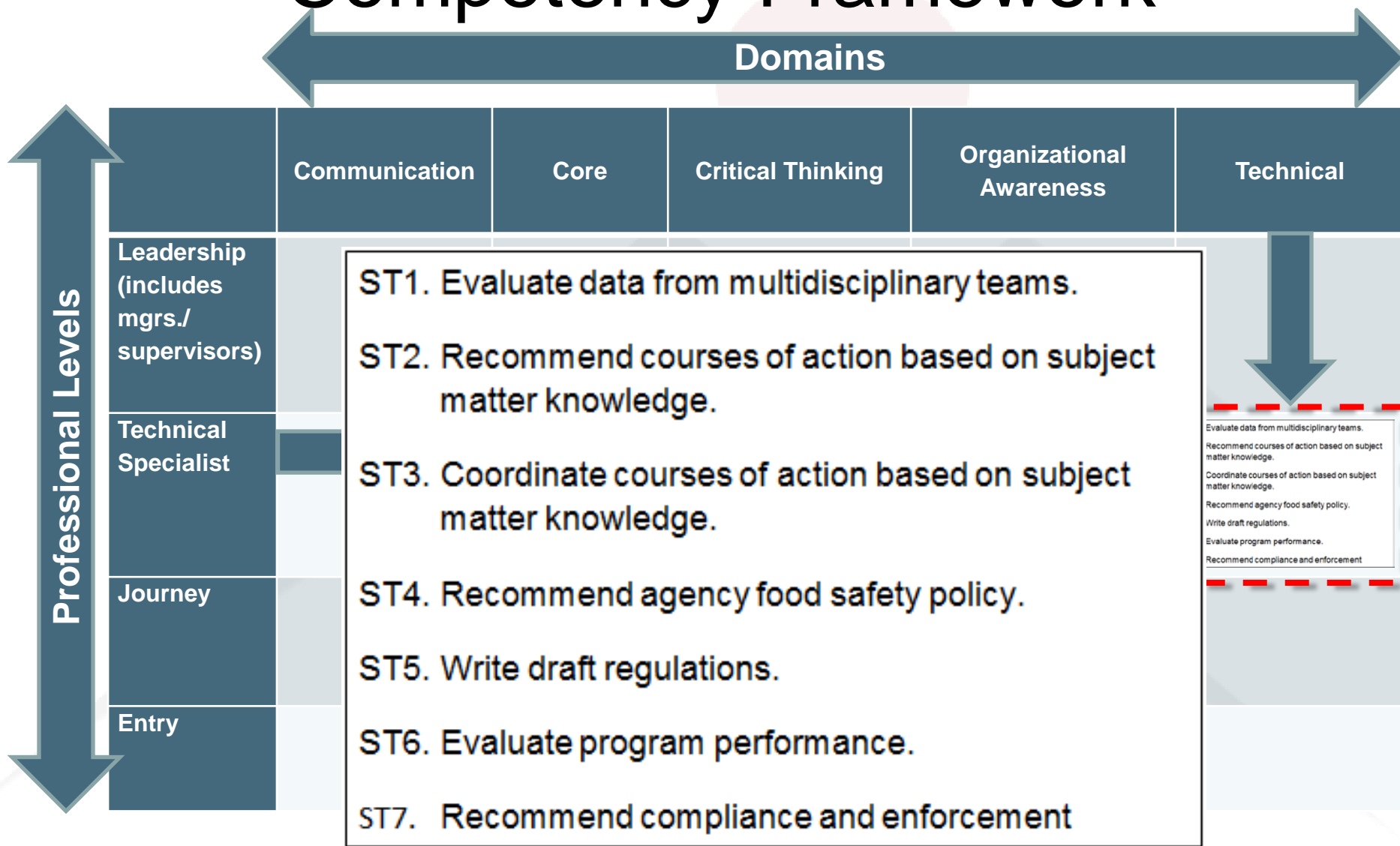


Competency Framework

	Communication	Core	Critical Thinking	Organizational Awareness	Technical
Leadership (includes mgrs./supervisors)	Inform the media regarding public health. Address inquiries from stakeholders. Formulate public health information to obtain a desired outcome.	Create teams. Create policy. Collaborate with stakeholders. Manage resources.	Formulate defensible decisions for complex issues. Justify decisions on complex issues. Anticipate the effect of changes to regulations, policies, or procedures.	Explain agency positions. Facilitate inter-agency cooperation. Facilitate intra-agency cooperation. Manage outreach activities	Collaborate with multi-disciplinary teams. Formulate courses of action. Decide courses of action.
Technical Specialist	Provide input for policy development. Write documents for public distribution. Provide expert testimony.	Evaluate emerging issues or trends in specialty program areas. Advise teams on technical issues.	Evaluate technical writing. Prepare technical information for legal proceedings. Develop technical information for stakeholders.	Collaborate in workgroups using subject matter expertise. Evaluate outreach materials and activities. Evaluate policies and procedures.	Evaluate data from multidisciplinary teams. Recommend courses of action based on subject matter knowledge.
Journey	Use communication skills for public speaking. Use communication skills to transfer knowledge to entry-level employees. Review written correspondence from peers and entry-level employees.	Act as a mentor to entry-level employees. Operate as a lead on a team. Produce constructive feedback for industry.	Articulate implications and the consequences that emerge from the proposed conclusions or solutions. Correlate data	Collaborate as a member of workgroups. Explain the roles and jurisdiction of the agency in relation to other agencies.	Contribute to policy development. Educate stakeholders. Produce technical reports with minimal oversight.
Entry	Complete reports commensurate with job tasks. Exchange information commensurate with job tasks.	Explain the importance of using integrity while conducting work tasks/duties. Explain the importance of adapting to changing situations.	Articulate problems clearly. Identify factors leading to solutions. Evaluate processes. Employ the equipment or methods designated for the task.	Describe public relations policy. Recognize the role of agency legal counsel. Explain agency legal authority. Explain the ethical behavior expectations of the organization.	Employ accuracy and precision in performing job tasks/duties. Complete regulatory assignments for low- to mid-risk processes within facilities.



Competency Framework



Curriculum Framework

- **Purpose:**
 - Standard (competency statements) for learning experience development and competency assessment
 - Structure to organize learning experiences.
- **Use:** Guide the intentional design of learning experiences to achieve the desired professional competencies
- **Characteristics:** Competencies and learning experiences grouped into content areas

Framework Development Process

- Workgroup comprised of federal, state, local representatives
- Quarterly, 3.5-day work sessions
- Facilitated brainstorming
- Vet competencies through the professional community
- Workgroup reviews and incorporates feedback

Structure

- Organizes competencies and learning experiences by:
 - Content areas
 - Professional levels
 - Entry, advanced, technical, leadership
 - Professional tracks
 - Unprocessed, manufactured, and retail
 - Programs (e.g., dairy, animal feed)

Content Area Competency

Statements Example

Broad or Overarching Competency:

- Choose safe practices based on assessment of risk.

Narrow Competencies:

- Articulate actions taken to address personal safety concerns.
- Use knowledge to address personal safety concerns.
- Evaluate conditions to identify personal safety concerns.
- Recognize safety policies.
- Employ safety procedures specific to the working environment.

Specific Competencies:

- Explain how personal safety is achieved by following agency safety policies.
- Describe chemical safety hazards.
- Describe equipment-related safety risks.
- Describe physical/environmental safety risks.
- Describe the safety risks associated with miscellaneous hazards.
- Discuss the use of safety equipment.

Learning Experience Design

- **Teams include:**
 - Instructional systems designers
 - Subject matter experts
 - Peer reviewers
 - Project managers
- **Product:** Course design documents

Learning Experience Development

- **Teams include:**
 - Instructional system designers
 - Subject matter experts
 - Peer reviewers
 - Project managers
- **Product:** Learning experience resources

Quality Review

- Learning experience peer review:
 - Alignment with National Curriculum Standard
 - Content – accurate and appropriate for the audience
 - Design/development process
 - Materials
 - Instructional methodology
 - Fit within the curriculum framework

Pilot

- **Purpose:** Test learning experience and resources with a representative sample of the intended audience
- **Use:** Test feasibility of learning experience and generate feedback and recommendations for improvement
- **Characteristics:** Validation and feedback on the effectiveness of the learning experience

Placement in Curriculum

- Learning experience resources that:
 - Meet the criteria of learning experience review process
 - Align with the desired outcomes of target audience
- Placement:
 - Assigned to a curriculum framework content area
 - Placed in learning experience catalog (open source)



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Online Interactive Framework

<http://incs.ifpti.org>

Questions?



