CONFERENCE FOR FOOD PROECTION

CERTIFICATION OF
FOOD SAFETY REGULATION PROFESSIONALS
WORK GROUP

ASSESSMENT OF TRAINING NEEDS

PILOT PROJECT REPORT

January 7, 2008

ACKNOWLEDGEMENTS

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Executive Summary

The Conference for Food Protection (CFP) has progressed through several stages in the development of a nationally recognized process for training regulatory Food Safety Inspection Officers (FSIO) responsible for inspections of institutional foodservice, restaurant, and retail food establishments. Research conducted by the CFP Certification of Food Safety Regulation Professionals (CFSRP) Work Group addressing this issue revealed that existing training and standardization programs for FSIOs are as varied as the number of regulatory jurisdictions throughout the country. The research also identified the minimum competencies FSIOs should be able to demonstrate prior to conducting independent inspections of retail food and/or foodservice establishments. What has been lacking is a nationally recognized training process for FSIOs that can be used as a model to enhance the effectiveness of regulatory retail food program inspections and increase uniformity among regulatory professionals in their assessment of industry's food safety practices.

During the 2006 Conference for Food Protection, the Voting Delegates unanimously approved a field-training process for inclusion in *Standard 2 – Trained Regulatory Staff*, *FDA Draft Voluntary National Retail Food Regulatory Program Standard*s. This field-training process includes both pre-requisite coursework and joint field-training inspections. The CFSRP work group was charged by the Conference to conduct a pilot study to evaluate the effectiveness of the training protocol and worksheets contained in the *Guide to Conducting an Assessment of Training Needs (ATN) for Regulatory Retail Food Inspection Officers*.

The purpose of the pilot project was to assess the ATN process and evaluate the documents (i.e., *Field Training Worksheet* and *Documentation of Successful Completion* form) that were developed and used in conjunction with the ATN. Additionally, the *Field Training Worksheet* and *Documentation of Successful Completion* form were evaluated to determine strengths and weaknesses of the documents, identify content changes needed in the performance elements and criteria, and to determine if the length and format of the documents made them easy to use without direct supervision and oversight.

A pilot application of the ATN was conducted by 29 retail food regulatory programs between June, 2006 and July, 2007. The type and number of jurisdictions that participated in the pilot project are: State (9), County (11), District (2), City (6), and Tribal (1). The population living in the pilot jurisdictions ranged from less than 25,000 to more than 500,000. The total number of retail food and foodservice establishments under permit in the pilot jurisdictions ranged from 101 to over 6,000. The pilot jurisdictions were geographically distributed throughout the United States, and the pilot project steering work group believes the demographic characteristics of the selected jurisdictions are representative of the larger population of retail food safety programs in the nation.

A total of 132 FSIOs participated in the pilot and a total of 110 FSIOs completed the ATN during the project period. Ninety percent of the jurisdictions (n=26) reported having no FSIOs who were "unable" to complete the process; three jurisdictions indicated they had one FSIO who was unable to complete the process. The disparity between the number who completed and the number "unable" to complete probably represents FSIOs who were either still in the process of completing their training when the pilot project ended or left the jurisdiction's employment.

More than ninety-six percent (96.6%) of the pilot participants agreed that the ATN process was a valuable use of their jurisdiction's resources. Most respondents were complimentary to the process and identified it as a "good start."

Nineteen of the pilot jurisdictions (66%) agreed that a minimum of 25 joint field-training inspections was adequate to prepare the FSIO to conduct independent inspections. Of the 10 jurisdictions that indicated 25 joint inspections was not enough, the number of joint field-training inspections recommended ranged from 10 to 100, with an average of 75. Many of the respondents believed the number of required joint inspections should be variable based on an individual FSIO's prior experience, skills, capability and affinity for learning new tasks, or accomplishment of certain skills.

Almost all of the jurisdictions (89.6%, n=26) agreed that the 25 performance elements in the *Field Training Worksheet* sufficiently address the knowledge and skills a FSIO needs to effectively conduct independent inspections. The majority of the jurisdictions (93.1%) indicated the competencies/criteria listed as examples under each Performance Element were helpful to the training process.

Almost all of the jurisdictions (79.3% of the respondents) agreed that the format of the *Field Training Worksheet* is user-friendly. When asked how the format of the worksheet could be improved, the feedback received from the respondents was that the form was much too long and should be shortened to facilitate use in the field

Almost all of the jurisdictions (86.2% of the respondents) agreed that the *Documentation of Successful Completion* form is a useful tool for maintaining a candidate's record and progress during the Assessment of Training Needs process. However, the general consensus of the respondents was that the form could have less detail as it was redundant to list all the same categories included on the *Field Training Worksheet*.

Based on the feedback gained from the pilot project, it is evident that the Assessment of Training Needs process and forms are valuable tools for retail food regulatory programs. While opportunities for improving the content, structure, and criteria for the ATN have been identified, information gathered during the pilot project confirms that the ATN process is a valuable training tool. When used properly this process will enable agencies to standardize their training programs for FSIOs and provide the knowledge and skills FSIOs need to effectively conduct independent inspections of retail food operations.

The data and feedback received from the project has been subsequently used by the CFP CFSRP Work Group to enhance the *Guide* and *Worksheets* to better reflect the regulatory retail food program training environment within which they are used. A summary of the Work Group's proposed changes is provided at the end of this report. These recommendations will be submitted to the 2008 Biennial Conference for consideration.

Introduction

Pilot Project

A pilot program began during the biennial CFP Conference in April 2006 when jurisdictions at all levels were solicited for their participation. During the conference, a fact sheet was distributed to prospective participants with basic information regarding the project. A gap analysis was conducted of the interested jurisdictions to determine if additional solicitation was needed to attain a demographically representative sample to reflect a national composition of regulatory retail food protection programs. In June of 2006, participant jurisdictions were selected and pilot project information packages were distributed.

In July of 2006, conference calls were held with the selected jurisdictions to provide them an overview of project objectives and information regarding the goals, methodology, data collection, and other pertinent issues. The pilot project was then launched in the fall of 2006 with a total enrollment of 32 State/Local/Tribal jurisdictions. Additional conference calls were held as needed throughout the project and participating jurisdictions were able to correspond as needed with the Project Managers (Mr. John Marcello and Dr. David McSwane) for answers to their questions and problem resolution.

The pilot project was completed in July 2007 and this report represents the results.

Assessment of Training Needs Pilot Project – Jurisdiction Feedback Form

To facilitate data collection on the project results and use of the ATN *Field Training Worksheet*, a survey instrument was designed for completion by the participant jurisdictions. The survey instrument titled, *Jurisdictions Feedback of the ATN Process and Form,* (included as Appendix A), was designed to provide a structured process for collecting and analyzing feedback on the project. Results were then tabulated using statistical scoring software and narrative comments were tabulated and analyzed by Committee members.

For purposes of this report, the project results are presented in the same format as the actual ATN Feedback Form with each question appearing first followed by the tabulated results depicted in bold and within parenthesis after each response variable. Additionally, a summary of the analysis of the results is provided with tables and graphics where appropriate.

Pilot Project Objectives

The objectives of the pilot project included:

1. An evaluation of the CFP *Guide for Conducting an Assessment of Training Needs (included as* Appendix B).
   - Determine if the *Guide* provides sufficient information to enable regulatory retail food program trainers and food program managers to use the ATN process and forms for training new hires and staff newly assigned to the retail food protection program.

- Determine if there are specific sections of the *Guide* that need to be revised to enhance clarity in the understanding of the ATN process and use of the forms.

2. An evaluation of the Assessment of Training Needs forms which include the *Field Training Worksheet* (included as Appendix C), and the *Documentation of Successful Completion* (included as Appendix D).
   - Review the performance elements and criteria for training retail Food Safety Inspection Officers (FSIOs) for omissions, additions, and items that are not applicable to the knowledge and skills needed to perform their job responsibilities.
   - Determine the ease of use of the documents, including instructions. Determine if jurisdictions are able to use the ATN *Field Training Worksheet* and the *Documentation of Successful Completion* independently without direct supervision or an orientation to the ATN process.
   - Determine the length of time required to use the documents and to complete the Assessment of Training Needs.
   - Determine if the format and headers for the ATN *Field Training Worksheet* and *Documentation for Successful Completion* documents are appropriate.

3. A comprehensive review of the ATN training process to:
   - Verify whether the pre-requisite coursework, identified in Appendix B-1, *Standard 2 – Trained Regulatory Staff*, is sufficient to prepare candidates for successful completion of the Assessment of Training Needs and to effectively prepare FSIOs to conduct independent retail food and/or foodservice inspections.
   - Verify whether the ATN is appropriately placed in the Standard 2 training process.
   - Determine if the 25 joint field-training inspections are adequate to prepare the candidate for the Assessment of Training Needs and independent inspections of retail food and foodservice facilities.

4. Gather and analyze data from the pilot project and prepare an *Assessment of Training Needs Pilot Project Summary Report* for submission at the 2008 Conference for Food Protection Biennial Meeting. The results from the pilot project will be used to develop Conference Issues for deliberation that focus on recommendations to enhance the ATN process and/or forms.

Assessment of Training Needs – *Field Training Worksheet*

A significant component of the pilot project was the use of the Assessment of Training Needs (ATN) – *Field Training Worksheet*. This worksheet was developed during 2004 and 2005 after the CFSRP Work Group completed a national research study to identify the minimum performance elements and competencies that are needed to conduct effective regulatory retail food and/or foodservice inspections. The ATN *Field Training Worksheet* was designed to be used by the jurisdictions as a tool to measure the effectiveness of the training programs used to prepare staff newly hired or newly assigned to the regulatory retail food protection program. The document was designed for the purpose of providing a standardized method for preparing FSIOs to conduct independent field inspections. By using the *Field Training Worksheet*s during field-training inspections, jurisdictions have a method to document the training and resulting skill level of the FSIOs.

The data and feedback received from the pilot project jurisdictions on actual use of the ATN *Field Training Worksheet* provide important insights on the strengths, weaknesses, and effectiveness of the *Worksheet* as a training tool. As a result of input received during the project, the *Worksheet* was revised and will be submitted to the 2008 Conference for consideration.

Terminology

For purposes of this report, the following terms and acronyms are defined:

ATN – Assessment of Training Needs

ATN *Field Training Worksheet* – *Worksheet* used by jurisdictions during field-training inspections to assess FSIOs

ATN Jurisdiction Feedback Form – The survey instrument used during the pilot project to collect data and feedback from jurisdictions on the ATN training process and the use of the ATN *Field Training Worksheet*. Terms in the narrative of the report pertaining to "survey"; "survey instrument"; and/or "survey questions" are direct references to the ATN Jurisdiction Feedback Form.

FSIO – Food Safety Inspection Officer is an individual that has been newly hired or newly assigned to a regulatory retail food program

Section I - Demographics of Participant Jurisdictions

What is the population living within your Jurisdiction?

A. less than 25,000 **(2)**   **B.** 25,000 to 49,999 **(1)**   **C.** 50,000 to 99,999 **(1)**
D. 100,000 to 249,999 **(4)**   **E.** 250,000 to 499,999 **(3)**   **F.** 500,000 or above **(18)**

A total of 29 jurisdictions participated in the ATN Pilot Project. The population in these jurisdictions ranged from one jurisdiction with a population of 25,000 to 49,999 to 18 jurisdictions with populations of 500,000 or higher. Of the jurisdictions responding, 62% had population sizes of 500,000 or higher. The graphic below depicts the responses.
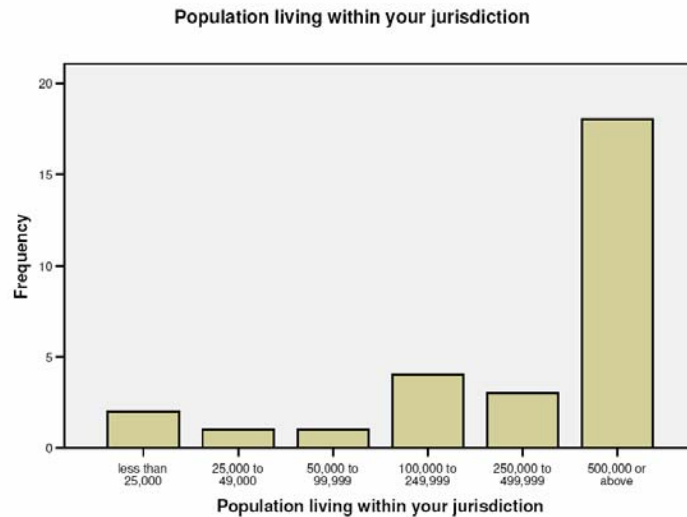
Population living within your jurisdiction

What is your Jurisdiction's total number of retail food and foodservice establishments under permit?

A. less than 100 **(0)**   **B.** 101 to 500 **(5)**   **C.** 501 to 1,000 **(1)**
D. 1,001 to 3,000 **(6)**   **E.** 3,001 to 6,000 **(8)**   **F.** 6,001 or above **(9)**

Of the 29 jurisdictions responding, no jurisdictions had less than 100 foodservice establishments under permit, while nine reported 6,001 or more such establishments. The median number of establishments under permit is reported to range from 3,001 to 6,000. Fifty-nine percent (59%) of the jurisdictions reported having 3,001 or more jurisdictions under permit. The graphic that appears at the top of the next page depicts the responses.

Jurisdiction's Total number of retail food and foodservice establishments under permit
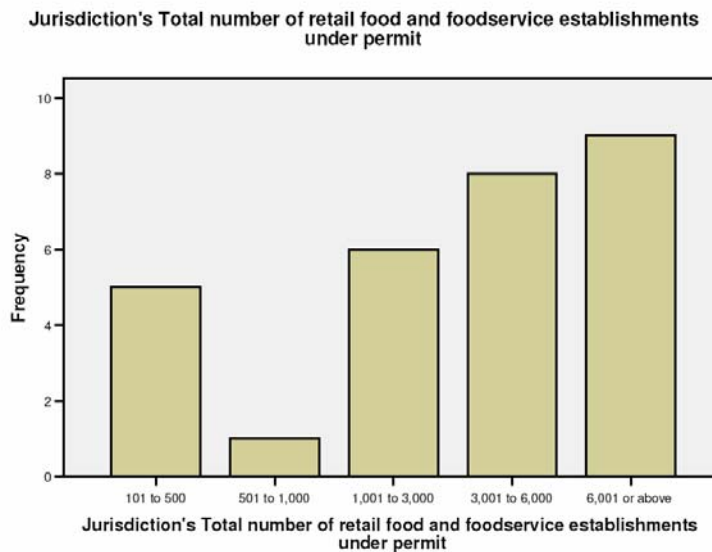
How many Food Safety Inspection Officers are employed by your Jurisdiction with FULL TIME (i.e., 100%) responsibility in the food safety program?

A. less than 4 **(13)**	**B.** 4 to 8 **(4)**	**C.** 9 to 12 **(0)**
D. 13 to 20 **(6)**	**E.** 21 to 30 **(2)**	**F.** 31 or more **(4)**

Of the 29 jurisdictions responding, no jurisdictions reported having 9 to 12 full-time FSIOs employed while thirteen reported having fewer than 4 full-time FSIOs. The median number of responding jurisdictions was 4 to 8 full-time FSIOs employed while 41% responded that their jurisdictions had 13 or more full-time FSIOs employed in their jurisdiction. The chart below depicts the responses.
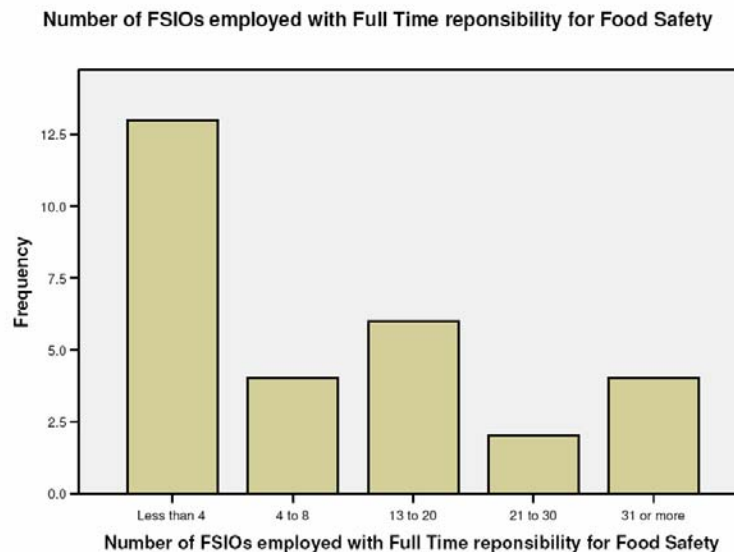
Number of FSIOs employed with Full Time reponsibility for Food Safety

How many Food Safety Inspection Officers are employed by your Jurisdiction with responsibilities in other environmental health program areas in addition to their retail food protection duties?

A. less than 4 (7)   **B.** 4 to 8 (10)   **C.** 9 to 12 (1)
D. 13 to 20 (2)   **E.** 21 to 30 (3)   **F.** 31 or more (6)

Of the 29 jurisdictions responding, the number of FSIOs with responsibilities in other environmental health program areas in addition to their retail food protection duties ranged from one jurisdiction with 9 to 12 FSIOs with alternate assignments to ten jurisdictions having 4 to 8 FSIOS with alternate assignments. Thirty eight percent (38%) of those jurisdictions responding reported 13 or more FSIOS from their jurisdiction have responsibilities in areas besides retail food. The graphic below depicts the responses.

Number of FSIOs employed with responsibility in other environmental areas
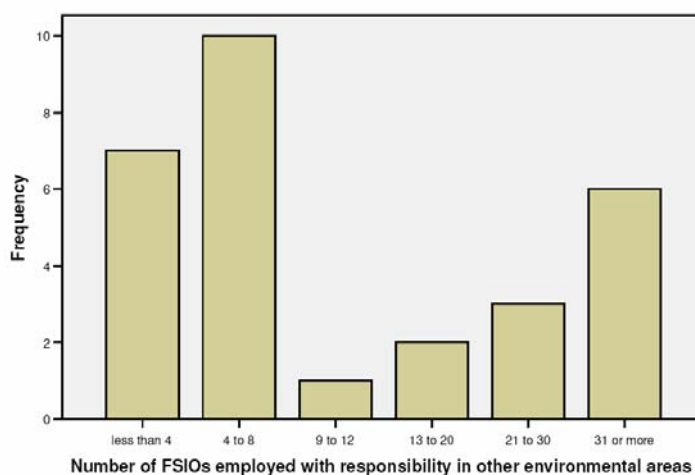
If your Food Safety Inspection Officers have responsibilities in other environmental health program areas, on average, how much of their annual work plan is dedicated to the retail food protection program?

A. less than 10% **(3)**   **B.** 10% to 29% **(1)**   **C.** 30% to 49% **(4)**
D. 50% to 69% **(7)**   **E.** 70% to 89% **(9)**   **F.** 90% or more **(3)**

Of the 27 jurisdictions responding, one jurisdiction reported that their FSIOs dedicate, on the average, 10% to 29% of their annual work plan to the retail food program, while nine jurisdictions reported that their FSIOs dedicate 70% to 89% on their retail food program responsibilities. Twenty eight percent (28%) reported that their FSIOs dedicate 49% or less percent of their annual work plan to the retail food protection program. The following graphic appearing at the top of the next page depicts the response.

If FSIOs are in other areas, amount of annual work is dedicated to Retail Food Protection
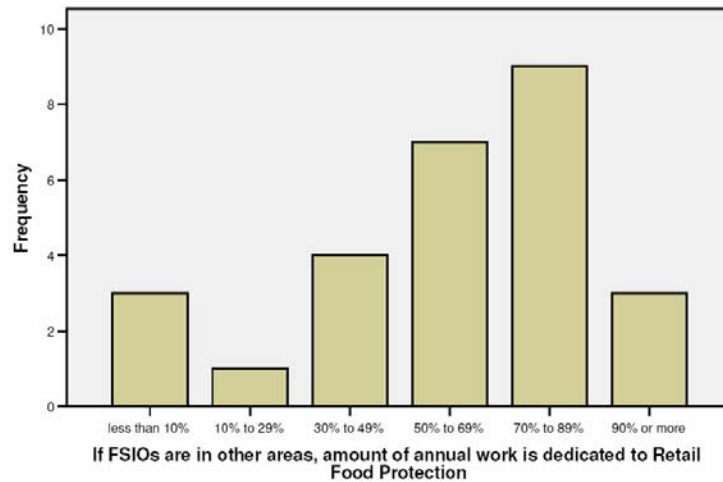
Is your Jurisdiction AWARE of the *FDA Draft Voluntary National Retail Food Regulatory Program Standards*?

