

IFSS Framework – Basic Level Gen Eds
B25 Sampling

Definition: Introductory knowledge, skills, and abilities related to feed and food sample collection, and the role of the laboratory.

Topic Area TLO (Terminal Learning Objective): Employ sampling protocols when collecting samples.

Topic Area ELOs (Enabling Learning Objectives):

- Discuss sampling techniques.
- Explain sampling protocols.
- Determine if sample collection is necessary.
- Employ authority to collect samples.
- Apply sampling procedures.

<p>Unit 1: Foundations</p> <p>Definition: Basic knowledge of sampling related to feed and food programs.</p> <p>TLO: Collect a sample with documentation.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Define sampling terminology. • Discuss sample collection methods. • Explain why samples are collected. • Record required information pertaining to a sample. • Describe the different types of samples. 	<p>TLO Behavioral Anchors - not all-inclusive</p> <ul style="list-style-type: none"> • The regulator can describe the agency’s policies for sample collection: <ol style="list-style-type: none"> a. Chain of custody b. Documentation c. Sampling techniques • The regulator can describe the importance of correct documentation. • The regulator can independently demonstrate correct sample documentation. • The regulator can explain the importance of correct documentation: <ol style="list-style-type: none"> a. Identification b. Chain of custody c. Proper documentation of seal d. Sample technique documentation e. Shipping documentation f. Time g. Temperature h. Volume
<p>Unit 2: Sampling Methodology</p> <p>Definition: Knowledge needed to collect a sample.</p>	<p>TLO Behavioral Anchors - not all-inclusive</p> <ul style="list-style-type: none"> • The regulator can describe considerations for sampling: <ol style="list-style-type: none"> a. Expiration b. Time restraints c. Staffing/team

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<p>TLO: Discuss the factors to consider when collecting a sample.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Determine equipment to use when collecting samples. • Explain time related factors when collecting a sample. • Give examples of key factors used to determine what makes a sample. • Explain the difference between random and selective sampling. 	<ul style="list-style-type: none"> d. Method of sampling <ul style="list-style-type: none"> ▪ Representation of the lot e. Equipment f. Sample type <ul style="list-style-type: none"> ▪ Finished product ▪ Environmental samples ▪ Ingredients ▪ Surveillance vs for cause g. Safety h. Enclosed areas i. Aware of your sampling environment • The regulator can explain the ramifications if sampling factors are not considered: <ul style="list-style-type: none"> a. Product contamination b. cross contamination c. cross contact d. Enforcement action fails
<p>Unit 3: Procedures</p>	<p>TLO Behavioral Anchors - not all-inclusive</p>
<p>Definition: A series of steps used to collect a sample.</p> <p>TLO: Explain the procedures utilized when collecting a sample.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Apply official procedures when collecting samples. • Record information on proper forms. • Describe chain of custody. • Give examples of procedures to follow when collecting a sample. 	<ul style="list-style-type: none"> • The regulator can provide information to aid in decision making: <ul style="list-style-type: none"> a. To determine the scope of the recall b. To support the risk assessment • The regulator can conduct recall audit checks: <ul style="list-style-type: none"> a. Verify unsafe products are off the market. • The regulator can discuss the role of documentation in validation, tracking, and organization: <ul style="list-style-type: none"> a. Defensibility b. Evidence to support a recall • The regulator can discuss procedures when collecting a sample. • The regulator can describe agency sampling policy. • The regulator can discuss personal safety in sampling. • The regulator can demonstrate sampling procedures. • The regulator can describe methods related to specific sample types. • The regulator can demonstrate safe sampling techniques.

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<ul style="list-style-type: none"> • Recognize the importance of expiration dates. • Discuss issues associated with transport of samples. • Describe the difference between an aseptic sample and a non-aseptic sample. 	
<p>Unit 4: Laboratory</p> <p>Definition: Basic knowledge of laboratory functions pertaining to samples.</p> <p>TLO: Discuss the role of the laboratory in feed/food safety.</p> <p>ELOs:</p> <ul style="list-style-type: none"> • Explain the importance of the laboratory. • Describe lab receiving processes for samples collected. • Explain the lab results to the stakeholders. • Recognize the analytical capabilities of laboratories. 	<p>TLO Behavioral Anchors - not all-inclusive</p> <ul style="list-style-type: none"> • The regulator can identify the laboratory’s function in feed/food safety: <ol style="list-style-type: none"> a. Receive b. Analyze c. Report results d. Interpret results • The regulator can describe how laboratories use quality control to produce defensible results. • The regulator can discuss agency policy related to communication with the laboratory.