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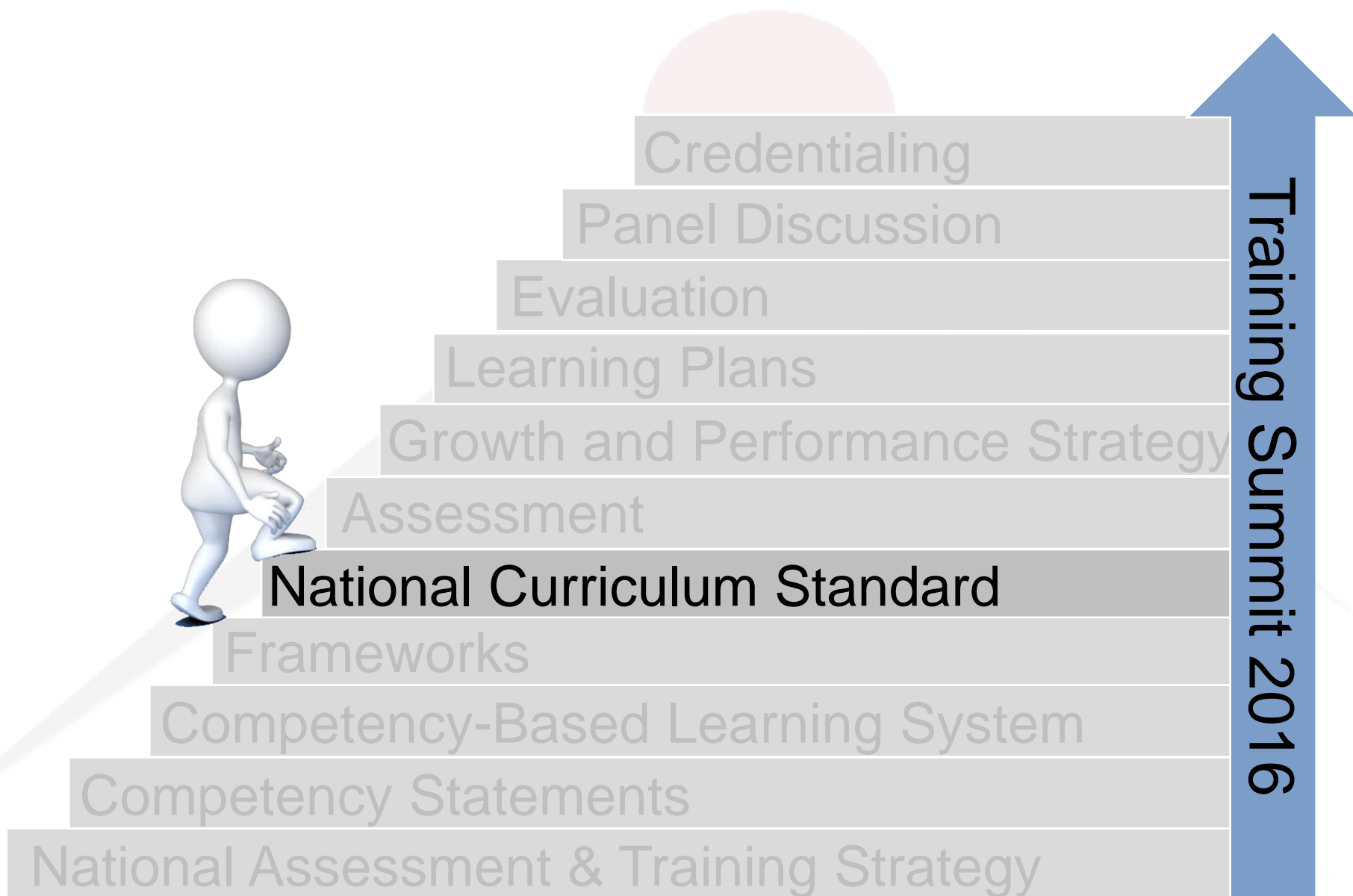
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Objectives

- Describe the status of the NCS development
- Utilize the Interactive National Curriculum Standard (INCS) as a blueprint to identify high-level competencies within the profession
- Locate the online interactive tools incorporated within the INCS
- Describe how the interactive tools are used to identify potential competency gaps within your organization

National Curriculum Standard

- **Set of competency statements**
- Developed for food protection professionals
- Defines desired performance
- Against which learning experiences can be developed



IFSS Curriculum

- **National Curriculum Standard:** a publicly available, vetted set of competencies for the profession, against which learning events, competency assessments, and credentials can be developed by any organization that so desires.
- **IFSS Curriculum:** a set of learning events designed to address the Integrated Food Safety System desired professional competencies set out in the National Curriculum Standard.

Estimated Completion Level Key

- Combination of:
 - National Curriculum Standard
 - IFSS Curriculum
- 10% = content areas identified
- 25% = level 2 & 3 competency statements
- 50% = some level 4 & 5 competency statements
- 65% = level 4 & 5 competency statements
- 80% = key performance indicators developed
- 100% = learning experiences developed to address content area competencies

Development Status

Main Framework

Gen Eds

25%

10%

30%

85%

[illegible]

Development Status

Animal Food Framework

25%

50%

80%

		Certificate and Entry Measure												
Leadership L4 - 4000 0	1000	Level 4 Professional Certificate											Integrated Food Safety System (FSS) L4000-4999	
	1100	Advocacy (ADV)	Communications Management (COM)	Compliance (COP)	Human Resource Management (HRM)	Laws and Regulations (LAR)	Legislative Affairs (LEA)	Mediation (MED)	Organizational Design (ORD)	Program Resources (PRR)	Risk Management (RM)	Strategic Planning (STP)		
	1200	L7	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11		
Initial 32 L3 - 3000 0	1000	Level 3 Professional Certificate											Integrated Food Safety System (FSS) L3000-3999	
	1100	Animal Nutrition (ANN)	Complex Feed Labeling (CFL)	Compliance & Enforcement Actions (CEA)	Feed and Feed Ingredients	Feed Safety Issues (FSI)	Investigation Management (IM)	Laboratory Services (LAS)	Preventive Controls (PRC)					
	1200	E1	E2	E3	E4	E5	E6	E7	E8					
Initial 32 L2 - 2000 0	1000	Level 2 Professional Certificate											Integrated Food Safety System (FSS) L2000-2999	
	1100	Animal Nutrition (ANN)	Complex Feed Labeling (CFL)	Compliance & Enforcement Actions (CEA)	Feed and Feed Ingredients	Feed Safety Issues (FSI)	Investigation Management (IM)	Laboratory Services (LAS)	Preventive Controls (PRC)					
	1200	E1	E2	E3	E4	E5	E6	E7	E8					
Initial 32 L1 - 1000 0	1000	Level 1 Professional Certificate											Integrated Food Safety System (FSS) L1000-1999	
	1100	Animal Nutrition (ANN)	Complex Feed Labeling (CFL)	Compliance & Enforcement Actions (CEA)	Feed and Feed Ingredients	Feed Safety Issues (FSI)	Investigation Management (IM)	Laboratory Services (LAS)	Preventive Controls (PRC)					
	1200	E1	E2	E3	E4	E5	E6	E7	E8					

Development Status

Manufactured Food Framework

10% →

10% →

25% →

Certificate and Other Systems																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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Development Status