    Yes **(29)**   No **(0)**

All 29 jurisdictions responding reported that their jurisdiction is aware of the *FDA Draft Voluntary National Retail Food Regulatory Program Standards.*

Is your Jurisdiction ENROLLED in the *FDA Draft Voluntary National Retail Food Regulatory Program Standards?*

    Yes **(25)**   No **(4)**

Of the 29 jurisdictions responding, 25 reported that their jurisdiction is enrolled in the *FDA Draft Voluntary National Retail Food Regulatory Program Standards.* The graphic below depicts the response.

Jurisdiction Enrolled in the FDA Voluntary National Retail Food Program Standards

If enrolled in the *FDA Draft Voluntary National Retail Food Regulatory Program Standards*, has your jurisdiction MET all the Standard 2 – Trained Regulatory Staff criteria?

 Yes **(8)** No **(19)** No Response **(2)**

Coupled with the responses to the previous question, of the 25 jurisdictions reporting that their jurisdiction is enrolled in the *FDA Draft Voluntary National Retail Food Regulatory Program Standards*, eight jurisdictions, or 32% of the sample, reported that they have met all the *Standard 2 – Trained Regulatory Staff* criteria. Two jurisdictions did not respond to this question and are not included in the graphic below.

If Jurisdiction is enrolled, jurisdictions met all of Standard #2 criteria
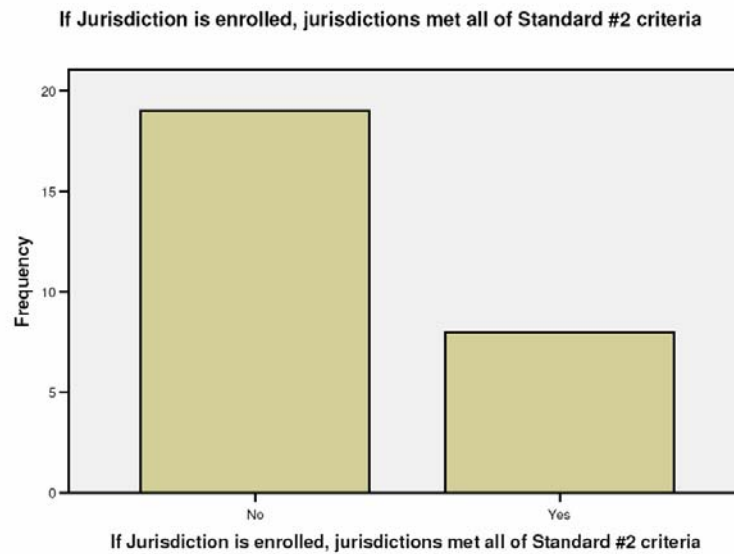
Section II - Minimum Educational Requirements for FSIOs

What is the minimum level of education a FSIO MUST have to be considered for employment by your jurisdiction in the retail food protection program?

    A. High School Graduate **(5)**   **B.** Associate's degree **(2)**   **C.** Bachelor's degree **(21)**
    D. Other **(1)**

The majority of jurisdictions (72.4%, n=21) require a Bachelor's degree as the minimum level of education a FSIO must have to be considered for employment. One jurisdiction wrote in the following "other" response "*30 Credit hours of physical/biological sciences, from an accredited university, or a bachelor's degree. The equivalent experience can replace degree. Experience equivalent to bachelor's degree must include 30 hours of science.*" The graphic below depicts the responses:
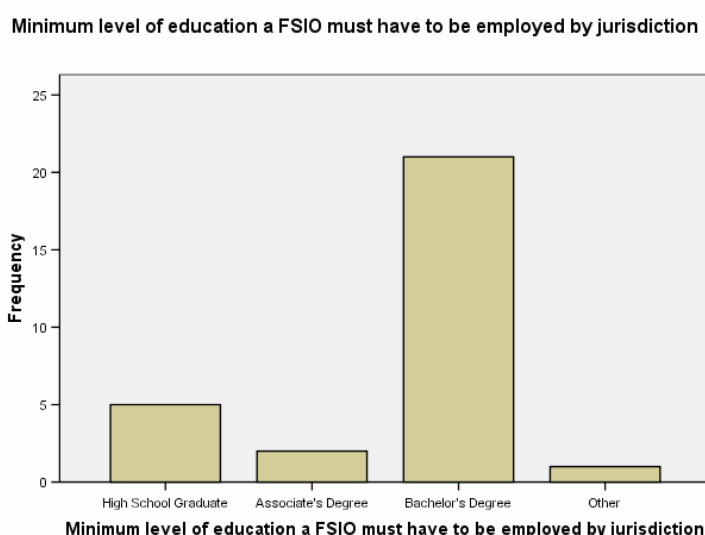
Minimum level of education a FSIO must have to be employed by jurisdiction

Are FSIOs in your Jurisdiction REQUIRED to complete at least 30 semester hours of science as part of their academic degree PRIOR TO employment or assignment to the retail food protection program?

 Yes **(23)**   No (6)

The majority of jurisdictions (79.3%, n=23) report their FSIOs are required to complete at least 30 hours of science as part of their academic degree prior to employment or assignment to the retail food protection program. The graphic on the next page depicts the results:

FSIOs required to complete 30 semester hours of science prior to employment

FSIOs required to complete 30 semester hours of science prior to employment
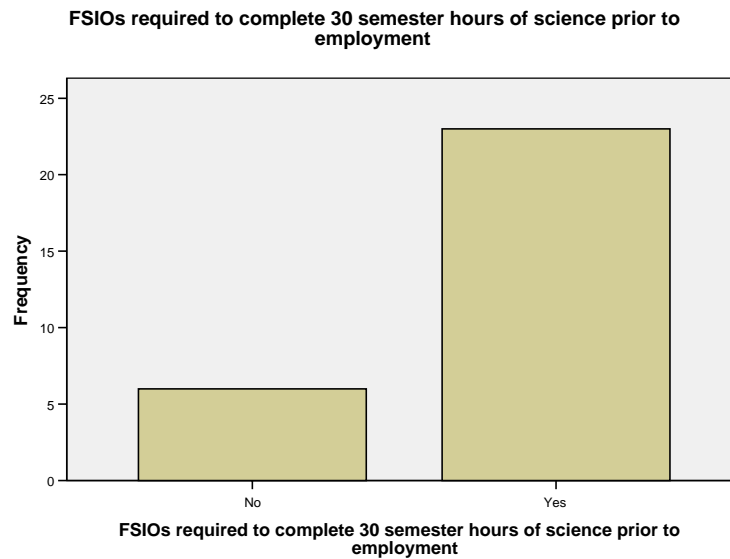
Are FSIOs in your Jurisdiction REQUIRED to have a professional credential such as the Registered Environmental Health Specialist/Registered Sanitarian (REHS/RS) or Certified Food Safety Professional (CFSP) PRIOR TO employment or assignment to the retail food protection program?

Yes **(9)**   No **(20)**

The majority of jurisdictions (69%, n=20) report that FSIOs in their jurisdiction are not required to have a professional credential such as the REHS/RS or CFSP prior to employment or assignment to retail food protection.
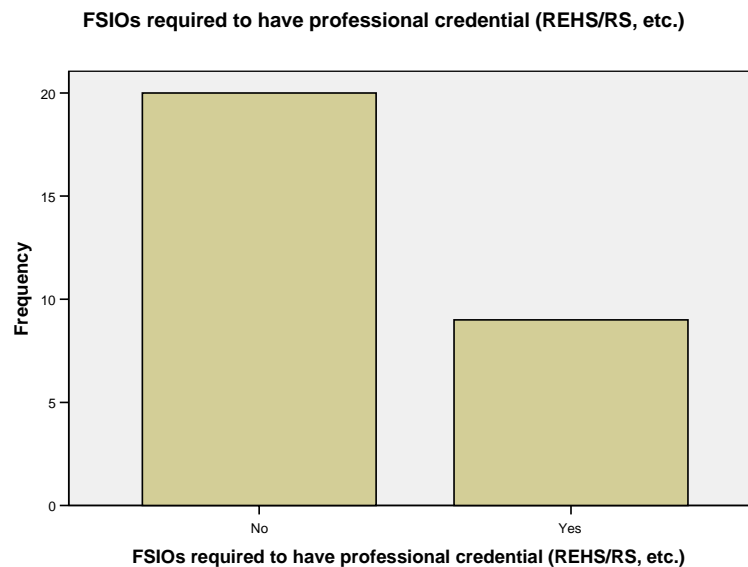
FSIOs required to have professional credential (REHS/RS, etc.)

FSIOs required to have professional credential (REHS/RS, etc.)

If your Jurisdiction REQUIRES a professional credential such as those described in the previous question, but allows for the FSIO to work toward their credential after they have been hired, within what TIME FRAME from the DATE OF EMPLOYMENT must a FSIO attain their credential?

A. less than 6 months (3)   **B.** within 1 year (8)   **C.** within 2 years (4)
D. Other (7)

In response to this question, the majority of jurisdictions either selected "other" or left the item blank. Seven jurisdictions selected other and 7 jurisdictions left this item blank. Of those who selected "other" the following list contains the time frame that was written in:

- 4 years
- 9 months within their one year probationary period
- Credential is not required, but promotion to a higher level paid job classification is provided if candidate obtains RS/REHS as an incentive after 2 years experience.
- NA (not applicable)
- State law states up to three years
- Within 3 years

The graphic below depicts the responses:
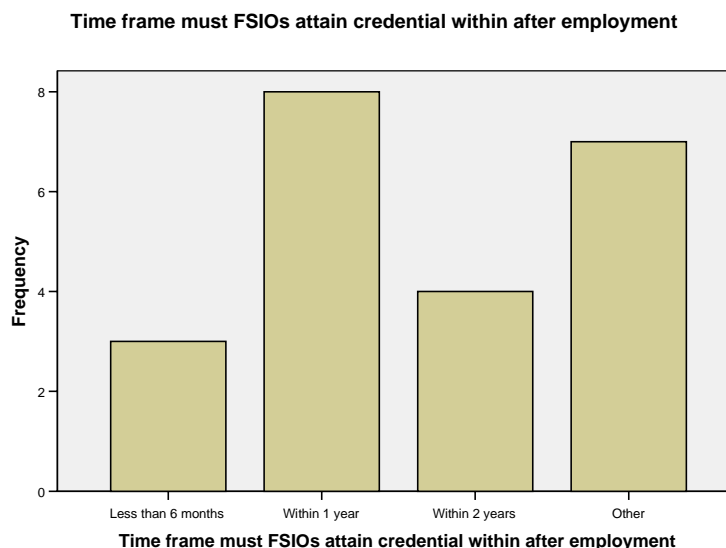
Time frame must FSIOs attain credential within after employment

Time frame must FSIOs attain credential within after employment

Identify which Credential(s) the FSIOs in your Jurisdiction are REQUIRED to hold? (Check all that apply)

A. REHS/RS issued by NEHA (2)   **B.** REHS/RS issued by State Registration Board (15)
C. CFSP issued by NEHA (3)   **D.** Other (8)

The majority of jurisdictions (n=15) responded that they require a REHS/RS credential issued by a State Registration Board. Of those jurisdictions who reported "other" the list of the credential required is below:

- CEHT issued by NEHA (2)
- Certified food protection manager (2)
- NA (not applicable)

Besides the coursework training needed for employment and/or attainment of any required professional credential, does your jurisdiction REQUIRE FSIOs to complete additional food safety education and training courses PRIOR to conducting independent retail food or foodservice inspections?

Yes **(25)**   No **(4)**

The majority of jurisdictions (86.2%, n=25) reported that in addition to professional credentials, they require FSIOs to complete additional food safety education and training courses prior to conducting independent retail food or foodservice inspections. The graphic below depicts the results:

FSIOs complete food safety training prior to conducting independent retail food inspections

FSIOs complete food safety training prior to conducting independent retail food inspections

If your answer to the previous question is YES, please identify the types of additional education and training FSIOs are REQUIRED to successfully complete PRIOR TO conducting independent retail food or foodservice inspections? *(Place an X next to __ALL__ education and training options that apply).*

A. FDA/State sponsored food safety **CLASSROOM** courses **(3)**

B. WEB-BASED (distant learning courses) such as those offered through FDA ORA U **(21)**

C. In-house (provided by your jurisdiction) **CLASSROOM** courses **(14)**

D. Food safety courses provided by trade or professional organizations **(2)**

E. An ANSI-CFP accredited Food Protection Manager Certification Course **(10)**

F. Other – Please describe in box provided below.

- On the job training
- State Food Service Sanitation Managers Certification Course and Exam (15 hours)
- We require all the course work required by standard 2 of the Voluntary National Retail Program Standards. It can be in-house or FDA sponsored or web based or even trade organizations as long as the course is equivalent to the required courses for standard 2. We also require seafood alliance and seafood regulator.
- We do training on the Retail Food Establishment Sanitation Requirements, but not really in a classroom situation. It is one-on-one discussions about practical application after they have read the "rule book."
- Our requirement to PASS the ANSI-CFP Certification test; as in Indiana law for Food Handlers, the course in NOT required, just the certification as demonstration of knowledge.
- *They are required to do inspections with each of our other FSIOs in a variety of food establishments. We

> encourage all other types of training, but currently do not require it. It is a judgment call on the FSIO's supervisor as to when they are allowed to conduct independent inspections.
>
> - In house training topics include: food safety issues, regulations, risk based methods, policies and procedures. Completion of an ANSI-CFP accredited Food Protection Manager Certification Course is required, (the course is offered by TPCHD quarterly), due to the course being offered quarterly, the FSIO may not complete PRIOR TO conducting independent inspections.
>
> - Must successfully pass a state approved Certified Food Manager Examination.
>
> - MDA sponsors several training opportunities each year on food safety topics including allergens, pest control, incident command, Listeria, wells/water, HACCP and HACCP audits, etc. These trainings are mandatory for all MDA food staff and local health agencies with a MDA delegation agreement.
>
> - Six-twelve week training program for newly hired sanitarians in which they are scheduled to accompany senior inspectors, supervisors, and training officers in inspections. (See attached training plan) A Level One Training Plan workbook is to be completed within one year.
>
> - New employees have 1 year to complete Level 1 Training Plan (Appendix K in FDA VNRFRP Standards) which includes ORA-U and other in-house classroom courses.
>
> - FSIOs in our jurisdiction has been an EHS (regulator) for more than 10 years, has a Master of Science degree in Food Science/Industry program (ASU), and is a registered Manager Trainer by NEHA; additionally, she is a member of the Institute of Food Technologists. Her thesis was on the isolation and enumeration of E. coli, in frozen thawed baby foods. She also has worked in the food industry such as McClain Foods (food analysis lab), and Goldmark beef, Inc., a meat processing plant, (Quality Assurance/HACCP).
>
> - Videos, one-on-one guidance, independent exercises to review.
>
> - Servsafe within the first year.
>
> - Training plans are developed and individualized to meet the specific needs of each FSIO. FSIO's competency level is assessed during joint inspections, and via development conversations between the FSIOs and their trainers. FSIOs are required to initiate FDA ORA U coursework early in training, and prior to working independently, but may not be required to complete the curriculum or any other coursework prior to conducting independent retail foodservice assessments. FSIOs are trained via a progression of observing, co-conducting and leading assessments with experienced staff and creating targeted training experiences to address areas in need of development. Readiness to work independently is not judged on the basis of completing a specific number of courses (quantitative), but is assessed by the FSIO's ability to conduct a risk-based assessment. Emphasis is placed upon development of field staff capacity to perform risk assessments, understand food safety systems, communicate risk, and develop cooperative, consultative relationships.

Based on the responses above, the majority of jurisdictions (21) identified the Web-based distant learning courses such as those offered through FDA ORA U as well as other custom courses.

What is the minimum number of CLASSROOM food safety training hours your Jurisdiction REQUIRES a FSIO to accrue (after they have been hired) PRIOR TO conducting independent retail food and/or foodservice inspections? Include web-based training, such as those which can be obtained through FDA's ORA University.

A. None **(5)**	**B.** less than 10 **(2)**	**C.** 10 to 25 **(2)**
D. 26 to 40 **(12)**	**E.** 41 to 60 **(6)**	**F.** 61 or more **(2)**

The two jurisdictions who selected "other" wrote in 85 hours and 120 hours. Twelve jurisdictions (41.4%) indicated that they require between 26 and 40 hours of classroom food safety training for the FSIO after they have been hired but prior to conducting independent retail food and/or foodservice inspections. The responses to this item did not indicate a significant trend towards any minimum number of hours with responses being fairly equally divided. The graphic on the next page depicts the responses:

**Minimum number of classroom food safety training hours required of FSIO
after hired but prior to inspection**

Minimum number of classroom food safety training hours required of FSIO
after hired but prior to inspection

On average, what percentage of the total number of food safety training hours identified in the previous question, will the FSIO attain through WEB-BASED (distant learning) courses?

A. less than 10% **(5)**   **B.** 10% to 29% **(3)**   **C.** 30% to 49% **(3)**
D. 50% to 69% **(2)**   **E.** 70% to 89% **(7)**   **F.** 90% or more **(6)**

In addition to the responses indicated above, one jurisdiction left this survey item blank. Of those who responded, there does not appear to be any specific trend toward any response. The jurisdictions almost evenly selected each of the options above. The responses ranged from a total of 5 jurisdictions selecting less than 10% to 6 jurisdictions selecting 90% or more. The graphic below depicts the response:

**Percentage of the total number of food safety training hours attained through
web-based courses**

Percentage of the total number of food safety training hours attained through
web-based courses

What is the minimum number of joint FIELD training inspections (both trainer-led and trainee-led) your Jurisdiction REQUIRES a FSIO to complete PRIOR TO conducting independent inspections of establishments in which operations extend beyond the sale of pre-packaged foods or limited preparation?

A. None **(0)**   **B.** less than 10 **(5)**   **C.** 10 to 25 **(13)**
D. 26 to 40 **(6)**   **E.** 41 to 60 **(1)**   **F.** 61 or more If more than 61, how many? **(3)**

The majority of jurisdictions (44.8%, n=13) responded with a minimum number of joint field-training inspections of between 10 and 25 prior to allowing the FSIO to conduct independent inspections. Of the three jurisdiction who reported more than 61, the write in responses included 21, 61 AND 75. The graphic below depicts the responses.

Minimum number of joint field inspections required before FISO can conduct indpendent inspections
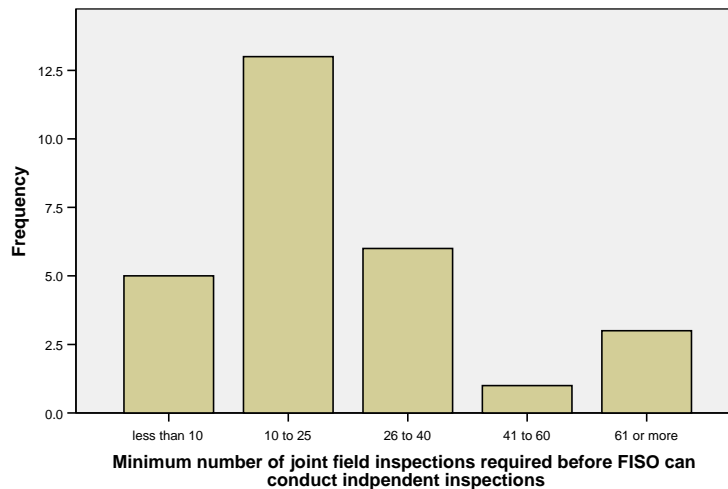
What is the number of food safety CONTINUING EDUCATION hours your Jurisdiction REQUIRES a FSIO to accrue on an annual basis?

A. None are required **(6)**   **B.** less than 5 **(4)**   **C.** 6 to 10 **(8)**
D. 11 to 15 **(9)**   **E.** 16 to 20 **(0)**   **F.** 21 or more **(2)**   If more than 21, how many?

Similarly to the previous question, this survey question did not seem to have any trend towards any specific number of continuing education hours required by the jurisdiction. The graphic below depicts the responses.

Number of Food Safety Continuing Education Courses FSIO is required to accrue
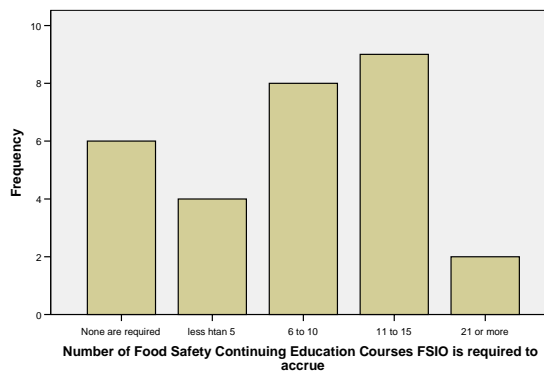
Section III - Guide to Conducting ATN Program - Content Evaluation

Were the instructions given in the Guide sufficient for you to understand and implement the training process in your jurisdiction?