Retail Food Framework

25% 

25% 

35% 

		Oral Culture and Entry Interview																																																																																			
		Level 4 Professional Certificate																																																																																			
Leadership	L4 - 4000 0	Advocacy (ADV)				Communications Management (COM)				Compliance (COP)				Human Resource Management (HRM)				Laws & Regulations (LAR)				Legislative Affairs (LEA)				Mediation (MED)				Organizational Design (ORD)				Program Resources (PRR)				Risk Management (RM)				Strategic Planning (STP)				Monitor Skills Training (SA) (2 Year/4000)		Integrated Food Safety System (IFS)																																					
		E7				E8				E9				E10				E11				E12				E13				E14				E15				E16				E17								E18				E19				E20																											
		FDA Retail Program Standards																																																																																			
		TS1																																																																																			
L3 - 3000 0		Audit (AUD)		Critical Thinking (CT)		Emergency (EM)		Food Defense Vulnerability Assessment (FDV)		Legal Proceedings Preparation (LPP)		Management Skills (MS)		Pesticide Development (PD)		Professional Development (PDP)		Program Evaluation (PE)		Project Management (PM)		Reference Materials (REI)		Regulatory Writing (RW)		Representation (RV)		Risk Analysis (RA)		Supervision Skills (SS)		Research Design [Elective] (RED)		Statistical Analysis (SAN)		Leadership (LD) (3000-4000)		Integrated Food Safety System (IFS)																																															
		E1		E2		E3		E4		E5		E6		E7		E8		E9		E10		E11		E12		E13		E14		E15		E16		E17						E18																																													
		Plan Review										Special Processes																																																																									
		A1										A2																																																																									
L2 - 2000 0		Communication Skills (CSK)				Emergency Response (ESR)				Enforcement (ENF)				Evidence (EVI)				Feed/Food Defenses (FFD)				Imports (IMP)				Inspections (INS)				Investigative Skills (INV)				Laboratories (LAB)				Outbreak Investigation (OUI)				Product Disposition (PD)				Risk Analysis (RA)				Sampling (SAM)				Transportation (TRA)				Integrated Food Safety System (IFS)		Emerging Issues (EI)																									
		E1				E2				E3				E4				E5				E6				E7				E8				E9				E10				E11				E12				E13				E14								E15				E16				E17				E18				E19				E20			
		Level 1 Professional Certificate																																																																																			
L1 - 1000 0		Active Managerial Control				FDA Food Code				Oral Culture Learning				Other Food Outlets				Risk-Based Inspection																																																																			
		E1				E2				E3				E4				E5																																																																			
Entry (Basic) L1 - 1000 0		Allergens (ALL)		Biological Hazards (BH)		Chemistry (CK)		Communication Skills (COM)		Data & Information Systems (DIS)		Environmental Health (EH)		Feed/Food Defenses (FFD)		HACCP (HCC)		Imports (IMP)		Innovations Compliance & Enforcement (ICE)		Investigation Skills (IPS)		Judication (JUT)		Laboratory (LAB)		Laws, Regulations, Policies, & Programs (LPP)		Personal Safety (PS)		Prevention Controls (PC)		Public Health (PH)		Results (RES)		Sampling (SAP)		Statistical Practice (SP)		Tendancy (TRC)		Transportation (TRAN)		Integrated Food Safety System (IFS)																																							
		E1		E2		E3		E4		E5		E6		E7		E8		E9		E10		E11		E12		E13		E14		E15		E16		E17		E18		E19		E20		E21		E22						E23		E24		E25		E26		E27		E28		E29		E30																					
		Regulation Procedures (RP) (1000-2000)																																																																																			

Development Status

Laboratory Framework

10% ➡

10% ➡

10% ➡

15% 

75% ➡

[illegible]

Questions?



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Reflection

- Reflect in My Action Plan (MAP)





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2016 Regulatory and Public Health Partner Training Summit

September 13-15, 2016





Credentialing

Evaluation

Learning Plans

Growth and Performance Strategy

Assessment

Interactive National Curriculum Standard

Frameworks

Competency-Based Learning System

Competency Statements

National Assessment & Training Strategy

Competency Assessment

- Measurement
 - Validity and Reliability
- Assessment
- Individual vs Group Level Assessment
- Assessment and the NCS
- Key Performance Indicators
- Interpreting the Gap Report

What is measurement?

- The assignment of a number to a characteristic of an object or event, which can be compared with other objects or events
- The basis for our ability to compare things quantitatively
 - Compare this to qualitative comparison

Why does measurement matter?

- Provides the foundation for systematically *assessing* our world
- Provides the foundation for planning
- Provides the foundation for *assessing* change
- Provides the foundation for valuation of ourselves and our world

How do we measure things?

- Physical world
 - Length, weight, volume, temperature, time
- Economics
 - \$\$\$
- Social Science
 - Education, Ability, Emotional Intelligence

How do we know that our measurement is good?

- Standards
 - International system of units
 - National Institute of Standards and Technology (NIST)
 - American National Standards Institute (ANSI)
- Technical characteristics
 - Validity and Reliability

Validity

Validity refers to the accuracy of inferences drawn from an assessment.

It is the degree to which the assessment measures what it is intended to measure.



Valid Inferences

Validity is closely tied to the purpose or use of an assessment.

Example: A ruler is valid for measuring length. Would you use a ruler to measure problem solving ability?

Rather than asking “Is this assessment valid?”, ask “Are the inferences I’m making based on this assessment being valid for my purpose?”

Reliability

- **Reliability** refers to *consistency* and *repeatability*
- A reliable assessment provides a consistent picture of what students know, understand, and are able to do.





Important

An assessment that is highly reliable is not necessarily valid. However, for an assessment to be valid, it must also be reliable.

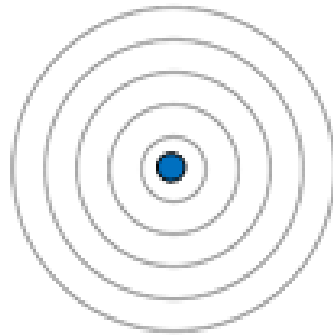


Figure 1

Both Reliable
And Valid

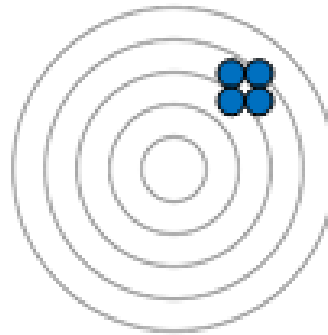


Figure 2

Reliable,
Not Valid

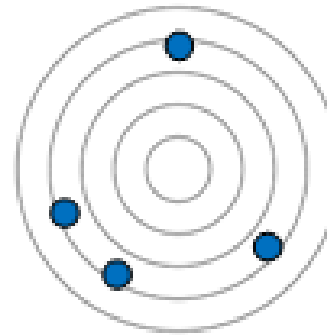


Figure 3

Neither Reliable
Nor Valid



Assessment

- Described as **diagnostic or process-oriented**
- Usually defined in the context in which it is used, and is often very specific with a **focus on measurements**
- Examples
 - Educational assessment, Health Assessment, Tax Assessment, Individual Assessment

Individual Assessment

- Many varieties of assessments
 - Self report (e.g., personality, accomplishment record)
 - Performance based (e.g., test, simulation)
 - Rater observation (e.g., interview, appraisal)

Group Assessment

- Focused on group-level competency development
 - Allows for determination of training needs for an entire group
 - Group level benchmarking
- Two approaches
 - Averaging across individual assessments
 - Whole group assessment conducted by management

Assessment and the NCS

- How do we assess competency level?
- How does an individual assess their own competency level?
- What benchmarks do we use when we're assessing ourselves?
 - Key Performance Indicators (KPI's)
 - Provide standard anchors that facilitate assessment accuracy



No KPI's



Allergens		None			Medium			High			
Discuss foundational information related to major food allergens.		0	1	2	3	4	5	6	7	8	9
Discuss allergen labeling requirements.		0	1	2	3	4	5	6	7	8	9
Discuss control measures to prevent allergen cross-contact.		0	1	2	3	4	5	6	7	8	9
Biosecurity		None			Medium			High			
Explain sanitation methods as related to biosecurity.		0	1	2	3	4	5	6	7	8	9
Environmental Hazards		None			Medium			High			
Explain which environmental hazards can adulterate the food supply.		0	1	2	3	4	5	6	7	8	9
Discuss methods used to control environmental hazards.		0	1	2	3	4	5	6	7	8	9
Biological Hazards		None			Medium			High			
Describe factors which contribute to the growth of biological organisms.		0	1	2	3	4	5	6	7	8	9
Discuss methods used to control biological hazards.		0	1	2	3	4	5	6	7	8	9
Imports		None			Medium			High			
Identify strategies used to address non-compliant imported food products.		0	1	2	3	4	5	6	7	8	9
Sampling		None			Medium			High			
Discuss the factors to consider when collecting a sample.		0	1	2	3	4	5	6	7	8	9



KPI's



Allergens	None			Medium				High		
Discuss foundational information related to major food allergens.	0	1	2	3	4	5	6	7	8	9

KPI Guide:

Average Performance = 5

He/she has a knowledge or awareness of the existence of allergens.

He/she can define what an allergen is.

He/she has a knowledge or awareness of regulations tied to allergens.

He/she has a knowledge or awareness that allergens have the potential to cause a health hazard.



High Performance = 9

He/she can give examples of some of the major allergens.

- List the major food allergens
- 8 common allergens

He/she has a knowledge or awareness of regulations related to allergens.

- Name the regulation
- Undeclared allergens
 - Recalls
- Animal feed is exempt
- labeling requirements

He/she can discuss the importance of regulating allergens.

He/she has a knowledge or awareness of routes of exposure for allergens.

- Hygiene hypothesis

He/she can describe a range of exposure, symptoms, and severity.

- Deadly
- No cure!
- Treatment to reaction
- Severity can increase over time
- Can develop
- Prevalence within the population is increasing
- Intolerance
- Trace levels



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Exercise

A stylized graphic in the background of the slide. It features a light blue sky at the top, a white ground area, and a large, light pink circle representing a sun or moon. Below the circle are two light gray, stylized mountain peaks. The entire graphic is composed of simple geometric shapes and is centered on the slide.



Interpreting the Gap Report

Gap Report

Supervisor: **Colin Pickering**

Employee: **IFPTI1 Tester1**

Content Area: **Biological Hazards (Main)**

Date Generated: **3/1/2016**

<u>Competency Statement</u>	<u>Sup. Score</u>	<u>Self Score</u>	<u>GAP</u>	<u>Need</u>
Define relevant terminology.	6	9	-3	Low
Describe the impact of biological hazards on food production.	4	8	-4	High
Distinguish between pathogens and spoilage organisms.	6	7	-1	Low
Describe where to find resources.	7	8	-1	Low
Give an example of how a milestone outbreak impacted public policy.	6	8	-2	Low
Discuss how sampling is used to detect organisms of concern.	9	7	2	No
Give examples of illness caused by biological hazards.	9	NA	-9	No
Identify categories of biological hazards.	7	8	-1	Low

Questions?



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Reflection

- Reflect in My Action Plan (MAP)



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Day 1 Wrap-Up

A stylized background graphic featuring a light blue sky with a white sun and a white mountain range. The sun is a large, light blue circle with a white outline, positioned in the upper right quadrant. The mountain range is composed of several white, jagged peaks and valleys, spanning the width of the slide.



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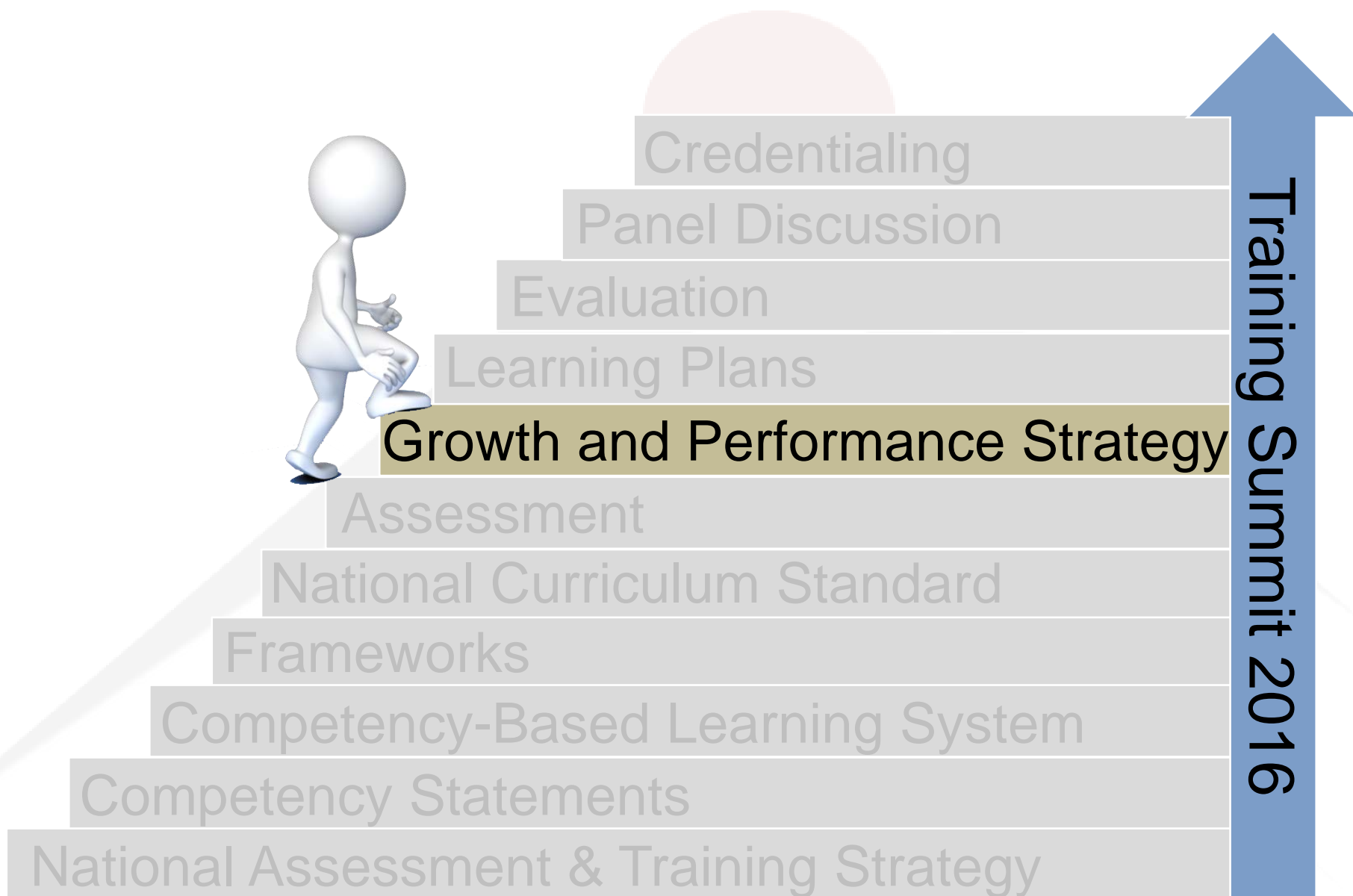
2016 Regulatory and Public Health Partner Training Summit

September 13-15, 2016



Goals of the Training Summit

- Raise awareness of the IFSS National Curriculum Standard amongst strategic partners
- Increase collaboration amongst federal, state, local and international regulators
- Implementation of the products and skills you develop at the Training Summit
- Promotion of the goals within your respective organizations



Objectives

- Demonstrate a gap discussion as part of a growth and performance strategy
- Explain how to have a gap discussion in assisting someone with performance planning



Gap Report

Performance Statement	Supervisor Score	Employee Score	Gap	Level
Discuss labeling fundamentals	5	5	0	Low
Describe the authority for labeling	4	6	-2	Low
Describe the components of a label	6	5	+1	Low
Describe the labeling requirements for food	3	6	-3	High
Describe the labeling requirements for animal feed	NA	NA		

Who Can Help with a Gap Discussion?

Anyone from whom an employee seeks advice in attaining competencies to meet growth and performance goals:

- Instructors or assessors
- Lead workers
- Supervisors
- Subject Matter Experts
- Mentors
- Designated coaches
- Others who can offer advice

A Gap Discussion is...