Yes **(25)**   No **(3)**

The majority of respondents (86.2%, n=25) indicated that the instructions given in the Guide were sufficient for understanding and implementation of the training process.

Please put an "X" in the boxes below to identify any Section(s) of the Guide you believe needs improvement. Please provide your recommendation(s) for improving the Guide in the space provided for each subject area. The page number from the Guide for each subject area is included in parentheses. If you have no recommended changes for a specific Section of the Guide, leave the corresponding box and comment area blank.

OVERVIEW OF THE ASSESSMENT OF TRAINING NEEDS PROCESS

	Background (page 1)
	5 jurisdictions selected this section **The write-in comments are summarized below:** The "Background" section includes many acronyms, which are used throughout the Guide. It would be helpful to use names (such as inspector instead of FSIO or assessment instead of ATN) rather than acronyms and to include a glossary of definitions. The background section also needs to better define that the ATN is intended as a stand-alone document that can be used by jurisdictions that have enrolled in the training standards as well as jurisdictions that are not enrolled. The Guide also needs to provide a more specific description of the intended outcomes of using the ATN process – in addition to uniformity; it needs to be emphasized that the use of this tool will provide a minimum level of quality for food inspections across the country.

	Introduction and Purpose (page 1)
	7 jurisdictions selected this section. **The write-in comments are summarized below:** The "Introduction and Purpose" of the guide needs to focus on instructions for use of the ATN forms rather than provide background information on why and how the forms were developed. Since the ATN is not Standardization, the guide should state that the ATN is to provide a structured manner to evaluate the FSIO's progress in a training program leading to Standardization. It should be clear that the ATN *supports* a continuous improvement process and that it encompasses more than field-training since it also includes on-line training through ORAU and training on local laws and rules.

	Assessment of Training Needs (page 3)
	7 jurisdictions selected this section. **The write-in comments are summarized below:** The "Assessment of Training Needs" section does not clarify if the ATN is a training element or if it is a means to identify where additional training is needed, or both. Further clarification is also needed as to who should fill out the Document of Successful Completion (DSC). Some jurisdictions might want to use the ATN for certification, audit or licensure or for administrative purposes, so it was recommended that this use not be restricted. Additionally, the terminology in this section should be consistent with other sections, such as use of the terms certification, audit and licensure.

Who Must Complete the Field Training Process (page 3)

7 jurisdictions selected this section.

The write-in comments are summarized below:

The "Who Must Complete the Field Training Process" section needs to provide further guidance for experienced, new employees. If the ATN is a training tool, then it should not be used for experienced new employees as it conflicts with the intent of the ATN. Alternatively, it was recommended that the ATN be used for experienced employees, but rather than waiving the 25 joint inspections, have the experienced employee conduct at least 5 joint inspections and complete all of the ORAU prerequisite training. Flexibility to allow completion of the ORAU courses during the assessment rather than before the assessment would be helpful for all new employees. As far as "Who Can Conduct an Assessment of Training Needs", the word "must" have completed steps 1-4 implies that the ATN can only be used by enrolled jurisdictions and does not afford enough flexibility for jurisdictions that are not enrolled.

Who Can Conduct an Assessment of Training Needs (page 4)

4 jurisdictions selected this section.

No significant written comments provided

Field Training Forms and Protocol (page 4)

5 jurisdictions selected this section.

The write-in comments are summarized below:

The "Field Training Forms and Protocol" section defines the two forms that are used in the ATN process. It would be helpful if the full names of the forms could be used and if the form names could be shorter.

FIELD TRAINING WORKSHEET

Overview of the Field Training Worksheet (page 5)

3 jurisdictions selected this section.

The write-in comments are summarized below:

In "Overview of the *Field Training Worksheet*", it was suggested that the worksheet be broken down into different segments so that areas that are not evaluated every inspection don't have to be covered or marked. For example, the sampling section and the pre-inspection could be separate documents. The ATN form could be completed once as a tool to show completion of performance elements rather than being filled out multiple times. The "Description of Header Information of the *Field Training Worksheet*" does not clarify whether or not a facility that holds three licenses should be counted as one inspection or three. It would also help if completion of a sample collection report and training on chain of custody for samples were included as performance elements.

Description of Header Information of the Field Training Worksheet (page 5)

2 jurisdictions selected this section

No significant comments provided

Performance Elements (page 6)
5 jurisdictions selected this section. **The write-in comments are summarized below:** The "Performance Elements" section should be renamed "Inspection Training Areas" and the name of the "Summary of Food Safety Inspection Officer (FSIO) Performance Elements" section should be shortened to "Performance Elements". In the "Summary" section, the term "verifies" is used for correction of out of compliance observations, but how the trainer is to verify is not defined. Additionally, it was suggested that sample collection and evidence development be reserved as separate training. It was recommended that ALERT information or food defense information be added as a performance element in section IV and that more principles addressing HACCP and risk control plans be added. It was also recommended that section II (6), "verifies correction of out of compliance observations identified during previous inspection", be clarified to indicate if the previous inspection was the previous ATN or the previous inspection by another FSIO. It would read better if it said "reviews history of out of compliance observations/violations from prior reports or previous inspection and takes appropriate enforcement action according to jurisdiction procedures".

Summary of Food Safety Inspection Officer (FSIO) Performance Elements (page 6)
4 jurisdictions selected this section. **The write-in comments are summarized below:** The "Performance Elements" section should be renamed "Inspection Training Areas" and the name of the "Summary of Food Safety Inspection Officer (FSIO) Performance Elements" section should be shortened to "Performance Elements". In the "Summary" section, the term "verifies" is used for correction of out of compliance observations, but how the trainer is to verify is not defined. Additionally, it was suggested that sample collection and evidence development be reserved as separate training. It was recommended that ALERT information or food defense information be added as a performance element in section IV and that more principles addressing HACCP and risk control plans be added. It was also recommended that section II (6), "verifies correction of out of compliance observations identified during previous inspection", be clarified to indicate if the previous inspection was the previous ATN or the previous inspection by another FSIO. It would read better if it said "reviews history of out of compliance observations/violations from prior reports or previous inspection and takes appropriate enforcement action according to jurisdiction procedures".

PREPARING TO CONDUCT AN ASSESSMENT OF TRAINING NEEDS

Reviewing the Performance Elements (page 7)
4 jurisdictions selected this section. **The write-in comments are summarized below:** In the "Reviewing the Performance Elements" section, it needs to be noted that the ATN performance elements should be reviewed with the new FSIO prior to beginning joint inspections. The NA and NO could be misinterpreted, so specific instructions on when to use each of these markings should be provided. Additionally, NI should be used for observations noted by the assessor but missed by the trainee. The information on adding additional performance elements that is now included in "Specific Competencies/Criteria for each Performance Element" should be moved to the "Reviewing the Performance Elements" section of the Guide and the word "Optional" in the "Specific Competencies" section should be changed to "Additional". In the "Determine the Appropriate Number of Assessments" section, guidance on making the determination of the number of assessments would be helpful. It was also suggested that jurisdictions establish in advance when in the training process the ATNs will be conducted. Finally, the last sentence in the first paragraph of this section should be reordered to read "… FSIO's performance for all competencies/criteria of each performance element."

	Specific Competencies/Criteria for each Performance Element (page 8)
	5 jurisdictions selected this section.
	No significant comments provided.

	Determine the Appropriate Number of Assessments for each FSIO (page 9)
	5 jurisdictions selected this section.
	No significant comments provided

	Choosing Establishments for the Training Process (page 9)
	7 jurisdictions selected this section.
	The write-in comments are summarized below:
	In the "Choosing Establishments for the Training Process" section, the risk categories should be defined in the text of the Guide and the reference to the 2005 food code should be generic so that this document does not have to be updated with each version of the food code – for example, it could read "FDA or jurisdiction's current version of the Food Code". Multiple jurisdictions suggested FSIOs need to start in lower risk facilities and work their way up to higher risk facilities.

CONDUCTING THE ASSESSMENT OF TRAINING NEEDS

	Methodology (page 10)
	8 jurisdictions selected this section.
	No significant comments provided.

	Observing Performance Elements (page 11)
	4 jurisdictions selected this section.
	The write-in comments are summarized below:
	In the "Observing Performance Elements" section, the phrase "consistent pattern of performance" is subject to broad interpretation and needs to be restated. Under "Difficult to Observe" elements, "Effective Communication and Conflict Resolution" should be separated. Effective Communication could easily be in the frequently occurring section if you are looking for the ability of the trainer to communicate in a way that promotes the operator's understanding of FBI risk factors.

	Assessing FSIO Training Needs (page 13)
	6 jurisdictions selected this section
	The write-in comments are summarized below:
	In the "Assessing FSIO Training Needs" section, multiple respondents to the survey indicated that further instruction is needed on how to use the markings of Acceptable (A), Needs Improvement (NI), Not Observed (NO) and Not Applicable (NA). For example, does a mark of "NO" mean the performance is not present or does it mean it was present but not observed by the FSIO? The meaning of "Acceptable" also needs to be clarified – does it mean a performance element was met most of the time or all of the time? Guidance similar to what is used for completing standardization forms would be helpful. The term "Performance Element" is contradictory to this being a training element since it implies that an audit or evaluation is being performed.

Reviewing the Field Training Worksheet with the FSIO (page 14)
5 jurisdictions selected this section. **The write-in comments are summarized below:** In the "Reviewing the *Field Training Worksheet* with the FSIO" section, the term "KSAs" is inconsistent with the previously used "competencies/criteria" terminology. Additionally, a recommendation should be added in this section to provide a copy of the assessment to the trainee for future reference.

FIELD TRAINING PROCESS – DOCUMENTATION OF SUCCESSFUL COMPLETION

Purpose of the Documentation of Successful Completion (page 15)
3 jurisdictions selected this section. **The write-in comments are summarized below:** A review of the "Purpose of the Documentation of Successful Completion" is needed to insure consistency with terminology. In the "Description of Header Information" section, a space for the number of inspections performed needs to be added as well as a place to designate if the FSIO is a new hire, an experienced FSIO or Other. The assessor should only sign this document when all elements have been completed and there is not a corrective action plan indicated. In the "Assessing FSIO Readiness to Conduct Independent Inspections" section, the terminology "corrective action plan" should be changed to "training plan" and the trainee and assessor should be encouraged to collaborate on development of the plan. If a corrective action plan is developed, an additional ATN or similar document would need to be completed and this is not discussed in this section. Finally, a copy of the DSC should be provided to the trainee for future reference.

Description of Header Information (page 15)
4 jurisdictions selected this section. **No significant comments provided.**

Assessing FSIO Readiness to Conduct Independent Inspections (page 15)
6 jurisdictions selected this section. **No significant comments provided.**

STEP-BY-STEP SUMMARY – FIELD TRAINING PROCESS

I. Preparing for the Assessment of Training Needs (page 17)
3 jurisdictions selected this section. **The write-in comments are summarized below:** In "Preparing for the Assessment of Training Needs" #4, the word "Optional" needs to be changed to "Additional" and the sentence needs to be rewritten to read "can be listed in the Additional section". In #6 of the "Preparing for the Assessment" section and in #3 of the "Conducting the Assessment of Training Needs" section, generic language should be used rather than specifically referring to the 2005 version of the food code.

II. Conducting the Assessment of Training Needs (page 18)

4 jurisdictions selected this section.

The write-in comments are summarized below:

In #4 of the "Conducting the Assessment" section, the terminology "competencies and criteria" for each performance element should be added and in #5 of this section, "NA" and "NO" need to be better defined as discussed earlier. Overall, the terminology needs to be reviewed for consistency (i.e. the term assessor is used interchangeably with the term trainer).

III. Completing the Documentation of Successful Completion (page 19)

5 jurisdictions selected this section.

The write-in comments are summarized below:

In "Completing the Documentation of Successful Completion" #3, the term "KSAs" is not consistent with the terminology "competencies/criteria" that was used in previous sections. As mentioned in the "Assessing FSIO Readiness" section on page 15 of the Guide, the term "corrective action plan" should be changed to read "training plan". In general, this section is lengthy and time consuming, especially for small jurisdictions.

Section IV - ATN *Field Training Worksheet* – Content Evaluation

The 25 Performance Elements (identified in the gray shaded area of the Field Training Worksheet) sufficiently address the knowledge and skills a FSIO needs to effectively conduct independent inspections of retail food and foodservice establishments. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

Strongly Disagree					**Strongly Agree**
1	**2**	**3 (1)**	**4 (2)**	**5 (15)**	**6 (11)**

Responses to this statement ranged from a low of 3 to a high of 6 with a mode (most frequently selected response) of 5. The mean (average) was 5.24 and the median (midpoint) was 5. Almost all of the jurisdictions (89.6%) selected 5 or higher, agreeing that the 25 performance elements sufficiently address the knowledge and skills a FSIO needs to effectively conduct independent inspections. The graphic below depicts the responses:

25 Performance Elements sufficiently address the knowledge and skills FSIO needs to conduct independent inspections

25 Performance Elements sufficiently address the knowledge and skills FSIO needs to conduct independent inspections
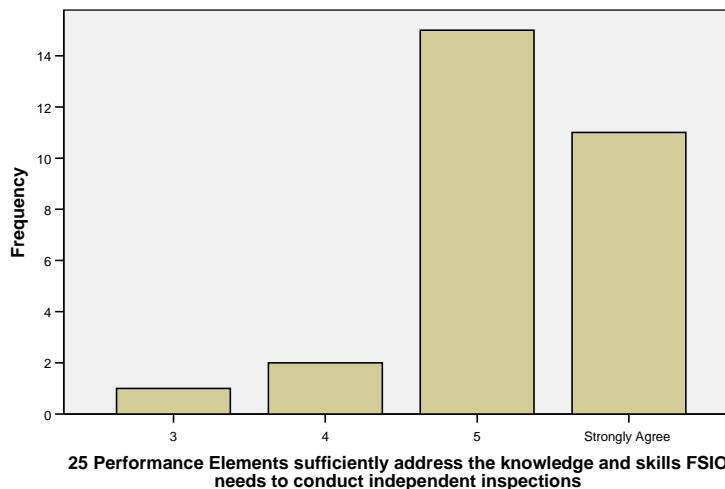
Are there additional Performance Elements (knowledge and/or skills) that a FSIO needs to have in order to effectively conduct independent inspections of retail food and foodservice establishments that are MISSING from the current Field Training Worksheet?

Yes **(7)**   No **(22)**

The respondents were asked to submit missing performance elements if they felt that some were missing. One jurisdiction wrote in "Knowledge of small water systems and small waste water systems and the Safe Drinking Water Act." The majority of jurisdictions 75.9% (n-22) felt that there were no missing performance elements. The graphic on the next page depicts the responses:

Additional Performance Elements FSIO needs?

Additional Performance Elements FSIO needs?
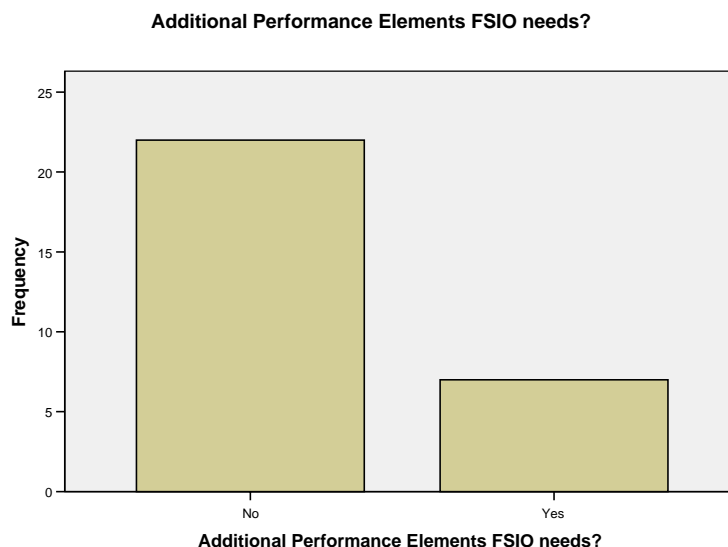
Were there any Performance Elements that were consistently marked NOT OBSERVED?

Yes **(26)**   No **(3)**

The majority of the jurisdictions indicated there were performance elements that were consistently marked NOT OBSERVED. However, jurisdictions were not asked to list the performance elements that were consistently marked NOT OBSERVED so which performance elements they were is not known.

Please identify these by placing an "X" adjacent the <u>item number</u> that identifies any Performance Element(s) that were DIFFICULT TO OBSERVE in each of the Filed Training Worksheet categories listed below.

Section I	Section II	Section III	Section IV	Section V	Section VI
Item 1 **(2)**	Item 1	Item 1 **(12)**	Item 1	Item 1	Item 1
Item 2 **(1)**	Item 2	Item 2 **(20)**	Item 2 **(1)**	Item 2 **(3)**	Item 2 **(2)**
Item 3 **(7)**	Item 3 **(10)**	Item 3 **(19)**	Item 3 **(8)**	Item 3	Item 3 **(1)**
	Item 4 **(6)**		Item 4 **(9)**		
	Item 5 **(1)**		Item 5 **(4)**		
	Item 6		Item 6		
	Item 7 **(1)**				

Analyses of the responses above indicate that the following sections were DIFFICULT TO OBSERVE and might need further consideration:
- Section I, Item 3 (7 jurisdictions selected this item)
- Section II, Item 3 (10 jurisdictions selected this item)
- Section III, Item 1 (12 jurisdictions selected this item)
- Section III, Item 2 (20 jurisdictions – 2/3 of the jurisdictions, selected this item)
- Section III, item 3 (19 jurisdictions selected this item)
- Section IV, Item 3 (8 jurisdictions selected this item)
- Section IV, Item 4 (9 jurisdictions selected this item)

If you have identified DIFFICULT TO OBSERVE Performance Elements(s), what factors made them difficult to observe?

Nineteen responses were provided relative to the collection of food / water samples as a routine function of food inspection programs. Sixteen stated that samples were not a routine element, were not something that would be taught to a trainee, or were an element performed by other designated staff. Two respondents stated that samples were taken as part of a foodborne illness investigation only.

Additional comments relative to non-routine inspection performance elements that were difficult to observe included ten responses relative to taking of photographs; six jurisdictions commented that a pre-inspection review of previous establishment history was difficult to accomplish and/or that HACCP/Variance plans are not a requirement of that jurisdiction; three responses indicated that stop sale/embargo actions are not a routine inspection process; seven respondents stated that language barriers or confrontations were not a routine consideration; and, three jurisdictions stated that they did not encounter issues relative to confidentiality.

Several jurisdictions indicated difficulty in identifying areas of concern with cooling procedures during a routine inspection since this was a process largely done after hours, at night, etc. As with several of the above identified items, a number were taught as a classroom or "in-office" type element.

Were there any Performance Elements that were consistently marked NOT APPLICABLE?

Yes **(20)**   No **(8)**

Twenty of the jurisdictions (71.4%) reported there were Performance Elements that were consistently marked NOT APPLICABLE. One jurisdiction did not respond (left blank). Jurisdictions were asked to select those that they consistently marked NOT APPLICABLE. The next item contains the responses.

Please identify these by placing an "X" next to the <u>item number</u> of the Performance Element(s) consistently marked NOT APPLICABLE in each of the Field Training Worksheet Section categories listed below.

Section I	**Section II**	**Section III**	**Section IV**	**Section V**	**Section VI**
Item 1	Item 1 **(1)**	Item 1 **(6)**	Item 1 **(1)**	Item 1 **(3)**	Item 1
Item 2 **(5)**	Item 2	Item 2 **(12)**	Item 2	Item 2	Item 2
Item 3 **(9)**	Item 3 **(7)**	Item 3 **(12)**	Item 3 **(1)**	Item 3	Item 3
	Item 4		Item 4		
	Item 5		Item 5 **(1)**		
	Item 6		Item 6 **(4)**		
	Item 7 **(2)**				

Based on the responses above, there are several Performance Elements that should be considered or reviewed as they may not be applicable to this project:

- Section III, Item 2 (12 jurisdictions selected this item)
- Section III, Item 3 (12 jurisdictions selected this item)

If you have identified Performance Elements that were consistently marked NOT APPLICABLE, what factors contributed to this marking?

Thirteen respondents indicated that collection of food/water samples were consistently marked NOT APPLICABLE because this is not a routine inspection item; it is done for foodborne illness investigations only; or, is performed by specialized staff only. A number of these jurisdictions stated that they set up separate lab/office type exercises to train the FSIO.

Also identified as "not a requirement" for the jurisdiction was: five responses on use of lab coats; six responses on HACCP/variance plans; two responses on date marking; three responses on use of infrared thermometer; and, two responses in use of consumer advisory language.

Were there specific Performance Elements that FSIOs consistently experienced DIFFICULTY with?

  Yes **(11)**   No **(16)**

Responses to this item were fairly evenly spread with 11 jurisdictions(40.7%) indicating there were specific Performance Elements they experienced difficulty with and 16 jurisdictions(59.3%) indicating there not any specific Performance Elements they experienced difficulty with. Those that indicated yes were asked to select the items that the FSIOs had difficulty with.

Please identify these by placing an "X" adjacent to <u>the item number</u> of the Performance Elements(s) FSIOs had DIFFICULTY with in each of the Field Training Worksheet Section categories listed below.

Section I	Section II	Section III	Section IV	Section V	Section VI
Item 1	Item 1	Item 1	Item 1 **(1)**	Item 1 **(3)**	Item 1
Item 2	Item 2 **(3)**	Item 2	Item 2	Item 2	Item 2
Item 3 **(5)**	Item 3 **(9)**	Item 3	Item 3 **(1)**	Item 3	Item 3
	Item 4 **(1)**		Item 4		
	Item 5		Item 5 **(1)**		
	Item 6		Item 6 **(4)**		
	Item 7 **(1)**				

Based on the responses above, there were very few items within the Performance Elements that many jurisdictions indicated FSIOs had difficulty with. Only one area (Section II, Item 3) had enough responses to even review that item, and this item only received 9 responses (less than 30%).

If you have identified Performance Element(s) that FSIOs experienced DIFFICULT with, what factors contributed their challenges.

> Overall, the comments provided for this question focused on the inexperience of the trainee FSIO and the difficulty in evaluating their initial inspection work. Five jurisdictions noted challenges in communications relative to the FSIO being too reserved in talking with the PIC, managers and food employees and had to be coaxed to interact, ask questions, and provide compliance information. The ATN was identified as a tool to provide necessary feedback during the training process.
>
> Three jurisdictions stated that gaps were noted in the general knowledge of laws and codes, risk-based inspection procedures and public health significance of the violations noted. There were several comments that the FSIOs were unable to correlate violations to relative foodborne illness concerns; they were challenged by referencing codes and citations correctly and in providing appropriate compliance timelines.

Do you believe there are any Performance Elements that should be DELETED from the Field Training Worksheet?

  Yes **(13)**   No **(16)**

Again, the responses to this item were fairly evenly distributed with 13 jurisdictions (44.8%) indicating they felt there were Performance Elements that should be deleted and 16 jurisdictions (55.2%) indicating they felt there were NOT any Performance Elements that should be deleted. Those that indicated yes were asked which Performance Elements they felt should be deleted. The following item contains the results.

Please identify these by placing an "X" next to the <u>item number</u> of the Performance Element(s) that should be DELETED in each of the Field Training Worksheet categories listed below.

<u>Section I</u>	<u>Section II</u>	<u>Section III</u>	<u>Section IV</u>	<u>Section V</u>	<u>Section VI</u>
Item 1 (1)	Item 1	Item 1 (1)	Item 1	Item 1	Item 1 (1)
Item 2 (1)	Item 2	Item 2 (9)	Item 2	Item 2 (1)	Item 2 (1)
Item 3	Item 3	Item 3 (9)	Item 3	Item 3	Item 3 (2)
	Item 4		Item 4 (1)		
	Item 5 (1)		Item 5		
	Item 6		Item 6		
	Item 7				

A review of the responses above indicate that very few (if any) of the Performance Elements should be deleted. Of those checked, only two items (Section II, item 2 and item 3) had more than 2 checks and they only had 9 (less than 30%) and should even be considered for deletion. Write in comments provide additional information for consideration.

If you recommended that one or more Performance Elements be deleted in question 7, what rationale can you provide to support your recommendation?

> Eight of the eleven respondents identified the food/water sampling elements of Section 3: Items 2 and 3 to be deleted completely or moved to the end of the document as an "addendum". They largely stated that this was an element used only for investigation of foodborne illnesses or could be accomplished as a classroom/lab taught skill.

The competencies/criteria listed as examples under each Performance Element are helpful to the training process. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

<u>Strongly Disagree</u>					<u>Strongly Agree</u>
1	**2**	**3 (1)**	**4 (1)**	**5 (9)**	**6 (18)**

The majority of the jurisdictions (93.1%) indicated the competencies/criteria listed as examples under each Performance Element were helpful to the training process. The following graphic depicts the overall responses:
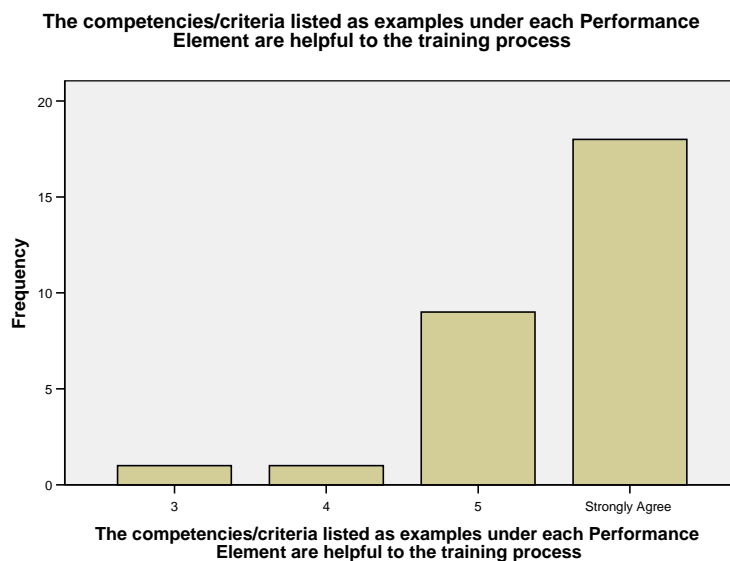
The competencies/criteria listed as examples under each Performance Element are helpful to the training process

Please provide an explanation for your response.

> Fifteen comments were provided in response – all largely favorable to the examples offered under each Performance Element. A brief representation of the comments includes the following:
>
> - "It helps provide specific focus areas for better performance evaluations."
> - "The list is long but a complete inspection requires all elements listed."
> - "I believe that it helped the FSIOs get a true understanding of what is important to consider in each category."
>
> Three of the fifteen comments indicated that the element examples are helpful but that further customization or modification based on jurisdictional criteria is needed.

Are there any Performance Elements for which the competencies/criteria need REVISIONS (additions, deletions, changes)?

Yes **(15)**   No **(14)**

The responses to this item were almost evenly split with 15 jurisdictions (51.7%) indicating there were Performance Elements in need of revisions and 14 jurisdictions (48.3%) indicating there were NOT any Performance Elements in need of revisions. The graphic below depicts these responses:

Are there any Performance Elements for which the competencies/criteria need Revisions?
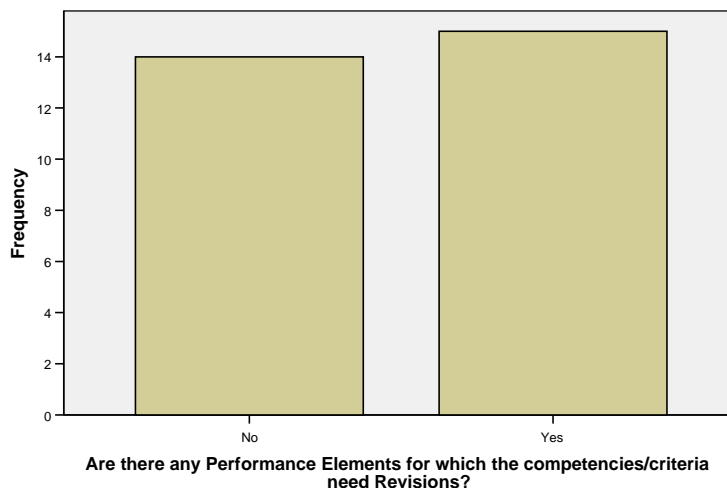
Please identify these by placing an "X" next to the item number of the Performance Element(s) needing REVISIONS in each of the Field Training Worksheet Section categories listed below.

Section I	Section II	Section III	Section IV	Section V	Section VI
Item 1 **(1)**	Item 1 **(1)**	Item 1 **(1)**	Item 1 **(1)**	Item 1 **(2)**	Item 1 **(1)**
Item 2 **(4)**	Item 2	Item 2 **(4)**	Item 2 **(5)**	Item 2 **(2)**	Item 2 **(1)**
Item 3 **(5)**	Item 3 **(8)**	Item 3 **(5)**	Item 3 **(3)**	Item 3 **(2)**	Item 3 **(1)**
	Item 4 **(3)**		Item 4 **(3)**		
	Item 5		Item 5 **(2)**		
	Item 6 **(3)**		Item 6 **(2)**		
	Item 7 **(2)**				

Based on the responses above, there are several sections and items that many need revision, however, no one particular item received a large number of responses or suggestions. The narrative comments that follow provide more in-depth information regarding the suggested revisions.

If you identified one or more Performance Element(s) needing REVISIONS, what changes would you recommend to the competencies/criteria?

Of the comments provided, many were specific to modifications made to accommodate jurisdictional codes or policies. A number of the comments did provide detailed language changes that they had made for their "in-house" use or were recommending as possible changes to the master document.

Four comments recommended reduction/elimination of the food/water sampling language or placing it as an addendum or identifying it as a classroom element only. Two comments recommend clarification of the term "verified" as used in the document. Five comments recommended changes to Section I, Item 3, relative to review of the establishment file and to eliminate the HACCP/Variance language. The addition of pH test kit language was included in three jurisdiction remarks. Additionally, two jurisdictions recommended deletion of the "confidentiality" element in Section IV, Item 4, and four respondents recommended an overall modification or reduction in the Communications section.

Section V - ATN *Field Training Worksheet* – Format Evaluation

The format of the Field Training Worksheet is user-friendly. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

**Strongly Disagree**   **Strongly Agree**

    1   2 **(1)**   3 **(1)**   4 **(4)**   5 **(15)**   6 **(8)**

The responses ranged from a low of 2 to a high of 6 with a mode (most frequently selected response) of 5. The mean (average) was 4.97 and the median (midpoint) was 5. 79.3% of the respondents selected 5 or higher agreeing that the format of the *Field Training Worksheet* is user-friendly. The graphic below depicts the responses:

The format of the Field Training Worksheet is user-friendly

The format of the Field Training Worksheet is user-friendly

What improvements would you recommend?

> The main theme that came from this section is that the form was much too long. There were numerous comments recommending that the form be shortened. The respondents felt that the form was "exhaustive, too lengthy, impractical and had a lot of pages." Additionally they believed that the form be rearranged so that flipping of pages could be minimized.

The header labels are appropriate.

Strongly Disagree   **Strongly Agree**

    1   2   3 **(1)**   4 **(1)**   5 **(8)**   6 **(19)**

The responses ranged from a low of 3 to a high of 6 with a mode (most frequently selected response) of 6. The mean (average) was 5.55 and the median (midpoint) was 5. 93.1% of the respondents selected 5 or higher agreeing that the header labels were appropriate. The graphic on the next page depicts the responses:

The header labels are appropriate

The header labels are appropriate
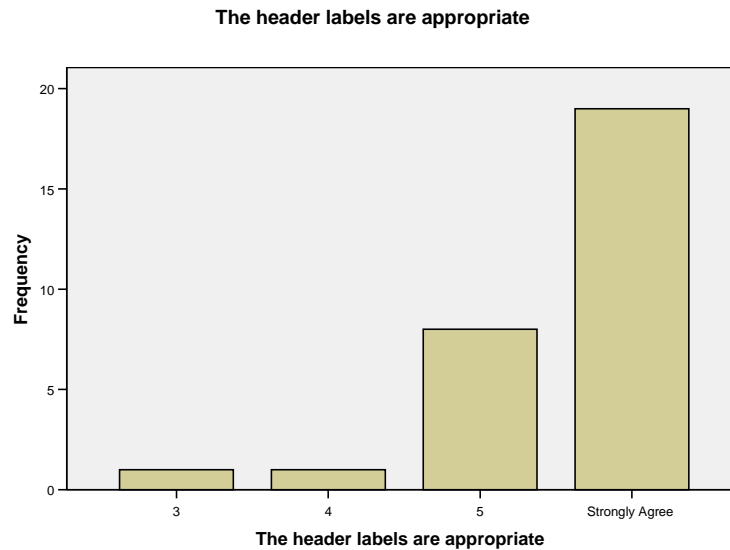
What improvements would you recommend?

The limited comments on this piece mentioned two aspects in particular. One respondent would like to have the piece moved up in the form and stand alone. A second respondent recommended integrating Oral Communication criteria into the Inspection Observations and Performance Criteria because they believe oral communication is a "key success factor in performing a risk-based assessment."

Enough space is provided for responses and comments.

Strongly Disagree					**Strongly Agree**
1	2 (**2**)	3 (**3**)	4 (**3**)	5 (**10**)	6 (**11**)

There was a large spread of responses on this item with the responses ranging from a low of 2 to a high of 6. The mode (most frequently selected response) was 6. The mean (average) was 4.86 and the median (midpoint) was 5. 72.4% of the respondents selected 5 or higher indicating there was enough space provided for responses. The narrative comments in the next item provide additional information regarding this. The graphic below depicts the responses:
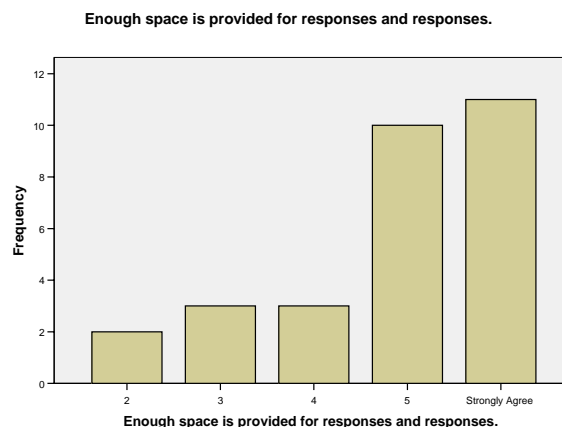
Enough space is provided for responses and responses.

Enough space is provided for responses and responses.

What improvements would you recommend?

The respondents felt overwhelmingly that the form did not have enough room for their comments. They felt that they needed much more room to provide their comments. Every respondent that replied mentioned this issue except one who liked that the columns were on the right hand side.

4. Is there any general information that is MISSING?

Yes **(6)**   No **(23)**

The majority of the jurisdictions (79.3%, n=23) indicted there was not any general information that was missing. The graphic below depicts the responses:

Is there any general information that is missing?

Is there any general information that is missing?
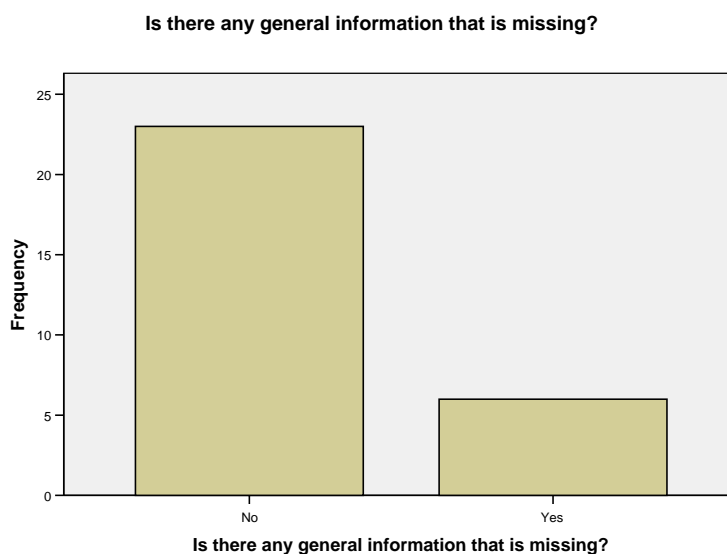
Please identify information that needs to be ADDED.

> The limited comments that were included mentioned having a menu driven focus for inspection, the fact that the form did not have criteria for assessing the ability to affect positive change and that toxic items were not listed.

Is there any general information that should be DELETED?

Yes **(5)**   No **(24)**

The majority of jurisdictions (82.8%, n=24) felt there was NOT any general information that should be deleted. Those that responded "yes" were asked to elaborate and a summary of their responses is provided below.

Please identify information that should be DELETED.

> The theme that the form was too long and needed to be condensed made its way into this section as well. They were repeats from question number 1. Other themes mentioned that on the first page in the first paragraph under the instructions that there was a repeat of information that was contained in the instructions so it should be deleted. One respondent mentioned that the pre-inspection section was not needed and that the sections on sampling section and inspector dress could be eliminated.

Did you modify the Field Training Worksheet during the Assessment of Training Needs process?

Yes **(8)**   No **(21)**

The majority of the jurisdictions (72.4, n=21) did not modify the *Field Training Worksheet* during the process.

Section VI - ATN *Documentation of Successful Completion* – **Form and Format Evaluation**

The *Documentation of Successful Completion* form is a useful tool for maintaining a candidate's record and progress during the Assessment of Training Needs process. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*
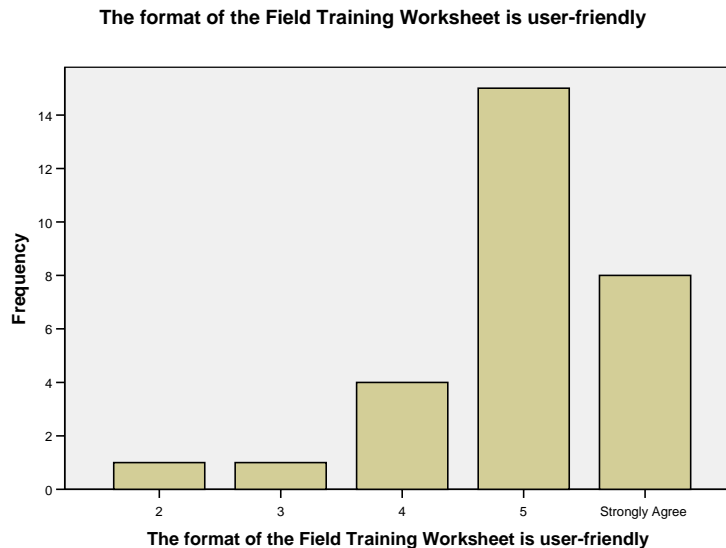
Strongly Disagree   **Strongly Agree**

   1   2 **(2)**   3 **(2)**   4 **(4)**   5 **(9)**   6 **(12)**

The responses ranged from a low of 2 to a high of 6 with a Mode (most frequently selected response) of 6. The mean (average) was 4.93 and the median (midpoint) was 5. 72.4% of the respondents selected 5 or higher and 86.2% of the respondents selected 4 or better agreeing that the *Documentation of Successful Completion* form is a useful tool for maintaining a candidate's record and process during the Assessment of Training Needs Process. The graphic below depicts the responses:

The Documentation of Successful Completion form is a useful tool for maintaining records and progress

The Documentation of Successful Completion form is a useful tool for maintaining records and progress
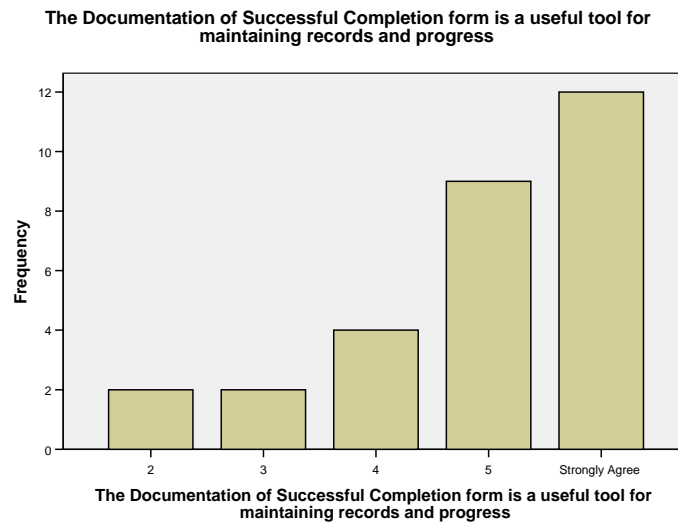
What improvements would you recommend?

> The general consensus of the respondents was that the form did not have to be as detailed as it was because it seemed redundant by having all of the same categories as the *Field Training Worksheet*. Comments also mentioned that progressive data needs to be included, not just using it as a summary document. They also mentioned adding a timeline so that supervisors could show their staff.