- **NOT** a disciplinary meeting
- A constructive tool used to help the employee identify and discuss gaps and decide upon performance goals.
- An opportunity to discuss the competency gap analysis and put together a learning plan

Principles of a Successful Gap Discussion

- Prepare – both parties should review the gap report
- Meet face-to-face
- Free of distractions
- Adequate time scheduled
- Purpose of meeting clearly identified
- Positive and direct interaction

Discussing the Gaps

- Both parties should address their perception of the 'gap' between the expectation (competency) and the performance
- Be specific about observed and measured performance
 - Discuss how 'gaps' impact the work
 - Give specific examples

Tips for a Gaps Conversation

- State the 'gap' clearly
- What is the employee's perception of the gap? Reason for the gap?
- What does the employee see as the goal for this competency in terms of performance?

Tips for a Gaps Conversation (continued)

- What advice does the mentor have for the employee to set the goal for this competency?
- Agree upon a performance goal for the competency
- Agree on follow-up actions



Follow-Up Is Key

Employees should seek continuous observation, interaction, assessment, and feedback from mentors.

This is important for personal growth.

Follow-Up Tips

- Recognize improvements as they happen
- Address deficiencies soon after identification
- Integrate gap discussions into daily work activities
- Seek feedback and advice

A Few More Tips

- Prioritize gaps
- The current goal may be to attain average, or acceptable performance
- Challenge the best performers
- Keep the session positive and supportive

In Summary

- Identify who can assist an employee in discussing competency gaps
- Determine the parameters of a successful gap discussion
- Explain the importance of follow-up

Questions?



Gerald Wojtala, Executive Director, IFPTI,
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Katherine Fedder, Director, Food and Dairy
Division (Retired), MDA,
kafedder@comcast.net



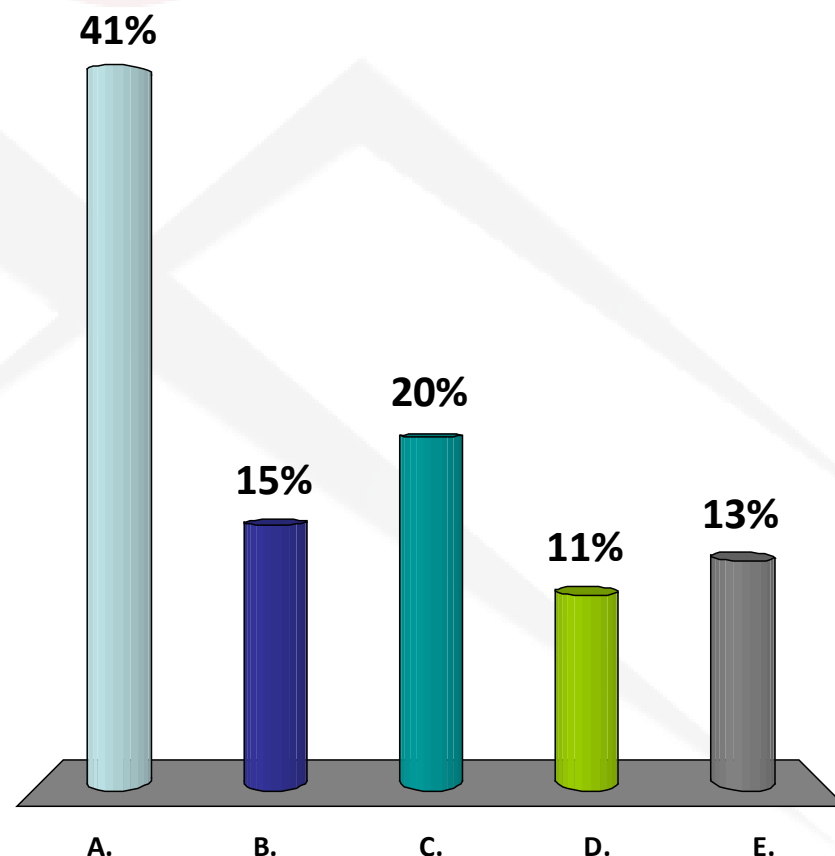
Reflection

- Reflect in My Action Plan (MAP)

Turning Point

3. Individual learning plans are critical for continued professional development. Which elements do you perceive as the greatest challenges?

- A. Allocating time, both on the employee and/or supervisor side
- B. Knowing what professional development opportunities exist
- C. Using assessment tools for the learning/development
- D. Being proactive as an employee and acting as a manager/advisor
- E. Not seeing the benefits





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Credentialing

Panel Discussion

Evaluation

Learning Plans

Growth and Performance Strategy

Assessment

National Curriculum Standard

Frameworks

Competency-Based Learning System

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Training Summit 2016

Objectives

- Discuss the benefits of learning plans to address gaps in competencies
- Distinguish the difference between individual and group learning plans
- Discuss different learning experiences to address competency attainment

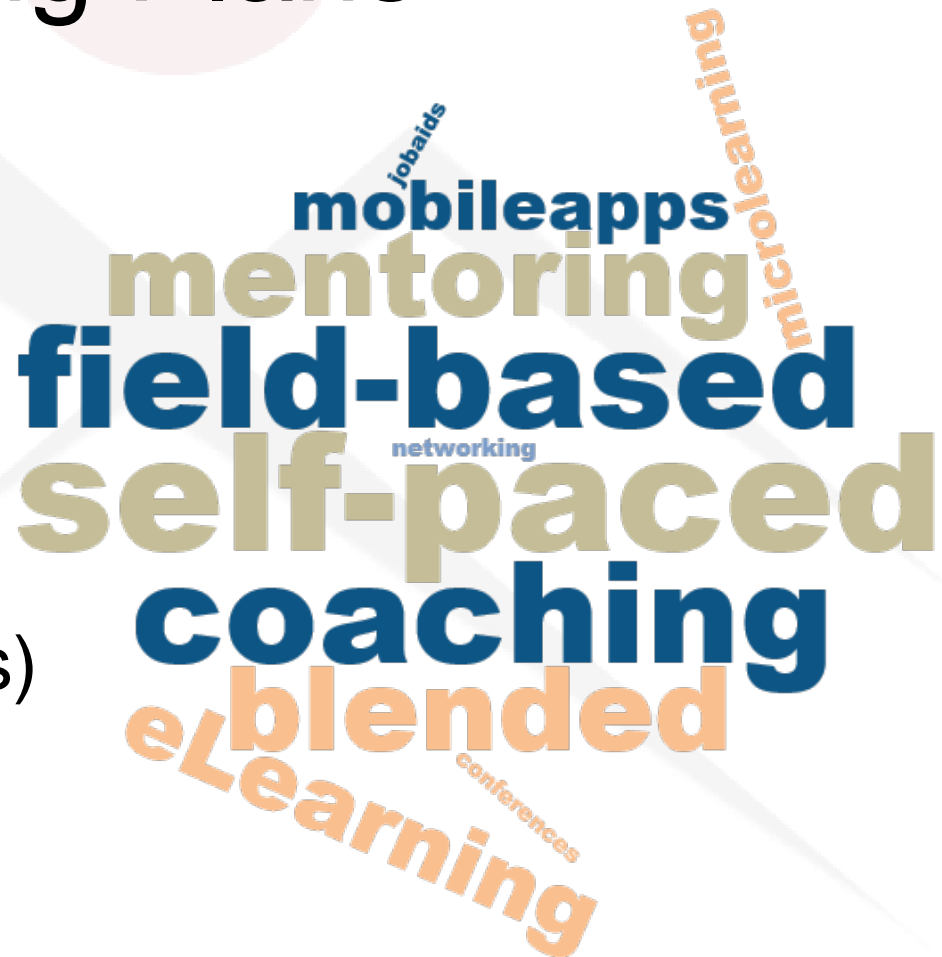
What Is a Learning Plan?

- A document intended to help plan and guide learning over an extended period of time to achieve specific goals



Competency-Based Learning Plans

- Focus on:
 - Targeted Competencies
 - Methods to attain competencies (learning experiences)



What Does a Learning Plan Do?