The format of the Documentation of Successful Completion form is user-friendly

Strongly Disagree   **Strongly Agree**

      1   2 **(1)**   3   4 **(2)**   5 **(11)**   6 **(15)**

The responses ranged from a low of 2 to a high of 6 with a Mode (most frequently selected response) of 6. The mean (average) was 5.34 and the median (midpoint) was 6. 89.6% of the respondents selected 5 or higher and 96.5% of the respondents selected 4 or better agreeing that the *Documentation of Successful Completion* form is user-friendly. The graphic on the next page depicts the responses:

The format of the Documentation of Successful Completion is user-friendly

The format of the Documentation of Successful Completion is user-friendly
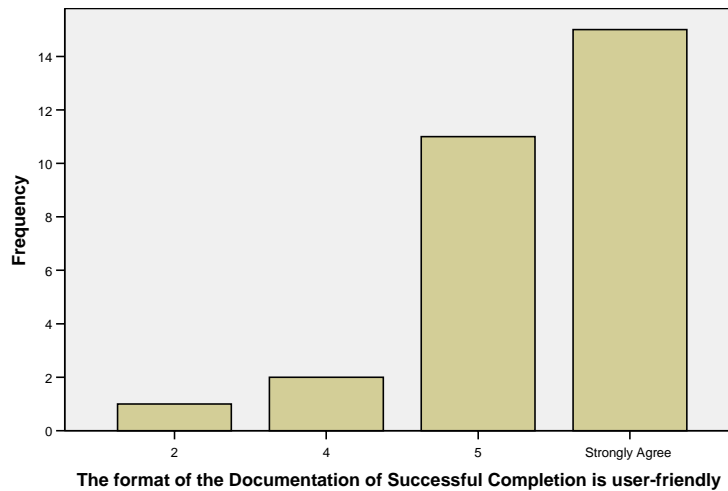
What improvements would you recommend?

The limited comments mentioned that the form seemed to create redundancy in checking off boxes that are already assessed with the *Field Training Worksheet*. The other comment mentioned the form be made shorter and only cover the necessary information.

The header labels on the Documentation of Successful Completion form are appropriate.

<u>Strongly Disagree</u>					<u>Strongly Agree</u>
1	2 **(1)**	3	4 **(1)**	5 **(13)**	6 **(14)**

The responses ranged from a low of 2 to a high of 6 with a Mode (most frequently selected response) of 6. The mean (average) was 5.34 and the median (midpoint) was 5. 93.1% of the respondents selected 5 or higher agreeing that the header labels on the *Documentation of Successful Completion* form are appropriate. The graphic below depicts the responses:

The header on the Documentation of Successful Completion form are appropriate
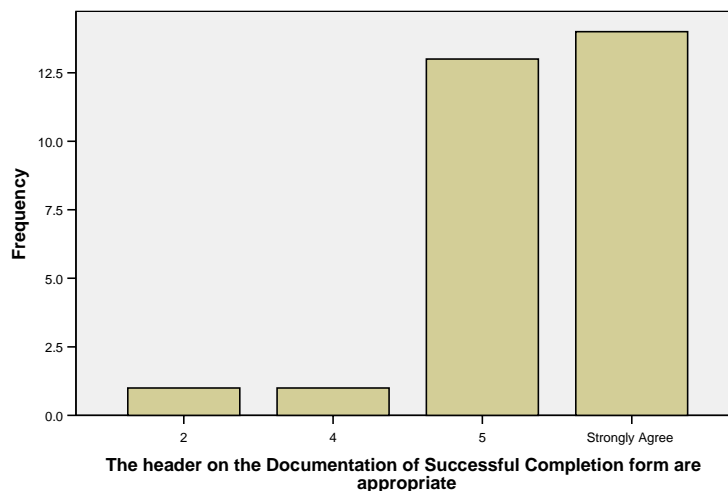
The header on the Documentation of Successful Completion form are appropriate

What improvements would you recommend?

> The single comment mentioned that the headers should match those on the *Field Training Worksheet*.

Enough space is provided for responses and comments on the form.

<u>**Strongly Disagree**</u>   <u>**Strongly Agree**</u>

    1 **(1)**   2   3 **(2)**   4 **(4)**   5 **(10)**   6 **(12)**

The responses ranged from a low of 1 to a high of 6 with a Mode (most frequently selected response) of 6. The mean (average) was 5.0 and the median (midpoint) was 5. The responses to this item were all over with a trend towards "Strongly Agree" but with one jurisdiction selecting "Strongly Disagree" and two jurisdictions selecting 3 (below neutral). The graphic below depicts the responses:

Enough space is provided for responses and comments on the form

Enough space is provided for responses and comments on the form
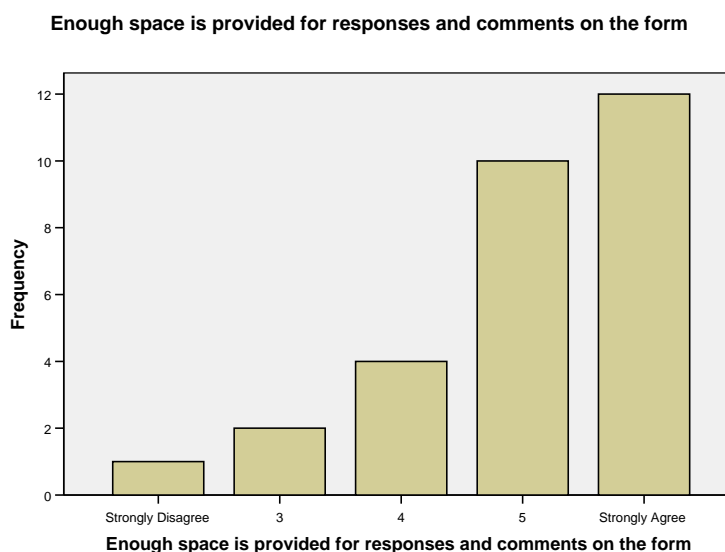
What improvements would you recommend?

> Again, the majority of the comments all mentioned that much more space was needed to provide comments and that perhaps and additional comments box could be added at the end of the document so that overall comments could be put there.

Is there any general information that is missing?

  Yes **(0)**   No **(29)**

100% of the jurisdictions that responded indicated that there was not any general information missing.

Please identify information that needs to be ADDED.

> Only one comment that said, "I think you put a lot of thought into this and I couldn't think of anything."

Is the two document format (*Field Training Worksheet* and *Documentation of Successful Completion*) user-friendly or would it be better to combine them into one document?

Keep the current two document format (18)   Merge into <u>one</u> document (10)

The majority of respondents (62.1%) recommended keeping the current two document format and only 34.5% recommended merging the documents into one.

Provide an explanation for your recommendation.

The respondents split pretty evenly down the middle in their responses. One half believed that the form should be merged into one document in order to simply the process and the amount of paperwork needed. Those that felt it should be kept in two separate documents mentioned that the DSC did not provide enough detail so the FTW was still needed, that the DSC allowed for supervisors to show areas that still needed improvement and that the two documents should both be completed and stored in two different locations since they had two different purposes. Overall, there was not a majority for one or the other.

Section VII - ATN Pilot Project Results

How many FSIOS in your Jurisdiction participated as trainees using the ATN process?

A total of 132 FSIOs participated in the ATN Pilot Project. The number of FSIO's from each individual jurisdiction ranged from 7 jurisdictions that had one FSIO participating to 1 jurisdiction that had thirteen FSIOs participating. The average number of FSIOs per jurisdiction was five. More jurisdictions had 1 FSIO participating (n=24%) than any other number of FSIOs participating. The graphic below depicts the responses.

How many FSIOs in your Jurisdiction participated as trainees using the ATN process?

How many FSIOs in your Jurisdiction participated as trainees using the ATN process?
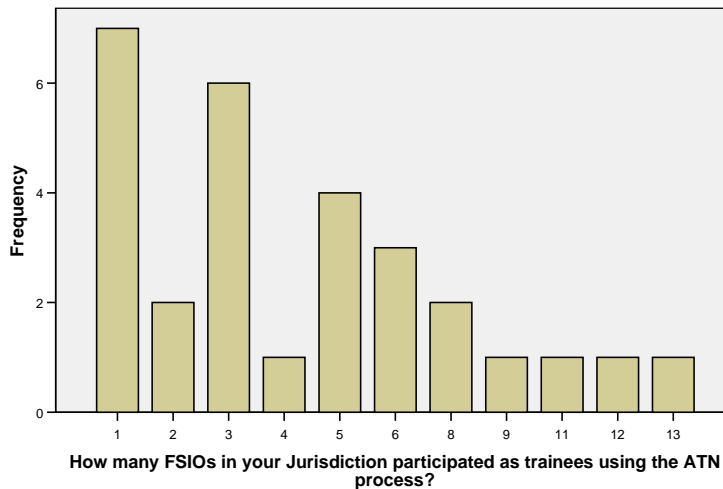
How many FSIOS successfully completed the ATN process during the Pilot Project?

A total of 110 FSIOs completed the ATN Pilot Project. This represents a total completion rate of 83.33%. The number of FSIO's completing the ATN process ranged from zero (in 2 jurisdictions) to all thirteen FSIOs in 1 jurisdiction. The graphic below depicts the responses.

How many FSIOs successfully completed the ATN process durin gthe Pilot Project?
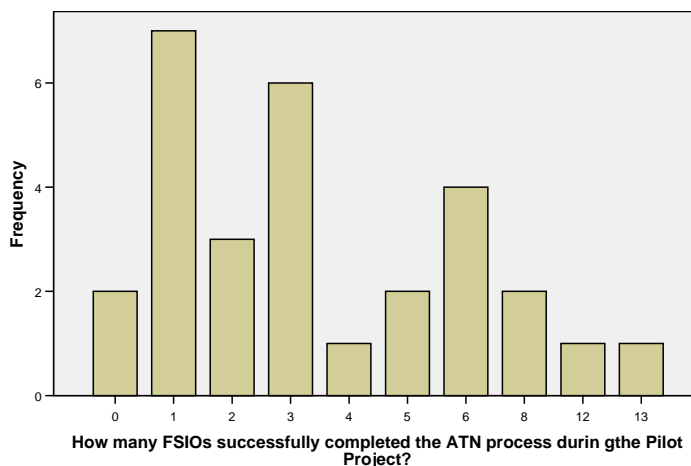
How many FSIOs successfully completed the ATN process durin gthe Pilot Project?

How many FSIOs were unable to successfully complete the ATN process during the Pilot Project?

Very few jurisdictions reported having FSIO's who were "unable" to complete the process. 90% of the jurisdictions reported having no FSIOs who were unable to complete the process. Three jurisdictions indicated they had one FSIO who was unable to complete the process. The disparity between the number who completed and the number "unable" to complete probably represents FSIOs who were still in the process completing their training when the pilot project ended or who left the jurisdiction's employment. The graphic below depicts the responses.
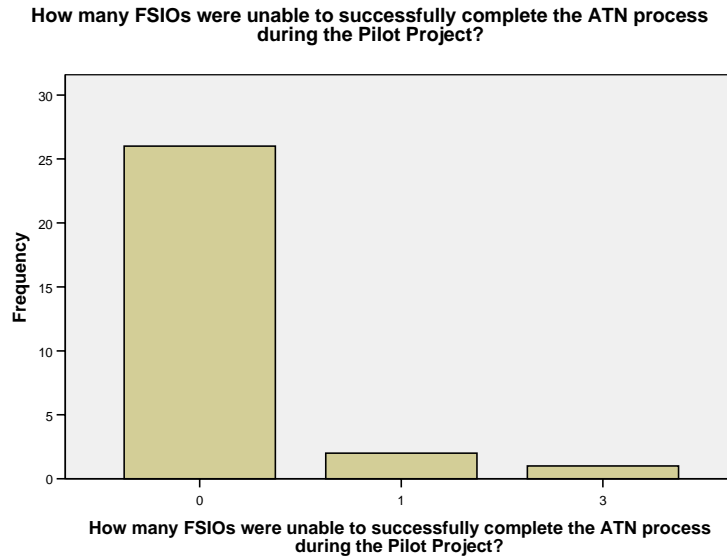
How many FSIOs were unable to successfully complete the ATN process during the Pilot Project?

How many "assessors" (individuals responsible for the field training and education of newly hired or assigned FSIOs) participated in the Pilot Project?

A total of 87 "assessors" participated in the Pilot Project. The number of assessors participating within each jurisdiction ranged from a low of one (38% reported using one assessor) to a high of 20. Eleven jurisdictions reported having one assessor participate and one jurisdiction reported having 20 assessors participate. The graphic below depicts the responses.
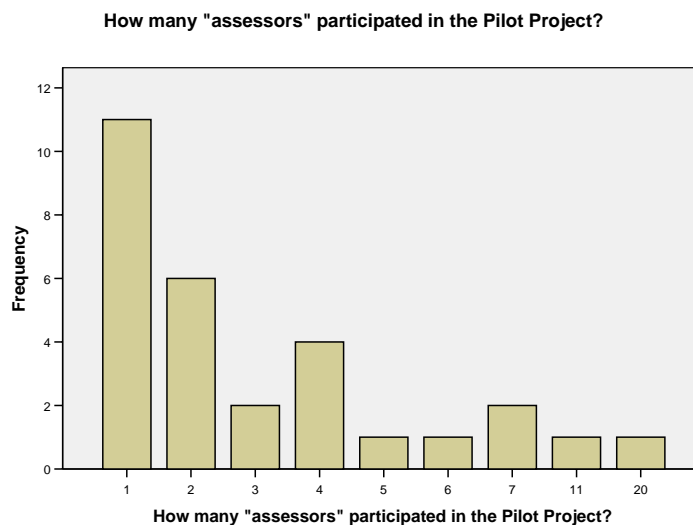
How many "assessors" participated in the Pilot Project?

Was there more than one assessor per FSIO?

Eleven jurisdictions reported having more than one assessor per FSIO and 17 jurisdictions responded "no" to this.

If more than one assessor was used per FSIO, on average how many assessors were used per FSIO?

Responses to this question ranged from two assessors per FSIO to seven assessors per FSIO. Six jurisdictions reported using two assessors per FSIO, one jurisdiction reported using three assessors per FSIO, two jurisdictions reported using four assessors per FSIO, two jurisdictions reported using five assessors per FSIO, and one jurisdiction reported using seven assessors per FSIO. Of those who had more than one assessor per FSIO, the most frequently listed number of assessors per FSIO (the mode) was two (n=6). The graphic below depicts the results.
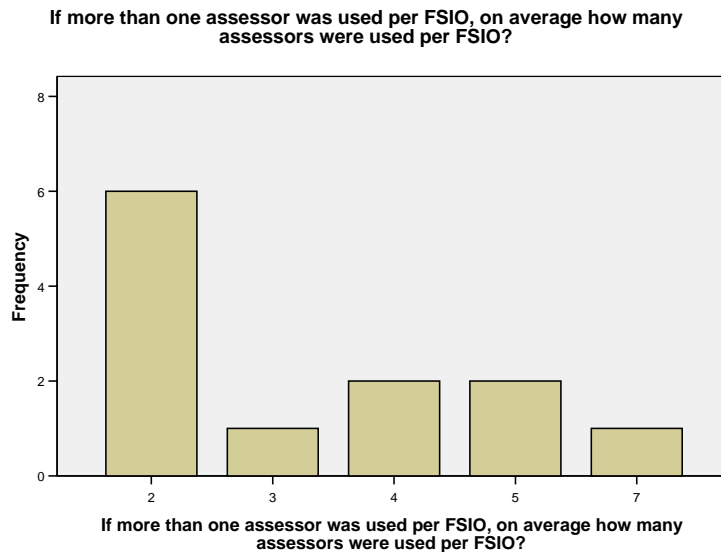
If more than one assessor was used per FSIO, on average how many assessors were used per FSIO?

The ATN is designed in such a way as to facilitate the consistent application of the training process by the assessor, even when candidates varied in knowledge and/or skill level.

Strongly Disagree					Strongly Agree
1	2 **(4)**	3	4 **(2)**	5 **(16)**	6 **(7)**

The responses ranged from a low of 2 to a high of 6 with a mode (most frequently selected response) of 5. The mean (average) was 4.75 and the median (midpoint) was 5. 80% of the respondents selected 5 of higher agreeing that the ATN is designed in such a way as to facilitate the consistent application of the training process by the assessor, even when candidates varied in knowledge and/or skill level. The graphic that appears at the top of the next page depicts the responses.

The ATN is designed in such a way as to facilitate the consistent application of the training process by the assessor.
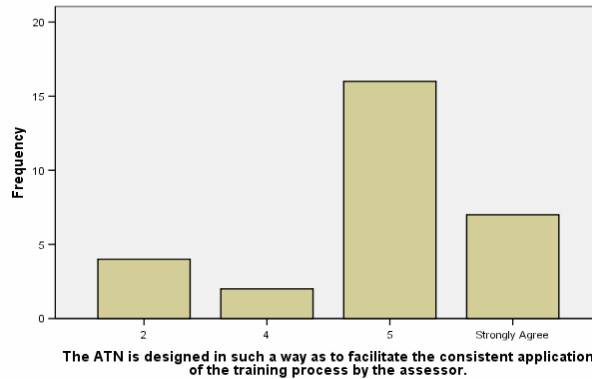
What changes would you recommend to facilitate more consistency among assessors?

Five respondents indicated that clarification and improvement was needed in the Guide document to assist in uniform understanding of application by the Assessors. Some jurisdictions stated there was confusion in how to mark the performance elements. Several comments indicated that joint meetings or conferences between the different Assessors would help to facilitate the uniformity of application. Two jurisdictions responded that there should be standardization of the Assessors to the Guide to ensure consistency.

FSIOs that successfully complete the ATN are ready to conduct independent retail food and/or foodservice inspections at the conclusion of the training.

Strongly Disagree   Strongly Agree

| 1 | 2 | 3 (1) | 4 (5) | 5 (14) | 6 (9) |

The responses ranged from a low of 3 to a high of 6 (strongly agree). 80% of the respondents selected 5 or better. The mean (average) was 5.07, the media (midpoint) was 5 and the mode (most frequently selected response) was 5. The graphic below depicts the responses.
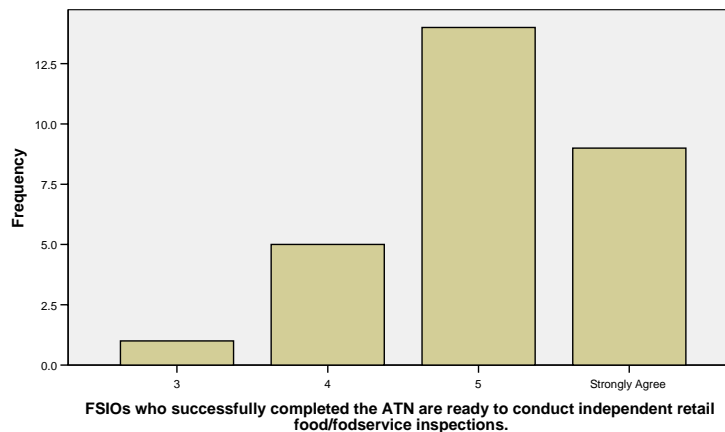
What deficiencies did the FSIOs have at the conclusion of the training and what improvements need to be made to the process to address these deficiencies?

Six out of twelve respondents stated that lack of field experience and code knowledge was a significant deficiency in the FSIOs; even after completion of training. Some felt that there were gaps in specific knowledge areas such as low risk vs. high risk firms; exposure to HACCP principles, etc. Several comments suggested more joint inspections.

On average, how long did it take to complete an orientation of the Assessment of Training Needs process and forms for each of the FSIOs?

A. less than 60 minutes (14)   B. 61 – 120 minutes (7)   C. 121 – 180 minutes (4)
D. Other (4)

Fourteen of the jurisdictions (48.3%) indicated I took less than 60 minutes to complete an orientation of the ATN process and forms for each FSIO. Seven jurisdictions (24%) indicated it took between 61 and 120 minutes and four jurisdictions indicated it took between 121 and 180 minutes. Four jurisdictions select other (three said between 121 and 210 minutes and one said 2 [hours?]). The graphic displayed below depicts the responses.
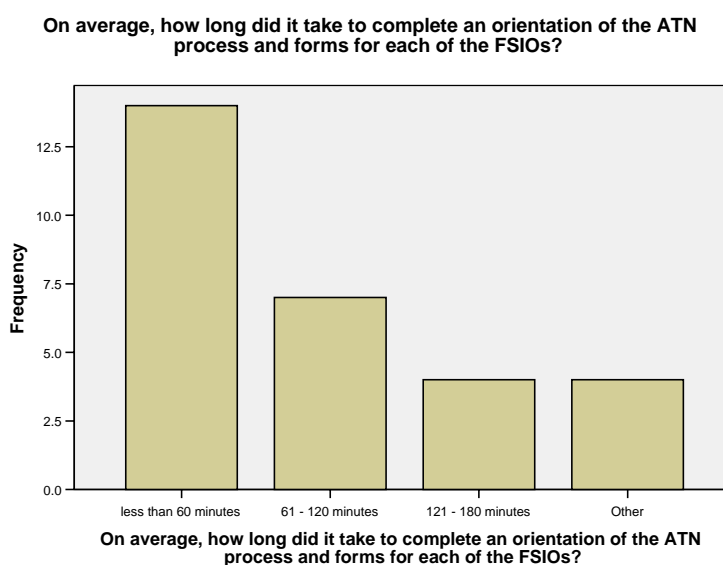
On average, how long did it take to complete an orientation of the ATN process and forms for each of the FSIOs?

On average, how long did it take to complete an orientation of the ATN process and forms for each of the FSIOs?

On average, how long did it take an FSIO to complete the pre-requisite coursework outlined in Appendix B-1 of the revised Program Standard 2?

Jurisdictions reported a range of less than 15 hours to 61-75 hours. A frequency table appears below:

		Frequency	Percent	Valid Percent	Cumulative Percent
Total Number of Hours for a FSIO to complete pre-requisite coursework					
Valid	less than 15 hours	1	3.4	3.6	3.6
	16 - 30 hours	12	41.4	42.9	46.4
	31 - 45 hours	2	6.9	7.1	53.6
	46 - 60 hours	7	24.1	25	78.6
	61 - 75 hours	2	6.9	7.1	85.7
	Other	4	13.8	14.3	100
	Total of responses	28	96.6	100	
	No Response	1	3.4		
Total		29	100		

A total of 53.6% of the jurisdictions indicated it took 45 hours or less for the FSIO to complete the pre-requisite coursework. The majority of the respondents (n-12, 41.4%) indicated it took FSIOs between 16 and 30 hours to complete pre-requisite coursework. Further review is needed to determine why some FSIOs were able to complete the pre-requisite coursework in less than the recommended time. In some cases, it could be because the FSIOs entered the process with alternative education (such as a Bachelor's degree) thus eliminating the coursework requirement.

On average, how long did it take the FSIO to conduct a Pre-Inspection Establishment File Review?

The majority of jurisdictions (n=25, 86.2%) indicated it took less than 30 minutes for the FSIO to conduct a Pre-Inspection Establishment File Review. The table below summarized the responses to this question:

		Frequency	Percent	Valid Percent	Cumulative Percent
	Average time it took a FSIO to conduct a Pre-Inspection Establishment File Review				
Valid	less than 30 minutes	25	86.2	86.2	86.2
	31 - 60 minutes	3	10.3	10.3	96.5
	Other	1	3.4	3.4	100
	Total	29	100	100	

The jurisdictions that selected "other" wrote in "5 to 10 minutes". Therefore in all cases, 100% of the FSIOs were able to complete the pre-inspection establishment file review in less than 60 minutes and most could do it in less than 30 minutes.

On average, how long did it take to complete an on-site joint field-training inspection (SINGLE INSPECTION) in which the ATN *Field Training Worksheet* was used (actual field-training time in hours – including inspection, completion of the inspection report, and discussion of the inspection report with the person in charge)? Do NOT include travel time to & from the establishment.

As the table below indicates, the majority of the jurisdictions (n=21, 72.4%) indicated it took between 61 and 180 minutes (one to three hours) for an FSIO to complete a single on-site joint field training inspection while using the ATN Field Training Worksheet. Only one jurisdiction reported it took less than an hour and 7 jurisdictions reported "other".

		Frequency	Percent	Valid Percent	Cumulative Percent
	Average time it took to complete an on-site joint field-training inspection				
Valid	less than 60 minutes	1	3.4	3.4	3.4
	61 - 120 minutes	11	37.9	37.9	41.4
	121 - 180 minutes	10	34.5	34.5	75.9
	Other (see below*)	7	24.1	24.1	100
	*4 hours – (1)				
	*6 hours – (1)				
	*Varied – (1)				
	*Significant – (1)				
	*2 to 4 hours (3)				
	Total	29	100	100	

The graphic on the next page depicts the results of the previous question.

On average, how long did it take to complete an on-site joint field training inspection?

On average, how long did it take to complete an on-site joint field training inspection?
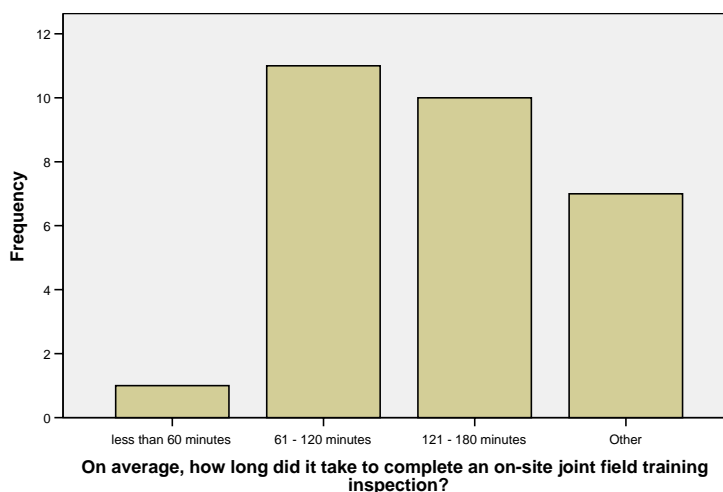
On average, how long did it take to discuss the results of the ATN Field Training Worksheet from a (SINGLE) joint field training inspection with the FSIO; set training objectives; and complete the training document?

The following frequency table displays the results of this item. The majority of jurisdictions (n=20, 69%) reported it took less than 60 minutes to discuss the results of the ATN *Field Training Worksheet* with the FSIO. The three respondents who selected "other" indicated both "less than 60 minutes" and "60 to 90 minutes." Therefore 100% of the respondents indicated it took less than 90 minutes to discuss the results of the ATN *Field Training Worksheet* with the FSIO.

Average time it took to discuss the results of the ATN *Field Training Worksheet* with the FSIO					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 60 minutes	20	69.0	69.0	69.0
	60 - 90 minutes	6	20.7	20.7	89.7
	Other	3	10.3	10.3	100.0
	Total	29	100.0	100.0	

On average, how long did it take a FSIO to successfully complete the Assessment of Training Needs? (Include the orientation process; completion of the pre-requisite courses; establishment file reviews; actual inspection time; review of the training reports with the FSIO; and completion of all training documents/worksheets.)

The table on the next page contains a frequency distribution of the responses regarding the average time for the FSIO to complete the Assessment of Training Needs. The responses varied greatly from less than 20 hours to several months. One respondent indicated it is still not complete.

Average time for the FSIO to complete the Assessment of Training Needs					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 20 hours	2	6.9	6.9	6.9
	21 to 40 hours	5	17.2	17.2	24.1
	41 to 60 hours	4	13.8	13.8	37.9
	61 to 80 hours	5	17.2	17.2	55
	81 - 100 hours	5	17	17	72.41
	Other (see below*)	8	27.6	27.6	100
	*102 hours (1)				
	*130 hours (1)				
	*150 hours (1)				
	*2-3 months (1)				
	*81-120 hours (3)				
	*Unknown (not complete) (1)				
	Total	29	100	100	

The graphic below depicts the broad range of responses to this question. More research is required to determine why the responses were so varied.
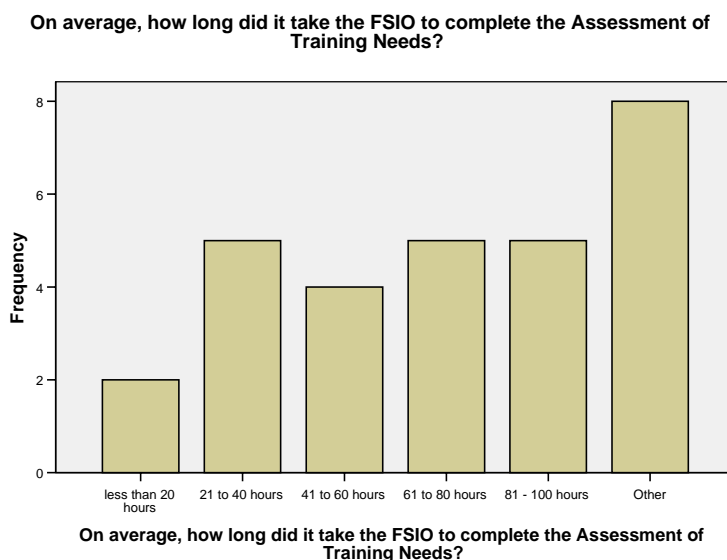
On average, how long did it take the FSIO to complete the Assessment of Training Needs?

On average, how long did it take the FSIO to complete the Assessment of Training Needs?

The ATN process is a valuable use of my Jurisdiction's resources (e.g., time; staff; finances).

<u>Strongly Disagree</u>   <u>Strongly Agree</u>

   1   2 **(1)**   3   4 **(7)**   5 **(11)**   6 **(10)**

The responses ranged from a low of 2 to a high of 6. The mode (most frequently selected response) was 5. The mean (average) and median (midpoint) were also 5. A total of 72.4% of the jurisdictions selected either a 5 or 6 and 96.6% selected 4 or better indicating a strong agreement that the ATN process was a valuable use of the Jurisdiction's resources. The graphic on the next page depicts the results.

The ATN process is a valuable use of my Jurisdiction's resources.

The ATN process is a valuable use of my Jurisdiction's resources.
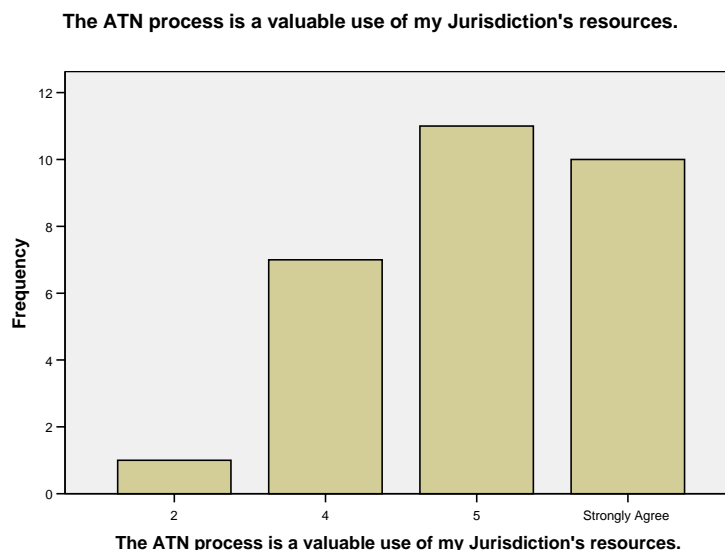
Explain, why?

Overall, most responses were complimentary to the process and identified it as a "good start". Thirteen of the twenty one responses indicated that the ATN was a valuable training evaluation tool. Nine responses stated that it helps to standardize the overall training process. Four jurisdictions, however, identified the process as time consuming, having too much paperwork, and a potential drain on employee and monetary resources.

What recommendation(s) would you propose to make the ATN process and/or forms more beneficial to your regulatory retail food protection program?

There were a number of lengthy and comprehensive comments relative to customization of the process to an individual jurisdiction's needs as well as general comments for improvement of the process and forms. One respondent in particular provided detailed remarks relative to the ATN process being too "prescriptive" and stated that, "Clear emphasis needs to be placed on the use of the ATN as a flexible, effective tool that will aid the agency in meeting its training needs, not a set of requirements to me met, as defined by FDA and CFP."

Six of the jurisdictions responding to this question recommend that the Guide document and forms be "streamlined" and "condensed" for more accuracy and ease of use. Three comments recommended the development of a web-based or computer-friendly form that could be used by jurisdictions that perform inspection work electronically. Two comments expressed concern with Program Standard 2 and in being able to meet the standard criteria. An increase in the minimum joint inspections was recommended by two respondents.

Section VIII - ATN Impact on Program Standard 2 Criteria

The pre-requisite coursework outlined in Program Standard 2, Appendix B-1, is sufficient to prepare the FSIO to successfully complete the ATN. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

__Strongly Disagree__   __Strongly Agree__

       1 **(1)**   2 **(6)**   3 **(1)**   4 **(3)**   5 **(11)**   6

The responses ranged from a low of 1 "Strongly Disagree" to a high of 5 with the mode (most frequently selected response) being 5. The mean (average) was 4.31 and the median (midpoint) was 5. The responses indicate a lack of agreement that the coursework out lined in Program Standard 2, Appendix B-1 is sufficient to prepare the FSIO to successfully complete the ATN.

Please explain.

> Many jurisdictions commented that although the pre-requisite coursework was an important component to the overall training of a FSIO, there were other components that were essential to a FSIO successfully completing the ATN. Other components felt to be essential might include: in-house, post-training discussion exercises following ORAU courses, more field work for hands-on training and to promote use of critical thinking skills, and subjects that were jurisdiction-specific. Jurisdictions completing the feedback form that had newly hired staff who were significantly more experienced commented that the pre-requisite coursework was more of a review or refresher for their staff.

If No, what coursework would you ADD?

> A second part to the question, asked if the jurisdictions felt that additional (pre-requisite) coursework was needed; what would they add? Some suggestions included:
> - Classroom training on material found in Annex 5 of the FDA Model Food Code (Conducting Risk Based Inspections)
> - A face-to-face HACCP Application Course.
> - More extensive coursework on communication with retail food managers and employees
> - Food lab experience
> - Training on expert witnesses

Was a minimum of 25 joint field training inspections adequate to prepare the FSIO to conduct independent inspections?

    Yes **(19)**   No **(10)**   If No, What is the appropriate number of joint field-training inspections?

19 responded that 25 joint field-training inspections were adequate and 10 responded that they were not. Of the 10 that responded with a "no", the number of joint field-training inspections recommended ranged from 10 to 100, with an average of 75. The two graphics on the next page depicts the responses.

Was a minimum of 25joint field training inspections adequate to prepare the FSIO to conduct independent inspections?
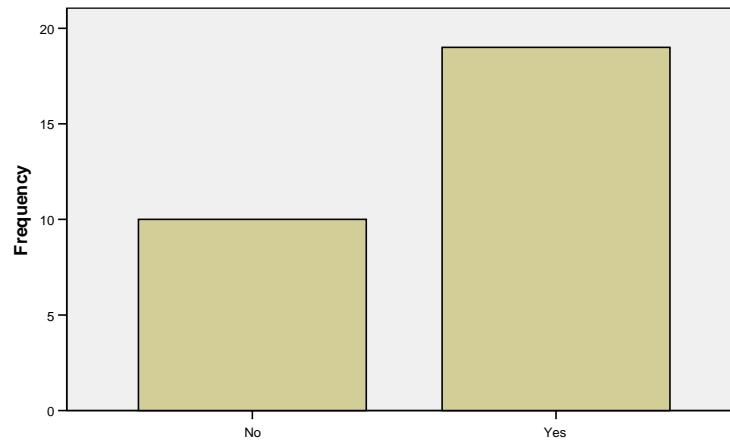
Was a minimum of 25joint field training inspections adequate to prepare the FSIO to conduct independent inspections?

If No, What is the appropriate number?
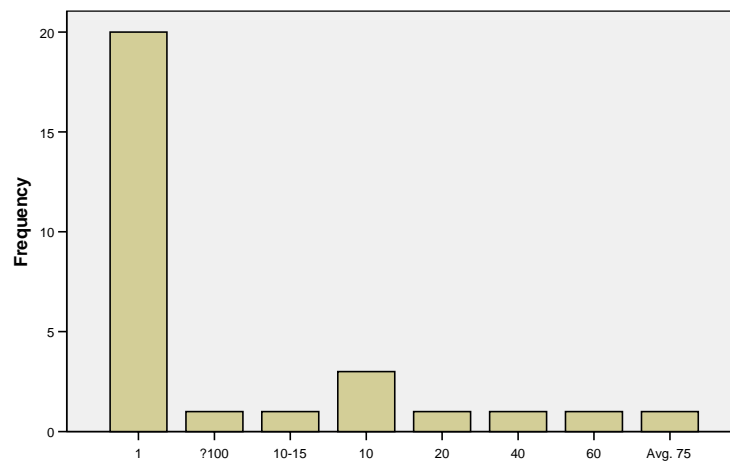
If No, What is the appropriate number?

What rationale did you use to determine the appropriate number of joint field training inspections?

The number of joint inspections required may be based on an individual's skill, capability and affinity for learning new tasks, or accomplishment of certain skills. Many jurisdictions felt that the number of joint inspections required was based on the new hire's experience. One jurisdiction commented that the number of joint field inspections per FSIO was based on low, medium and high risk facility types and the staff's ability to demonstrate competencies in each risk category.

If any of your FSIOs proceeded through to standardization did the ATN (Program Standard 2, Steps 1 through 3), adequately prepare them for standardization (Program Standard #4)?

Yes **(4)** No **(1)** None have as yet been standardized **(23)**

The majority (82.1%, n=23) of the FSIOs participating in the ATN *Pilot Project* had not been standardized yet. Of the jurisdictions that had gone through the standardizing process, four stated "yes" they felt adequately prepared and one stated "no".

What would you recommend to better prepare a FSIO for standardization?

Additionally, the ATN Feedback Form asked for recommendations to better prepare FSIOs for standardization. The following recommendations were made:

- A second module of training during the 18 month training period covering HACCP, Active Managerial Control and Risk Control Plans (long term interventions for out of control risk factors) or completion of the FDA Managing Retail Food Safety Course.
- More communication classes
- More time in the field for "ride-along inspections" with other staff and trainers to become more comfortable in general with the job and questioning operators.
- Training on how to use the inspection report using the CFP format
- Access to the FDA Food Code Training on-line
- Multiple jurisdictions emphasized the importance of additional on-the-job training and additional experience with different facility types

If any of your FSIOs proceeded to standardization, what was the minimum number of inspections needed for a FSIO to successfully complete their standardization?

A. Minimum of 4 (1) **B.** Minimum of 8 (12) **C.** Other (1) Please specify number of inspections (8)

Fifteen jurisdictions did not respond to this item, one responded a minimum of 4 inspections, twelve responded a minimum of 8 inspections, and one responded "other" and specified 8 inspections. The graphic below depicts the responses:

If any FSIOs proceeded to standardization, what's the minimum number of inspections needed for a FSIO to successfully complete their standardization?

If any FSIOs proceeded to standardization, what's the minimum number of inspections needed for a FSIO to successfully complete their standardization?
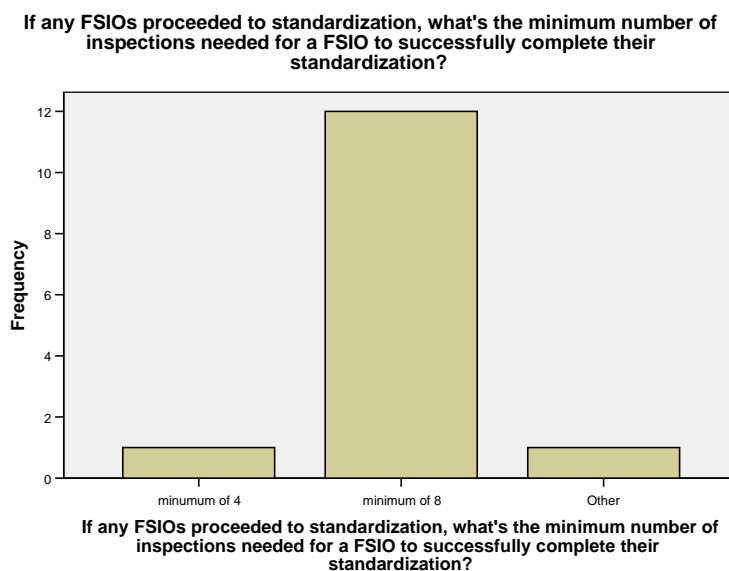
Section IX - ATN Additional Comments

Section I – Demographics of Participant Jurisdictions

Item 3: Should include an option of zero FSIOs with Full Time responsibility in the food safety program as all of our staff has additional program abilities.

Item 3: Staff members identified with full time responsibilities in food do both retail and manufactured foods

Item 4: Answer A=0.

Item 4: Staff members identified with part time responsibilities do other work in our Meat Inspection or Dairy Inspection Program.

Item 5: We have 3 FT staff assigned to other program areas, with foods less that 10% of their time. We have 2 FT staff assigned to foods >90% of their time. We have 2 PT assigned 100% of their hours.

Item 8: We have just begun with training of 2 remaining FT staff. As I understand Standard 2 from our FDA Training Specialist, we will not meet Standard 2 because of the staff not assigned FT to foods.

Item 10: A minimum of 6 weeks is devoted to joint field inspections before staff is released to do independent low and medium risk inspection.