- Provides a structured approach to achieve desired performance and career development
- Helps prioritize learning goals and objectives
- Creates a roadmap of learning experiences to achieve goals

Organizational Benefits

- Provides for mutual agreement on goals
- Helps to identify learning experiences to address gaps
- Identifies employee development budget/resource needs
- Employee development (quality, productivity, engagement, organizational awareness, retention)

Types of Learning Plans

- Many different types—our focus will be on:
 - Individual Learning Plan
 - Group Learning Plan

Individual Learning Plan

- Tool for planning and managing learning and career development
- Led-by and focuses on the individual employee
- Addresses individual gaps in skills, abilities, and experience

Individual Plan Steps

- Preparation (review standards and pathways)
- Review assessment with manager/coach
- Identify development opportunities/objectives (learning experiences)
- Establish timelines
- Monitor/ verify progress
- Feedback

Individual Plan Components

- Plan period
- Professional level
- Content areas addressed
- Competencies addressed
- Proficiency levels
- Attainment strategies
- Milestones
- Progress tracking/sign-offs

Benefits of Individual Learning Plans

- Increases motivation and responsibility
- Develops self-awareness of individual strengths and weaknesses, based on:
 - Assessment
 - Self-reflection
 - Feedback
- Creates roadmap to help achieve career goals

Benefits of Individual Learning Plans (continued)

- Provides flexibility and respects individual differences/preferences
- Provides an opportunity for employees to engage in coaching and mentoring conversations with their manager/mentor
- Management benefits

Group Learning Plan

- Identifies the learning needs of the team or group and strategies for addressing gaps
- Tool for planning and managing staff development to meet program needs (capacity)
- Addresses agency-wide gaps in skills, abilities, and experience

Benefits of Group Learning Plans

- Reveals common needs for specific skill development, resulting in:
 - Cost savings through coordination of learning experiences
 - Planning to address program needs or team needs
 - Succession planning

Benefits of Group Learning Plans (continued)

- Provides for team and cross-functional team development
- Encourages the use of existing staff and resources when considering learning experiences
- Encourages staff to see themselves as part of a team
- Promotes organizational culture

Selecting Methods to Attain Competencies

- Address identified gaps
- “How” can the competency be attained?
- Leverage training resources
- Seek opportunities across agencies
- Focus on guided field-based learning experiences
- Agency learning experience guidance, INCS
- Formalize alternative methods

Learning Experiences

- Blended learning
- eLearning
- Classroom-based
- Field-based, on-the-job
- Conferences and networking
- Job aids, apps
- Simulation
- Practice, perform
- Table top exercises
- Virtual
- Serious gaming
- Remote observation
- Demonstration

Can you think of others?

In Summary

- Organizational and individual benefits of learning plans
- Identified different learning experiences to address competency attainment

Questions?



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Evaluation of Learning

- Recognize the role of evaluation in training
- List approaches to evaluating training
- Kirkpatrick Four Levels®
- Use evaluation methods and measures of success as part of NCS learning plans
- Develop a draft evaluation plan as part of NCS learning plans (exercise)

What is the role of evaluation in training?

- What is **Evaluation**?
 - **Structured and systematic determination** of merit, worth, or significance of some subject of interest
 - Organizations, Programs, Projects
 - Utilize a combination of quantitative and qualitative indicators
 - Quantitative – Assessments, Metrics, etc.
 - Qualitative – Narratives, Observations, etc.
- The **goal of evaluation** is to find out if a training program has worked

Approaches to evaluating training

- There are a number of approaches to evaluating training. The major types are:
 - Formative: Done during the development of a program.
 - Summative: Done at the conclusion of a program.
- The evaluation plan and approach is tailored to what makes most sense for what is being evaluated and who is using the information.
- There is no one right way to do an evaluation.




Kirkpatrick Four Levels®

- Level 4 – Results
 - Return on Investment (ROI), Profit increase, Error reduction, etc.
- Level 3 – Behavior
 - Increase in job performance, efficiency, etc.
- Level 2 – Learning
 - Demonstrated knowledge and skill acquisition
 - Objective indicators such as testing results
- Level 1 – Reaction
 - Participant and observer judgments
 - Usefulness of training, Competence of instruction, etc.

Evaluation in NCS learning plan development?

- There are a sequence of activities that should be followed in order to implement an evaluation:
 - Identify intended learning outcomes
 - Identify terminal indicators of successful learning for each outcome
 - Develop plan for progressing toward learning outcomes
 - Select time points for measuring progress
 - Select appropriate progress indicators
 - Depending on progress, adjust learning progress OR adjust learning outcome goals
 - Conduct final evaluation of learning plan by determining attainment of outcome goals, identifying gaps, and accounting for what worked, what didn't, and lessons learned

Exercise:

Competency gaps / training needs	Measures of success	Evaluation method
<p><i>Example:</i></p> <p><i>Discuss control measures to prevent allergen cross-contact</i></p>	<p><i>-Score high on self-assessment</i></p>	<p> <i>Self- assessment</i></p>
	<p><i>- Score at least 80 % on allergen online test</i></p>	<p> <i>Online test on allergens</i></p>
	<p><i>- identify allergen concerns, routes of contamination and controls on inspection reports</i></p>	<p> <i>Observation by Certified Field Assessor (CFA)</i></p>

Questions?



William Farmer, Ph.D.,
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Turning Point

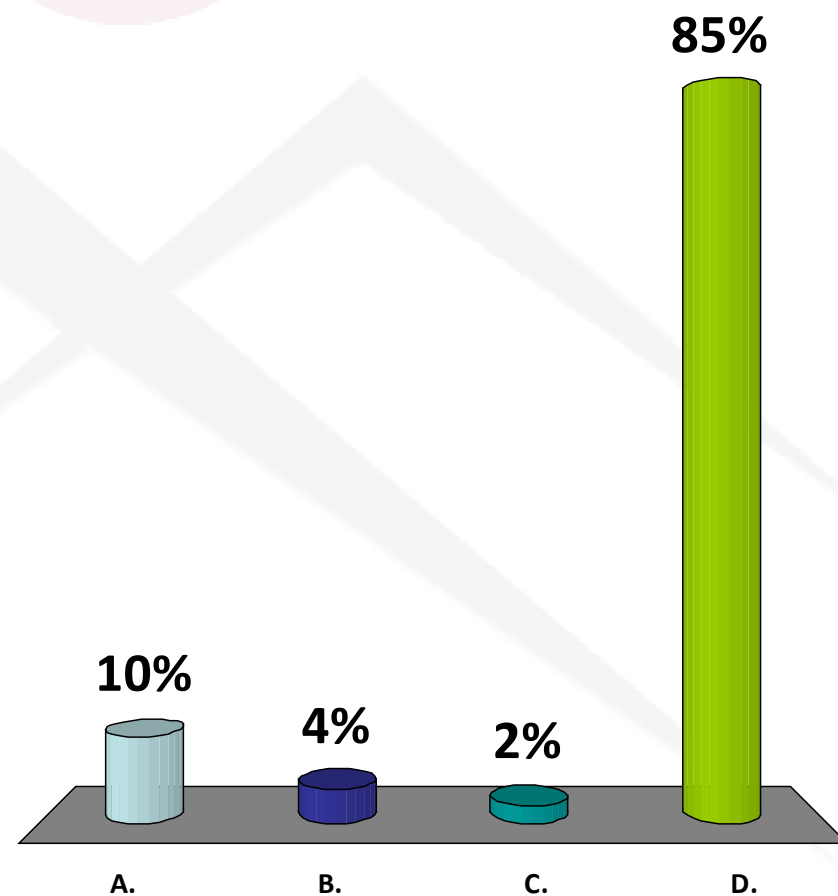
4. Which of the following are ways to overcome potential challenges when building learning plans?