Section II – Minimum Education Requirements for FSIOs

Items 3, 4, and 5: Answer D=Other Clarifications made during the conference call and sent via email indicated that "FULL TIME responsibilities in the food safety program are not restricted to just conducting food service or retail food inspections. The FSIO may have also have responsibilities in such areas as retail food plan reviews ..." Our County's staff consists of 13 FSIOs and 2 supervisors. Professional credential is not required as part of employment for entry level FSIOs, (11 of 13). All routine inspection activities of FE's are completed by entry level FSIO'S. While entry level FSIOs are not required, they are highly encouraged, to have professional credentials (RS/REHS) as part of employment. Technical Lead (2 of 13 FSIOs) level and above positions are required to have professional credentials to hold these higher positions. The REHS/RS issued by NEHA or by State Registration Board is acceptable.

Item 4: Indiana law requires 2 years FT experience prior to the REHS exam.

Item 4: Our requirement is to become credentialed within 2 years of hire, however, due to union requirements, once we certify them at 6 months (pass probation), we would not be able to terminate if they did not ever get credentialed. (In order to sit for a credentialing exam, you need to have 1- 2 years experience working in the field). But to be promoted from a Food Inspector I to a Food Inspector II (or above), they must have obtained a credential.

Item 6: Our County has an intensive new employee training program that includes practical and classroom training. An example of an eight week training schedule has been attached as well.

Item 8: Answer E. 41-60. The minimum training hours are based on Appendix B-1 of the Program Standards showing the Pre-requisite courses are estimated to be 42 hours, and completion of accredited Food Protection Manager Certification Course.

Item10: Answer C=25. Minimum number of joint FIELD training inspections, with ATN worksheet completed every 5 inspections.

Item 11: CFSP - NEHA requires 24 CEUs every 2 years & we require CFSP.

Item 11: FSIOs are required to obtain 15 continuing education hours every 2 years.
It should be noted that there are sections of the report that refer to the time to complete certain aspects of the ATN process. There does not seem to be any consideration for the potential variation as to the number of Training Inspections accomplished (more or less than the 25) and the number of assessor-led vs. trainee-led and the number of those inspections where an ATN form was completed and discussed with the trainee. As such, care should be taken when entering the data for analysis where such variables are possible.

Item 11: Documentation of Continuing Education is only required if they are credentialed. We have many long-term staff members that are not credentialed. However, we have many opportunities (and is often required) for all staff to attend training sessions

Item 11: FSIOs in our County are required to complete the standardization process within 18 months of employment. After standardization, each FSIO is required to complete 20 continuing education hours every 3 years.

Section III – Guide to Conducting ATN Program – Content Evaluation

Page 4 of the Guide: The forms need not be redundant, I would suggest that we use the entire form during the first 5 inspections to cover the basics and then change areas of the form to eliminate covering the same materials during each graded inspection. Once the identification of the proper use of required equipment and forms to conduct the inspection has been established, as an example, this needs not be reported during following inspections unless the candidate fails to have that equipment and reports available during the inspections. It is suggested that the next 5 reports focus on the single issue or several issues that will eliminate redundancy from previous training sheets. The next 5 reports would cover additional disciplines as a progressive means and so forth. The last 5 field sheets could go back t the original forms and a reinforcement to cover all areas of the evaluation form. Covering the same information over and over becomes time consuming in filling the reports, whereas that additional time could be devoted to other training activities in a progressive manner.

Page 6 of the Guide (Performance Elements): The pre-inspection part of the form should be eliminated after the first 5 inspections once the trainer is confident that the trainee has an understanding of what is required of he or she in that section (see IV #9 page 13.)

Section IV – ATN *Field Training Worksheet* – Content Evaluation

Section II, Item 3, *Uses a risk-based inspection methodology to assess regulations related to employee practices and management procedures essential to the safe storage, preparation, and service of food* **(ATN** *Field Training Worksheet***):** It is suggested that some of the process evaluations in the Inspection Observations and Performance section be separated. For example, in #3 separate TPHC from hot holding and cold holding.

Section III, Item 3, *Uses an aseptic water sample collection method consistent with criteria established by laboratory serving jurisdiction.* **(ATN** *Field Training Worksheet***):** Uses an aseptic water sample collection is seldom accomplished and needs not be included during each inspection report. Use of a standardized form as an add-on would be helpful for any aseptic sampling.

Section IV, Item 1, *Asks questions and engages in a dialogue with person in charge/employees to obtain information relevant to inspection.* **(ATN** *Field Training Worksheet***):** Without them some areas may be overlooked.

Section IV, Item 5, *Uses effective communication and conflict resolution techniques to overcome inspection barriers.* **(ATN** *Field Training Worksheet***):** Fails to address FSIO's personal safety while visiting trouble areas.

Section VI, Professionalism (ATN *Field Training Worksheet***):** It's better to assess after 5 inspections to track improvements or deficiencies.

Section V – ATN *Field Training Worksheet* – Format Evaluation

Item 6: We did not change the form for the purpose of the pilot, but if to become part of our permanent training program, we would make changes.

Item 6: Our County had an existing field evaluation sheet for training new FSIOs. The existing sheet was revised after the ATN pilot project was completed to include some aspects of the ATN such as oral communication. Both sheets are attached.

Item 6: Our State Food Safety Program uses a Basic Training Plan for the new inspectors. The Basic Training Plan includes: procedures, a checklist of items that needs to be addressed to all new inspectors, ORAU training curriculum, basic training record, 25 solo inspection record, and quizzes that need to be completed each week. This plan is reviewed each week by the inspectors' district manager to make sure the plan is completed for each phase. The Basic Training Procedure is to arrange a three-week joint training inspection schedule depending on the new inspector's prior experience. There is a minimum of 25 inspections that need to be conducted and logged into the new inspector's

basic training log. If the new inspector has had previous experience in conducting food inspections, the number of joint inspections can be reduced. The training inspector will critique the trainee with the *Field Training Worksheet* on the first inspection each day of the 2nd and 3rd weeks of training. On the 4th week, the district manager decides if the new inspector is ready for verification. Verification is a test to make sure our inspectors are ready to conduct independent inspections. If the new inspector is not ready for verification, then they continue with training. If the district manager has determined that the new inspector is ready to proceed, then the trainee will proceed with the verification process. A standardized staff person will observe eight inspections with the trainee to ensure that the trainee has sufficient knowledge of the regulations and inspection process to operate independently. The standard will use the *Documentation of Successful Completion* Form for the Verification. We rate them with a 1, 2, or 3 on the ability to complete each item. Inspectors must pass with an overall score of 80% and have an average of 2 on sections II, IV, and V. This form will be filled out and signed if the verification was successful. At this time the new inspector will proceed to independent inspections. If the new inspector does not pass verification, then they will continue with training and make a 2nd attempt at verification. Attached is the revised *Documentation of Successful Completion* form.

Section VI – ATN *Documentation of Successful Completion* – **Form and Format Evaluation**

No additional comments were submitted for Section VI

Section VII – ATN Pilot Project Results

Item 1: We had 2 actual trainees participate, and we waived 3 experienced staff, who then completed the ATN process.

Item 2: One trainee completed the entire process, but 4 staff now meet Standard 2 because of the waiver process.

Item 3: Not enough time available to complete training and assessment. Five employees scheduled for ATN assessment. Two did not stay with us long enough to use the ATN assessment. Completed ATN assessment on one employee.

Item 4: We have 2 Standardized Food Program Inspection Officers standardized by an FDA Standardized Training Officer: Joe did field training, while I did training and assessment at set interval points using the ATNs. There were no inconsistencies brought to my attention. We do joint inspections annually, I review almost all inspection narratives, and we each do 2 standardization inspections with our ISDH Training Officer each year to remain consistent. Maybe we should distinguish between "Trainer" and "Assessor"?

Item 9: Average was just above 16 hours with several completing in just under 15 hours.

Item 9: This represents ORA-U courses only - our classroom training done on state rules, statutes is not included.

Item 9: The computer training is much easier and less time is involved in Trainees that have just graduated from college or are younger. They have had more experience with online computer training than the people that have been in the workforce for several years and not had the experience on computers. The average time required is real diverse depending on needs of the jurisdiction and how much time can be spent on the computer. Some areas would allow the new FSIO to do computer work as needed, and others had the FSIO's doing various duties and did not allow much time for the computer work. Standard # 2 - The timeline allowed on Standard 2 is not real reasonable for most jurisdictions. Generally speaking, more time is needed to complete all of the aspects of training and standardization. Two years would be more reasonable for training and standardizing FSIO's. Also, in most states, the Registration in Training process takes two years before the REHS or RPS is awarded. Worksheets should not be completed until the candidate has performed some joint inspections with the candidate in the lead. This way, the supervisor or training officer has a better idea of where additional training is needed.

Item 11: For us, a single inspection would include all departments of a large supermarket (deli and bakery and meat/seafood and produce prep) - hence long time

Item 13: It should be noted that the answer does not take into account all the time to plan and implement this ATN process. This would be a one time expenditure of resources to review and tailor the ATN form for a jurisdiction. Note: Less than 25 inspections were done for candidates that were not new hires (2 or 3) and were already conducting independent inspections.

Section VIII – ATN Impact on Other Program Standard 2 Criteria

Items 1 & 2. The weekly training format we followed during this pilot is as follows: One or Two days of classroom training on rules, statutes or any of the other sessions we developed Two to Four days of joint field inspections to reinforce topic(s) covered in classroom and also build upon previous weeks' training. I developed Field Training Guidance Documents for many subjects to help the field trainers know what to re-enforce. ORA-U courses were completed where time allowed (part days, days where field trainer were not available) This schedule allowed for flexibility with schedules of classroom trainers, and field trainers and accommodated necessary travel time considering that ours is a statewide program and not all trainers and trainees live in a centralized area. It also provided a combination of classroom time and field time, so trainees did not get bored sitting in a classroom all day, 5 days a week. It allowed trainees to gain exposure to retail food establishments and the processes that happen there which helped them to understand some of the classroom subjects presented later on.

Item 2: Between 10 and 15 inspections were completed. Therefore, if an additional 15 inspections were conducted then that would possibly translate to more than double the time required.

Item 2: The new FSIO received in-house training prior to completing FDA ORAU courses. He stated that the one-on-one interaction was essential to the training process. The in-house instructor was able to provide comprehensive feedback and individualized coaching to lead the FSIO in the right direction. The courses served to re-enforce in-house learning objectives. HACCP courses were taken before field-training inspections were conducted. Establishments chosen increased in complexity based on menu and processes as the trainee advanced.

Item 2: This process was frequently disrupted to allow time for other departmental priorities

Item 4: We do have a program for standardization and follow the FDA model of 8 inspections required (although we would like to see that number reduced to 4)

Section X – Use of Multiple Trainers for the ATN

Item 1: Trainers vs. Assessors; we had up to 11 senior staff members act as trainers (those with whom joint field inspections were conducted), but just 7 of those actually conducted an ATN. Some of the trainees had just one assessor; others had 2 or 3 different assessors)

Item 2: Trainees did not bring this up, but as a classroom trainer, field trainer, assessor and coordinator for this pilot project, I did note differences in the assessors' assessment of the trainees' ability to perform.

Additional Comments not Associated with a Specific Section of the Feedback Form

* Additional performance elements missing (I was not able to type data into the comments area provided after the question). Additional areas that should be added include Pest Control, Food Allergens, Ethnic foods, Labeling, Food Recalls, Evaluating the operation (including menu review to determine most important areas of the operation to observe/inspect); for example - they could have evaluated all the risk factors or public health interventions, but not asked critical questions about products/processes not being conducted during the inspection, or looked at a bakery area in detail, but not placed adequate focus on a RTE food operation like in a deli), Plan Review (to gain a better understanding of agency standards). Another very broad area is the agencies inspection and administrative procedures such as licensing, regulatory/enforcement procedures and obtaining compliance (tools in addition to immediate correction on site, such as HACCP plans, risk control plans, standard operating procedures for long term control).

* It must be noted that we used this process on one of our new FSIO people in our Wholesale Program. He is responsible for conducting inspections on manufacturing and distribution facilities rather than retail type facilities. It was a bit awkward as some of the sections did not correspond to these types of regulations and the FDA GMPs, but it could easily be converted to accommodate this aspect. Overall this is something that has been needed for a long time and we will incorporate this into our training on new retail staff. It will give me as a manager the means to track their progress and know where they stand. Keep up the good work!

* Thank you for including my jurisdiction in the pilot project. The ATN has been a useful and very effective tool for training. I plan to continue using it. The ATN also assists us in meeting standard 2.

* Jurisdictions already experiencing budget cuts, staff shortages, and time constraints would require other resources in order to conduct the ATN in its entirety.

* Our jurisdiction is looking forward to partner with all the jurisdictions who are vested in Food Safety. We will continue using this program as our training tool, as stated before, it has been a good guidance for those of us who are not well versed in food science. Any human community is vulnerable to foodborne disease (including water in all forms) when food stuff is compromised. We are very thankful to the most respectful John Marcello, FDA, for his dedication and support; the Conference of Food Protection, and Dr. David McSwane, H.S.D., R.E.H.S., C.F.S.P. Professor, School of Public and Environmental Affairs, Indiana University.

* This is a useful tool and helpful to anyone without a standardized training program. Although we were unable to complete all aspects of the training, it has been beneficial to our department and has helped to institute a standard training program.

* The ATN process was an improvement to our training program and we plan to continue using the forms, ORAU courses and face to face follow up training.

Section X - Supplemental Survey Items

Did you use multiple trainers to administer the Assessment of Training Needs?

Yes **(19)**   No **(10)**

The majority of jurisdictions (65.5%, n=19) indicated they used multiple trainers to administer the Assessment of Training Needs. The graphic below depict the responses:
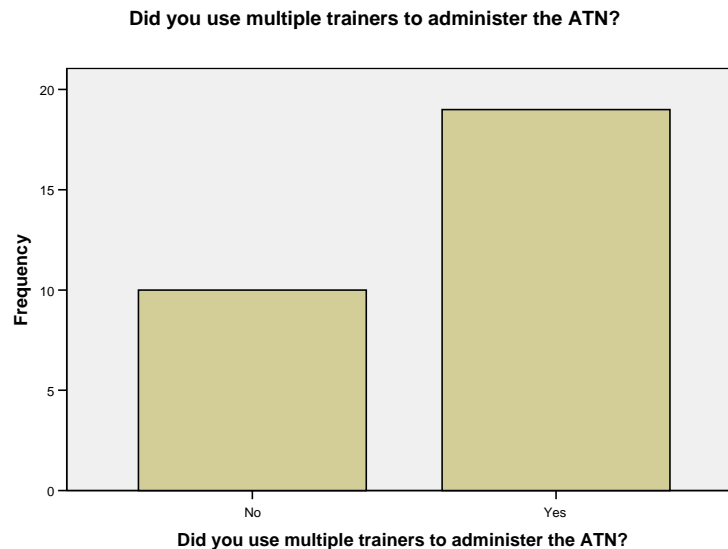
Did you use multiple trainers to administer the ATN?

If you used multiple trainers, did candidates (trainees) report any differences between the trainers assessment of their ability to perform one or more elements contained on the field training worksheet?

Yes **(3)**   No **(16)**

The majority of the jurisdictions (84.2%, n=16) reported that their candidates did not report any differences between trainers assessment of their ability to perform one or more elements contained on the field-training worksheet.

Did your jurisdiction implement any steps to minimize the difference in how the ATN process was administered by various trainers?

Yes **(10)**   No **(9)**

Ten jurisdictions reported they implemented steps to minimize the difference in how the ATN process was administered by various trainers. The trainers were asked to describe the steps and most jurisdictions that commented described a pre-pilot training session or an informal standardization process.

The second supplemental item in Section X asked the participating jurisdictions *before participating in the ATN Pilot Project, were you familiar with the Application of the Basics of Inspection/Investigation Course (FD170) available through ORA University?*

Fifteen jurisdictions responded "yes" and 14 responded "no" they were not familiar with the course. If they were familiar with the course, the jurisdictions were asked, *do you think this type of 'Application Course' would better prepare a Food Safety Inspection Officer for the ATN? Fourteen jurisdictions* responded "yes" they thought it would better prepare a FSIO and 3 responded "no". Twelve jurisdictions did not respond to this question. Most jurisdiction comments in general, endorsed the use of the 'Application Course', some suggested using components of the course materials to tailor to their jurisdiction's needs (due in part to the volume of material and time commitment required to administer the entire course), some found it was helpful to take the course before going out in the field, and commented that it appeared to help the FSIO understand their role and what is required of an inspector.

The final supplemental question in Section X was addressed only to the 25jurisdictions enrolled in the FDA's Voluntary National Retail Food Regulatory Program Standards.

This supplemental question asked *Should the' Application Course' or equivalent be a requirement instead of a recommendation?* **(The Application of the Basics of Inspection/Investigation Course, FD170, is currently listed in Appendix B-1 of Program Standard 2 as a recommendation.)**

There were 18 jurisdictions that responded "yes" it should be required and nine jurisdictions responded "no" it should not be required. Two jurisdictions did not offer an opinion on this issue. Jurisdictions not in favor of making the course a requirement commented that there was limited availability of the course and a lack of jurisdiction resources and therefore did not wish to make it a requirement of Program Standard 2. Some jurisdictions commented that they could not locate the course on the ORAU website, others stated that if required the course should be readily available.

Pilot Project Findings and Conclusions

The findings and conclusions for the pilot project will be presented in three parts:

>   **Part I** – Assessment of Training Needs (ATN) Process and *Guide*;
>   **Part II** – ATN *Field Training Worksheet*; and
>   **Part III** – *Documentation of Successful Completion* form.

Part I – Assessment of Training Process and *Guide*

A vast majority (96.6%) of the pilot participants agreed that the ATN process was a valuable use of their jurisdiction's resources. Most respondents were complimentary to the process and identified it as a "good start." Several jurisdictions indicated that the ATN process was a valuable training evaluation tool that helps to standardize the overall training for FSIOs. In a minority opinion, four jurisdictions identified the process as time consuming with too much paperwork and a potential drain on employee and monetary resources.

The majority of respondents (86.2%, n=25) indicated that the instructions given in the *Guide to Conducting an Assessment of Training Needs* were sufficient for understanding and implementing the training process.   However, some very good suggestions were made for clarifying and improving several sections of the *Guide*. For example, a significant number of jurisdictions noted that the *Guide* vacillated between being a training manual and an assessment audit procedure. Many jurisdiction recommended revisions to the content to ensure the intended use is clear and terminology remained consistent. In addition, it was recommended that a glossary of terms be included and the use of acronyms be kept to a minimum.

Eleven jurisdictions reported having more than one assessor/trainer for each FSIO. The majority of these respondents (80%) agreed that the ATN is designed to facilitate the consistent application of the training process by the assessor/trainer, even when candidates varied in knowledge and/or skill level.

A majority (66%, n=19) of the pilot jurisdictions used multiple trainers to administer the Assessment of Training Needs. Of the jurisdictions that used multiple trainers, eighty-four percent (84%) reported that their candidates did not report any differences between trainers assessment of their ability to perform one or more elements contained on the *Field Training Worksheet*. Ten jurisdictions reported they implemented steps to minimize the difference in how the ATN process was administered by various trainers; the most commonly used approach was a pre-pilot training session or an informal standardization process for the trainers.

Nineteen of the pilot jurisdictions (66%) agreed that a minimum of 25 joint field-training inspections was adequate to prepare the FSIO to conduct independent inspections. Of the 10 jurisdictions that responded 25 joint inspections was not enough, the number of joint field-training inspections recommended ranged from 10 to 100, with an average of 75. Many of the respondents believed the number of required joint inspections should be variable based on an individual FSIO's prior experience, skills, capability and affinity for learning new tasks, or accomplishment of certain skills. One jurisdiction commented that the number of joint field inspections for each FSIO was based on low, medium, and high risk facility types and the FSIO's ability to demonstrate competencies in each risk category.

Eighty percent (80%)of the respondents reported that FSIOs who successfully complete the ATN are ready to conduct independent retail food and/or foodservice inspections at the conclusion of the training.

When the pilot jurisdictions were asked how long it took for the FSIO to complete the Assessment of Training Needs, the responses varied greatly from less than 20 hours to several months. The majority of the respondents (72%) indicated the average time for the FSIO to complete the ATN was less than 100 hours.

Some pilot jurisdictions encouraged customization of the ATN process and forms to an individual jurisdiction's needs. One respondent remarked the ATN process is too "prescriptive" and stated, "Clear emphasis needs to be placed on the use of the ATN as a flexible, effective tool that will aid the agency in meeting its training needs, not a set of requirements to be met, as defined by FDA and CFP." Several jurisdictions said the *Guide* and forms need to be "streamlined" and "condensed" for more accuracy and ease of use. A few jurisdictions recommended the development of a web-based or computer-friendly form that could be used by jurisdictions that perform inspection work electronically.