A. Establishing approved non-traditional organizational learning approaches

B. Aligning field staff to qualified mentors with mentees

C. Creating accountability for learning plans

D. All of the above





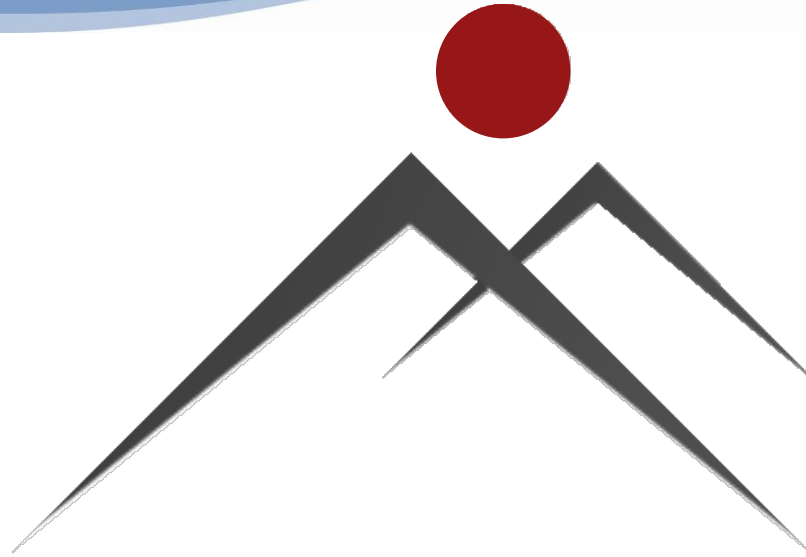
Reflection

- Reflect in My Action Plan (MAP)



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Canadian Food
Inspection Agency

Agence canadienne
d'inspection des aliments

Canadian Food Inspection Agency



Our vision:

To excel as a science-based regulator, trusted and respected by Canadians and the international community.

Our mission:

Dedicated to safeguarding food, animals and plants, which enhances the health and well-being of Canada's people, environment and economy.

Embracing Change – The Development of Training Frameworks for CFIA Communities

- ***Presented to: Regulatory and Public Health Partner Training Summit***
- ***Date Presented: September 13, 2016***
- ***Presenter: Jonathan Morgan, Canadian Food Inspection Agency***

Canada

Drivers for Change

- Safe Food for Canadians Act and Regs;
 - Eliminates 13 regulations
 - Outcome based (less prescriptive)
 - Preventive Control Plans for all commodities
- Implementation of CFIA's Integrated Agency Inspection Model (iAIM);
 - Standard inspection process across all Programs, Food, Plant and Animal

Background on Framework Development

- In the spring of 2013 the CFIA was introduced to the USFDA/IFPTI competency based training framework.
- In March 2014 CFIA contracted the IFPTI to start the development of a training framework for the Inspectorate

Background continued

- November 2014 SMC approved the training frameworks as the approach for integrating training for the three identified CFIA communities; Inspectorate, Advisory and Laboratory
- April 2016, CFIA received funding in the federal budget to continue the development of the training frameworks

Collaboration

- Since March 2015 the CFIA has participated in the National Curriculum Development Process as member of the National Curriculum Development Team.
 - The Main IFSS Framework
 - Feed Framework
 - Laboratory Framework
 - Manufactured Food Framework

Collaboration

- The CFIA is working with its provincial and territorial partners in Food, Animal and Plant inspection, to evolve the Inspectorate Training Framework for use at all levels.
- The CFIA is recruiting partners from other regulatory federal departments; Health, Transport, Environment, to share competency areas that are common.

Next Steps

- Three year contract to continue building the CFIA's training frameworks.
- CFIA to continue to participate in the National Curriculum Development Team .
- All the CFIA competency information will be on the web and accessible to all.
- The CFIA will promote the concept of competency based training with all our partners.



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Canada

Questions?



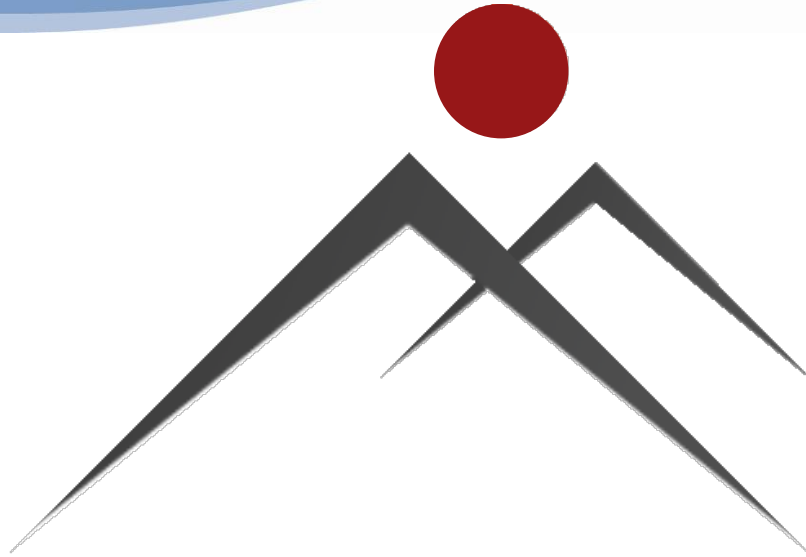
Jonathan Morgan, Executive of the Learning
Division, Canadian Food Inspection

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My Action Plan (MAP)

***“Putting our plan
into ACTION!”***



- Brooke Mullican, Manager Career Development, DHRD
- Pascale Noland, Instructional System Specialist, DHRD

My Action Plan (MAP)

Objectives:

- MAP Check-in
- Reflective exercise

My Action Plan (MAP)

Exercise Instructions:

In small groups (10 min)
discuss and capture:

- 1 great takeaway for implementation
- 1 topic that you would like to know more about





Outcomes

Take away for implementation

- Needs assessment to determine training needs
- Need to socialize the standards in academic community
- Elements of the competency based learning system
- Concept of forward looking learning plan x3
- Approaches on standardization will help to prevent food borne illness
- Establish and deliver a system of communication to leadership
- Momentum is essential due to existing funding, keep the momentum going
- List off innovative learning venues
- Knowing about the Kirkpatrick levels, improve existing methods to improve outcomes
- Tremendous amount of learning opportunities as well as resistance – paradigm shift
- Improving the learning experiences, move away from traditional teacher led instructional methods,
- Consistency of system a plus
- Taking into account existing standards to avoid duplication of efforts
- Use test out options

Want to know more

- Ways to determine KPIs
- Need to learn more about
- Access to a centralized data base for resources
- Know more on how to evaluate
- What is the timeline on this?
- Mechanism for international adoption
- Developing skill for more engaging learning content development
- First steps in implementation
- How do we look for ways to 'melt' different existing structures with new concepts and strategies
- How to integrate the GAPS strategy
- More about NATS
- How to you put together a evaluation tool, where do you start?
- What is the plan to get industry and other government agencies involved?
- How to continue building the momentum, in view of FSMA and other regulations
- How to incorporate innovative learning experiences into existing education conferences
- How to get more states and locals at the table
- How to do this related to PMAPs?
- How to motivate people to participate?
- Sustainability (\$\$, personnel & administration, change & navigating them)

My Action Plan (MAP)

Journal reflection:

When back in my organization, I commit to.....

A dream
becomes a goal
when action is
taken toward
achieving it



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Managing Through Change

Sarah Steele MBA

Questions?



Sarah Steele, MBA

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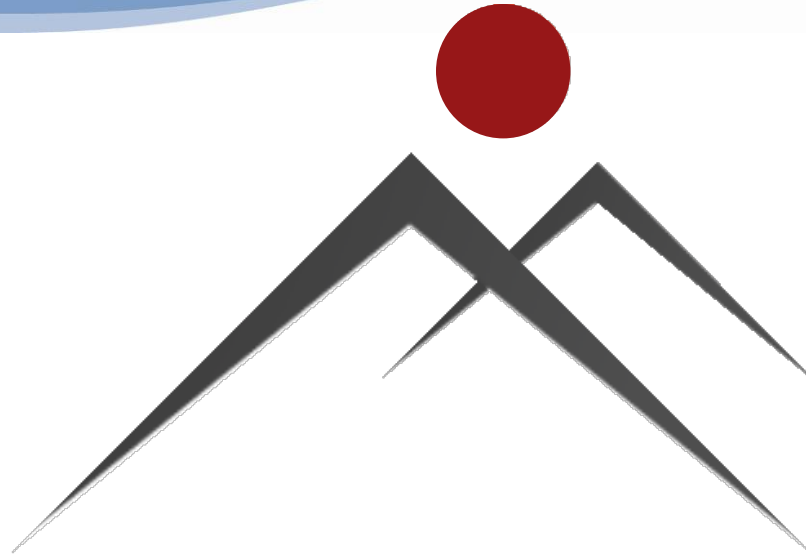
Day 2 Wrap-Up

A stylized background graphic featuring a light blue sky with a white sun and a white mountain range. The sun is a large, light blue circle with a white outline, positioned in the upper right quadrant. The mountain range is composed of several white, jagged peaks and valleys, spanning the width of the slide.



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Credentialing

Panel Discussion

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National Assessment & Training Strategy

Training Summit 2016



Panel Speakers



Craig Kaml



Pat Alcock



Loney Nunemaker



Jerry Wojtala



Sarah Steele
Moderator



Jim Fear



Bill Farmer



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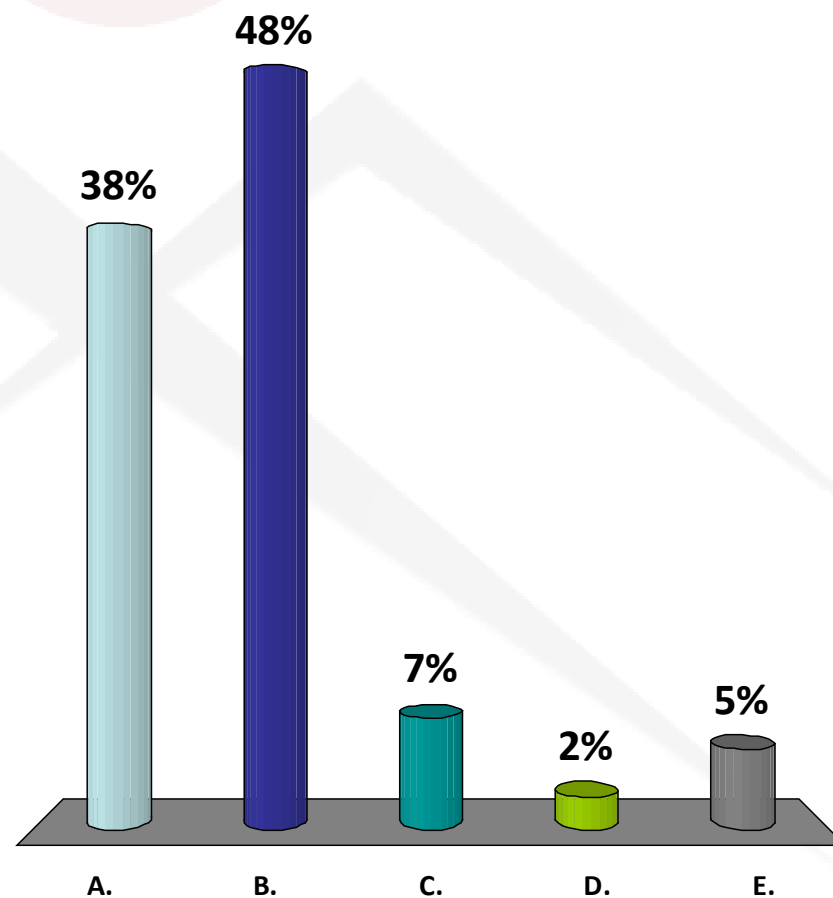
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Turning Point

5. Which is the greatest benefit of a formalized professional certification program for an organization?

- A. Public assurance that service providers are qualified to do their jobs
- B. Recognized standard for professional competence
- C. Requirement for ongoing continuing education
- D. Source of professional pride
- E. None of the above





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Credentialing

- Define credentialing
- List examples of credentials
- Discuss the role of credentialing bodies
- Discuss the relationship between NCS and credentialing for the food safety profession



Credentialing

Process by which an agent qualified to do so grants formal recognition to and records such status of entities (individuals, organizations, processes, services, or products) meeting pre-determined and standardized criteria.

Credentials

- An indicator of credibility
 - Quality
 - Competence
- Credential can be held by an individual, an organization, or a product
- Based on adherence to some standard or pre-defined criteria
- Granted by an organization
 - Public
 - Military
 - Private

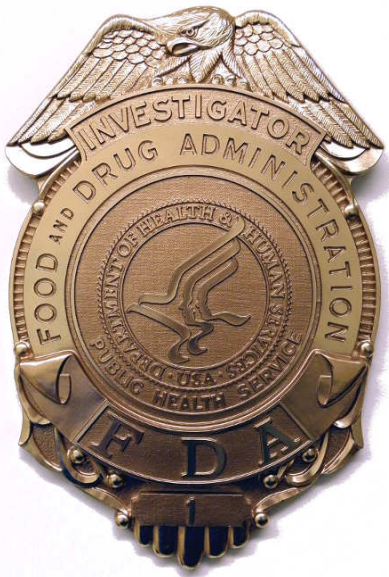
Examples of Credentials

- **License**
 - Required by law for professional practice; maintenance required
 - EX: Medical License
- **Certification**
 - Commonly voluntary; professional competence; maintenance required
 - EX: NEHA Certified Professional - Food Safety (CP-FS)
- **Certificate**
 - Voluntary; professional education; maintenance NOT required
 - EX: NSF Food Safety Certificate Program
- **Accreditation (Organization, Program)**
 - Voluntary; standard of excellence; maintenance required
 - EX: ANSI Accreditation

Role of Credentialing

- Broadly
 - Professional
 - Organizational
 - Legal
 - For the Public

What role do credentials play in our profession?



- Authorizes designated officers to conduct examinations, inspections, and investigations of regulated establishments

Source: fda.gov

What are the goal and the process of credentialing?

- **Goal** – Guarantees at least minimal mastery of relevant body of knowledge and experience
- **Process** - Meet eligibility requirements (such as years of work experience) and pass an assessment
- **Ongoing requirements***-Continuing education or retesting and renewal fees

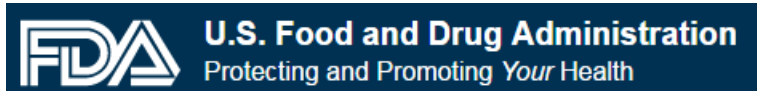
* Depends on the credential



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What are credentialing bodies ?



Relationship between NCS and credentialing for the food safety profession

- Which type of program the organization should create (if any) depends upon the organization's and stakeholders' desired goals of a program, public safety requirements, significance of opportunities and obstacles, and outcomes of a feasibility assessment.

Credentialing in the Food Safety Profession?

- Food Safety Modernization Act
- Call for an overhaul to the national approach to food safety
- Ensure the performance expectations of the food safety profession
- Pathway to consistent, competent, and comparable work
- Standard to advance the mission of the Partnership for Food Protection's Integrated Food Safety System

In-Basket Exercise

1. How could credentialing support integration?
2. Are there potential challenges in supporting credentialing within the IFSS?
3. How can the NCS support credentialing?
4. What are credentials that currently exist for the food safety profession?
5. How can credentialing improve our work in food safety?

Acknowledgements

- Hanvey, C., & Sady, K. (Eds.), (2015). *Practitioner's guide to legal issues in organizations*. New York: Springer.
- Holland, S. (Chair), Weiner, J., Alonso, A., Mueller, L., & Fraser, R.L. (2016, April). *Contemporary Issues in Occupational Credentialing*. Panel discussion presented at the 31st Annual Conference of the Society for Industrial and Organizational Psychology, Anaheim, California, USA.
- Rops, M.S. (2007). *Credentialing, Licensure, Certification, Accreditation, Certificates: What's the Difference?* Indianapolis IN: Rops & Associates.

Questions?



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Reflection

- Reflect in My Action Plan (MAP)



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Message and Vision from the DHRD Director

Patricia Alcock





Presentation Outline

- Agenda
- Training Summit Goals
- Future Training Summits
- Call to Action: Working together to progress an IFSS NCS



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Training Summit Goals



FY17 Training Summit?

- No face-to-face meeting in 2017
- Propose check-in webinar
- We want to hear from you!



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Are we an Integrated Community?

- What are you taking from the Training Summit and what change will you work towards?
- What is your part of the IFSS training community?
- Will you commit to present at the 2017 Training Summit webinar?

Where is help needed?

- SMEs needed to write and review content for learning experiences
- SMEs needed to assist in developing Key Performance Indicators
- SMEs needed to further develop existing frameworks
- SMEs needed to develop new frameworks



Questions?





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Exit Tickets & Wrap-Up



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