The pilot project participants were asked if the pre-requisite coursework outlined in Appendix B-1, Standard 2, is sufficient to prepare the FSIO to successfully complete the ATN. The responses received were highly variable. There was, however, an overall lack of agreement on this point. Many jurisdictions commented that, although the pre-requisite coursework was an important component to the overall training of a FSIO, there were other components essential to a FSIO successfully completing the ATN. These other essential components included:

- In-house, post-training discussion exercises following ORA University courses;
- Field work to provide additional hands-on training and to promote use of critical thinking skills;
- Classroom training on material found in Annex 5 of the FDA *Food Code* (Conducting Risk Based Inspections);
- A face-to-face HACCP Application Course;
- More extensive coursework on communication with retail food managers and employees;
- Food lab experience;
- Training on becoming an expert witness, and
- Other subject areas which are jurisdiction-specific such as local food, plumbing, and building codes and regulations.

The majority of jurisdictions (72%) that were familiar with the *Application of the Basics of Inspection/Investigation Course (FD170)* available through FDA's ORA University were in favor of making it a required part of the coursework in Appendix B-1, Standard 2. The jurisdictions that were not in favor of making the course a requirement were concerned about the limited availability of the course and a lack of jurisdiction resources. Most indicated they would not be opposed to making the course a requirement provided it was readily available to all jurisdictions.

Only five of the jurisdictions that participated in the pilot project reported having FSIOs who proceeded through to standardization. While this number is too small to be meaningful, four of the five jurisdictions

that had gone through the standardization process stated they believed the FSIOs were adequately prepared.

Part II – ATN *Field Training Worksheet*

Almost all of the jurisdictions (89.6%, n=26) agreed that the 25 performance elements in the ATN *Field Training Worksheet* sufficiently address the knowledge and skills a FSIO needs to effectively conduct independent inspections. The majority of the jurisdictions (93.1%) indicated the competencies/criteria listed as examples under each performance element were helpful to the training process.

Several jurisdictions mentioned that further instruction is needed on how to use the markings of Acceptable (A), Needs Improvement (NI), Not Observed (NO) and Not Applicable (NA). It was felt the Not Applicable (NA) and Not Observed (NO) markings could be misinterpreted, so specific instructions on when to use each of these should be provided.

The pilot participants were asked to identify any performance elements that were difficult to observe or consistently marked as 'Not Applicable.' The most commonly identified item was "collection of food/water samples." Other items identified by some jurisdictions were use of lab coats, HACCP/variance plans, date marking, use of infrared thermometers, and consumer advisory language.

Almost all of the jurisdictions (79.3%) agreed that the format of the ATN *Field Training Worksheet* is user-friendly. When asked how the format could be improved, the feedback indicated the form was much too long. Some respondents stated the form was "exhaustive, too lengthy, impractical and had a lot of pages." Additionally, they believed that the form should be rearranged to minimize flipping of pages.

Seventy-two percent (72%) of the respondents agreed there was enough space provided for responses. However, the remaining respondents felt overwhelmingly that they needed much more room to provide their comments.

Part III – *Documentation of Successful Completion* Form

Almost all of the jurisdictions (86.2%) agreed that the *Documentation of Successful Completion* form is a useful tool for maintaining a candidate's record and progress during the Assessment of Training Needs Process. However, the general consensus of the respondents was that the form did not need to be so long and seemed redundant to have all of the same categories as the *Field Training Worksheet*. Comments also mentioned that progressive data needs to be included, not just using it as a summary document. They also suggested adding a timeline.

The respondents were asked if the two document formats (*Field Training Worksheet* and *Documentation of Successful Completion*) were user-friendly or better if combined into one document. The majority of respondents (62.1%) recommended keeping the current two document format and only 34.5% recommended merging the documents into one. Those respondents that felt it should be kept in two separate documents mentioned that the form did not provide enough detail so the *Field Training Worksheet* was needed to allow tracking of areas that still needed improvement, and that the two documents should both be completed and stored in two different locations since they had two different purposes.

Pilot Jurisdictions Recommendations to the Conference

Based on the findings and conclusions from the pilot project, the following summarizes recommendations received from participating jurisdictions for enhancing the effectiveness of the Assessment of Training Needs process and *Guide*, the *Field Training Worksheet*, and the *Documentation of Successful Completion* form.

1. Revise the *Guide to Conducting an Assessment of Training Needs*. Some changes that may be made to the content of this document include:

    *   Clarifying the intended use of the *Guide* and *Worksheets*. Confusion exists as to whether the *Guide* is intended to be used as an instructional training manual or whether it is to be used as assessment of a FSIOs performance. The content and procedures presented in the *Guide* need to reflect a consistent objective;
    *   Adding a glossary of terms;
    *   Using full names in addition to acronyms;
    *   Reorganizing and reformatting the *Guide* so it is an instructional manual rather than a guidance document, and
    *   Providing clarification as to who should complete the field-training process.

2. Shorten the *Guide* and *Field Training Worksheet* to make them more "streamlined" and "condensed" to enhance accuracy and ease of use.

3. Seek opportunities for developing a web-based or computer-friendly form that could be used by jurisdictions that enter data from inspection work electronically.

4. Explore the possibility of adding courses to the ATN process that would include topics such as post-training discussion exercises following ORA University courses, field work to provide additional hands-on training and to promote use of critical thinking skills, classroom training on material found in Annex 5 of the *FDA Food Code* (Conducting Risk Based Inspections), a face-to-face HACCP *Application Course*, more extensive coursework on communication with retail food managers and employees, food lab experience, training on becoming an expert witness, and other subjects that are jurisdiction-specific such as local food, plumbing, and building codes and regulations.

5. Revise Appendix B-1, Standard 2 to include the *Application of the Basics of Inspection/Investigation Course (FD170)* as a requirement. Work with FDA to assure this course is readily available to all jurisdictions who are participating in the ATN process.

6. Provide additional information and instructions on how to use the markings of Acceptable (A), Needs Improvement (NI), Not Observed (NO), and Not Applicable (NA) in the *Field Training Worksheet*.

7. Evaluate the *Field Training Worksheet* to determine whether performance elements, such as "collection of food/water samples" should be revised or eliminated. Other items to consider would include use of lab coats, HACCP/variance plans, date marking, use of infrared thermometers, and consumer advisory language.

8. Explore ways to add more space on the *Field Training Worksheet* for narrative comments by the assessors.

9. Explore ways to make the *Documentation of Successful Completion* less detailed and redundant with the *Field Training Worksheet*.

Next Steps

The CFP CFSRP Work Group conducted a face to face meeting in Chicago, September 14-16, 2007, to discuss the data results and feedback from pilot project jurisdictions. Based on this meeting, the Work Group reached consensus on how to prepare the pilot project report and revisions/modifications needed to the *Guide for Conducting an Assessment of Training Needs* and the *Field Training Worksheets*.

In addition, a focus group conference call of a representative sample of pilot project jurisdictions was conducted in November 2007. The purpose of the focus group was to obtain additional feedback on whether the project conclusions reached by the Work Group accurately reflected their experiences. Representatives from the focus group jurisdictions indicated strong support for the changes and revisions proposed by the Work Group.

The Work Group has used the data and feedback from the ATN pilot project to modify and revise the content and forms originally provided in the *Guide for Conducting an Assessment of Training Needs*. These recommendations have been submitted to the 2008 Conference as a separate issue titled:

CFP Field Training Manual for Regulatory Retail Food Safety Inspection Officers

Some of the changes to the FSIO training process and forms include:

- Reformatting the content to create an instructional step-by-step field-training manual.
- Inserting additional information on pre-requisite coursework that a FSIO should complete prior to conducting independent retail food and/or foodservice inspections.
- Including a new CFP *Training Plan* to assist jurisdictions with identifying appropriate methods of training for listed competencies.
- Providing optional *Training Logs* for tracking a FSIOs weekly progress as well as the types of establishments that have been included in the joint field-training process.
- Clarifying language so the manual is only used for training purposes and ***not*** as an evaluation/audit process or for administrative purposes. All references to the training process being an 'assessment' of the FSIO have been eliminated.
- Including expectations of trainers regarding their role during field-training inspections and methods for working with FSIOs newly assigned to the retail food protection program.
- Modifying the *Field Training Worksheet* to better reflect a training process rather than use as an assessment tool. References for 'A' – (Acceptable) or 'NI' – (Needs Improvement) have been removed. *Worksheets* are now designed to track the continual improvement of the FSIO as progress is made during field-training inspections.
- Describing options for jurisdictions to use the forms and worksheets provided in the manual. Flexibility has been built into the process to allow jurisdictions to develop their own forms or modify those provided to meet their specific training needs.
- Creating forms that will allow entering information on worksheets electronically. The *CFP Training Plan and Log*, as well as the *Field Training Worksheets* have been developed using a Word 'Form' format. This format will allow these documents to be completed electronically. The

option to complete the forms manually is still available to jurisdictions that prefer to use them this way.

<u>Appendices</u>

<u>APPENDIX A</u> – Jurisdiction Feedback Form on the ATN Process and Forms

<u>APPENDIX B</u> – CFP *Guide to Conducting an Assessment of Training Needs*

<u>APPENDIX C</u> – ATN *Field Training Worksheet*

<u>APPENDIX D</u> – ATN *Documentation of Successful Completion*

CONFERENCE FOR FOOD PROTECTION (CFP)

ASSESSMENT OF TRAINING NEEDS (ATN)
REGULATORY RETAIL FOOD SAFETY INSPECTION OFFICERS (FSIO)

JURISDICTION FEEDBACK ON ATN PROCESS AND FORMS

Name of Jurisdiction	Type *(place an "X" in the appropriate box)* ☐ **Federal** ☐ **State** ☐ **County** ☐ **District** ☐ **Tribal** ☐ **Other Specify** _____			
Jurisdiction Mailing Address:		**City**	**State**	**Zip**
Contact Person for the Jurisdiction	**Contact Phone #**	**Contact Fax #**	**Contact E-mail Address**	
Report Prepared By: *(if different from the Contact Person for the Jurisdiction)*	**Preparer Phone #**	**Preparer Fax #**	**Preparer E-mail Address**	

(Place an "X" in the space adjacent to the most appropriate response for each question)

SECTION I
JURISDICTION DEMOGRAPHICS

1. What is the population living within your Jurisdiction?

☐ **A.** less than 25,000   ☐ **B.** 25,000 to 49,999   ☐ **C.** 50,000 to 99,999
☐ **D.** 100,000 to 249,999   ☐ **E.** 250,000 to 499,999   ☐ **F.** 500,000 or above

2. What is your Jurisdiction's total number of retail food and foodservice establishments under permit?

☐ **A.** less than 100   ☐ **B.** 101 to 500   ☐ **C.** 501 to 1,000
☐ **D.** 1,001 to 3,000   ☐ **E.** 3,001 to 6,000   ☐ **F.** 6,001 or above

3. How many Food Safety Inspection Officers are employed by your Jurisdiction with FULL TIME (i.e., 100%) responsibility in the food safety program?

☐ **A.** less than 4   ☐ **B.** 4 to 8   ☐ **C.** 9 to 12
☐ **D.** 13 to 20   ☐ **E.** 21 to 30 ☐ **F.** 31 or more

4. How many Food Safety Inspection Officers are employed by your Jurisdiction with responsibilities in other environmental health program areas in addition to their retail food protection duties?

☐ **A.** less than 4   ☐ **B.** 4 to 8   ☐ **C.** 9 to 12
☐ **D.** 13 to 20   ☐ **E.** 21 to 30 ☐ **F.** 31 or more

(Section I – continues on the next page)

SECTION I
JURISDICTION DEMOGRAPHICS
(Section I – continued from the previous page)

5. If your Food Safety Inspection Officers have responsibilities in other environmental health program areas, on average, how much of their annual work plan is dedicated to the retail food protection program?

☐ **A.** less than 10% ☐ **B.** 10% to 29% ☐ **C.** 30% to 49%
☐ **D.** 50% to 69% ☐ **E.** 70% to 89% ☐ **F.** 90% or more

6. Is your Jurisdiction AWARE of the *FDA Voluntary National Retail Food Regulatory Program Standards*?

☐ **Yes** ☐ **No**

7. Is your Jurisdiction ENROLLED in the *FDA Voluntary National Retail Food Regulatory Program Standards?*

☐ **Yes** ☐ **No**

8. If enrolled in the *FDA Voluntary National Retail Food Regulatory Program Standards*, has your jurisdiction MET all the Standard 2 – Trained Regulatory Staff criteria?

☐ **Yes** ☐ **No**

(Section II – Starts on the next page)

SECTION II
JURISDICTION'S MINIMUM EDUCATION REQUIREMENTS FOR FOOD SAFETY INSPECTION OFFICERS (FSIOs)

1. **What is the minimum level of education a FSIO MUST have to be considered for employment by your jurisdiction in the retail food protection program?**

☐ **A**. High School Graduate   ☐ **B.** Associate's degree   ☐ **C.** Bachelor's degree
☐ **D.** Other   Please Specify: _____

2. **Are FSIOs in your Jurisdiction REQUIRED to complete at least 30 semester hours of science as part of their academic degree PRIOR TO employment or assignment to the retail food protection program?**

☐ Yes   ☐ No

3. **Are FSIOs in your Jurisdiction REQUIRED to have a professional credential such as the Registered Environmental Health Specialist/Registered Sanitarian (REHS/RS) or Certified Food Safety Professional (CFSP) PRIOR TO employment or assignment to the retail food protection program?**

☐ Yes   ☐ No

4. **If your Jurisdiction REQUIRES a professional credential such as those described in the previous question, but allows for the FSIO to work toward their credential after they have been hired, within what TIME FRAME from the DATE OF EMPLOYMENT must a FSIO attain their credential?**

☐ **A.** less than 6 months   ☐ **B.** within 1 year   ☐ **C.** within 2 years
☐ **D.** Other   Please Specify: _____

5. **Identify which Credential(s) the FSIOs in your Jurisdiction are REQUIRED to hold? (Check all that apply)**

☐ **A.** REHS/RS issued by NEHA   ☐ **B.** REHS/RS issued by State Registration Board
☐ **C.** CFSP issued by NEHA   ☐ **D.** Other   Please Specify: _____

6. **Besides the coursework training needed for employment and/or attainment of any required professional credential, does your jurisdiction REQUIRE FSIOs to complete additional food safety education and training courses PRIOR to conducting independent retail food or foodservice inspections?**

☐ Yes   ☐ No

(Section II – continues on the next page)

SECTION II

JURISDICTION'S MINIMUM EDUCATION REQUIREMENTS FOR
FOOD SAFETY INSPECTION OFFICERS (FSIOs)

(Section II – continued from the previous page)

7. If your answer to the previous question is YES, please identify the types of additional education and training FSIOs are REQUIRED to successfully complete PRIOR TO conducting independent retail food or foodservice inspections? *(Place an X next to <u>ALL</u> education and training options that apply).*

☐ **A.** FDA/State sponsored food safety **CLASSROOM** courses

☐ **D.** Food safety courses provided by trade or professional organizations.

☐ **B. WEB-BASED** (distant learning courses) such as those offered through FDA ORA U

☐ **E.** An ANSI-CFP accredited Food Protection Manager Certification Course

☐ **C.** In-house (provided by your jurisdiction) **CLASSROOM** courses

☐ **F.** Other – Please describe in box provided below.

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8. What is the minimum number of CLASSROOM food safety training hours your Jurisdiction REQUIRES a FSIO to accrue (after they have been hired) PRIOR TO conducting independent retail food and/or foodservice inspections? Include web-based training, such as those which can be obtained through FDA's ORA University.

☐ **A.** None
☐ **D.** 26 to 40

☐ **B.** less than 10
☐ **E.** 41 to 60

☐ **C.** 10 to 25
☐ **F.** 61 or more   If more than 61, how many? _____

9. On average, what percentage of the total number of food safety training hours identified in the previous question, will the FSIO attain through WEB-BASED (distant learning) courses?

☐ **A.** less than 10%
☐ **D.** 50% to 69%

☐ **B.** 10% to 29%
☐ **E.** 70% to 89%

☐ **C.** 30% to 49%
☐ **F.** 90% or more

10. What is the minimum number of joint FIELD training inspections (both trainer-led and trainee-led) your Jurisdiction REQUIRES a FSIO to complete PRIOR TO conducting independent inspections of establishments in which operations extend beyond the sale of pre-packaged foods or limited preparation?

☐ **A.** None
☐ **D.** 26 to 40

☐ **B.** less than 10
☐ **E.** 41 to 60

☐ **C.** 10 to 25
☐ **F.** 61 or more If more than 61, how many? _____

11. What is the number of food safety CONTINUING EDUCATION hours your Jurisdiction REQUIRES a FSIO to accrue on an annual basis?

☐ **A.** None are required
☐ **D.** 11 to 15

☐ **B.** less than 5
☐ **E.** 16 to 20

☐ **C.** 6 to 10
☐ **F.** 21 or more   If more than 21, how many? _____

(Section III – Starts on the next page)

SECTION III
GUIDE TO CONDUCTING AN ASSESSMENT OF TRAINING NEEDS (ATN)
EVALUATION OF CONTENT

(Please refer to the "Guide to Conducting an Assessment of Training Needs"
when responding to the following questions)

1. **Were the instructions given in the Guide sufficient for you to understand and implement the training process in your jurisdiction?**

☐ **Yes**   ☐ **No**

2. **Please put an "X" in the boxes below to identify any Section(s) of the Guide you believe needs improvement. Please provide your recommendation(s) for improving the Guide in the space provided for each subject area. The page number from the Guide for each subject area is included in parentheses. If you have no recommended changes for a specific Section of the Guide, leave the corresponding box and comment area blank.**

OVERVIEW OF THE ASSESSMENT OF TRAINING NEEDS PROCESS

☐	**Background (page 1)**

☐	**Introduction and Purpose (page 1)**

☐	**Assessment of Training Needs (page 3)**

☐	**Who Must Complete the Field Training Process (page 3)**

(Section III – continues on the next page)

SECTION III
GUIDE TO CONDUCTING AN ASSESSMENT OF TRAINING NEEDS (ATN)
EVALUATION OF CONTENT

(Section III – continued from the previous page.
Please refer to the "Guide to Conducting an Assessment of Training Needs"
when responding to the following questions)

☐ **Who Can Conduct an Assessment of Training Needs (page 4)**

☐ **Field Training Forms and Protocol (page 4)**

FIELD TRAINING WORKSHEET

☐ **Overview of the Field Training Worksheet (page 5)**

☐ **Description of Header Information of the Field Training Worksheet (page 5)**

☐ **Performance Elements (page 6)**

(Section III – continues on the next page)

SECTION III
GUIDE TO CONDUCTING AN ASSESSMENT OF TRAINING NEEDS (ATN)
EVALUATION OF CONTENT

(Section III – continued from the previous page.
Please refer to the "Guide to Conducting an Assessment of Training Needs"
when responding to the following questions)

☐ **Summary of Food Safety Inspection Officer (FSIO) Performance Elements (page 6)**

PREPARING TO CONDUCT AN ASSESSMENT OF TRAINING NEEDS

☐ **Reviewing the Performance Elements (page 7)**

☐ **Specific Competencies/Criteria for each Performance Element (page 8)**

☐ **Determine the Appropriate Number of Assessments for each FSIO (page 9)**

☐ **Choosing Establishments for the Training Process (page 9)**

SECTION III

GUIDE TO CONDUCTING AN ASSESSMENT OF TRAINING NEEDS (ATN)
EVALUATION OF CONTENT

(Section III – continued from the previous page.
Please refer to the "Guide to Conducting an Assessment of Training Needs"
when responding to the following questions)

CONDUCTING THE ASSESSMENT OF TRAINING NEEDS

☐	Methodology (page 10)

☐	Observing Performance Elements (page 11)

☐	Assessing FSIO Training Needs (page 13)

☐	Reviewing the Field Training Worksheet with the FSIO (page 14)

FIELD TRAINING PROCESS – DOCUMENTATION OF SUCCESSFUL COMPLETION

☐	Purpose of the Documentation of Successful Completion (page 15)

(Section III – continues on the next page)

SECTION III
GUIDE TO CONDUCTING AN ASSESSMENT OF TRAINING NEEDS (ATN)
EVALUATION OF CONTENT

(Section III – continued from the previous page.
Please refer to the "Guide to Conducting an Assessment of Training Needs"
when responding to the following questions)

☐	**Description of Header Information (page 15)**

☐	**Assessing FSIO Readiness to Conduct Independent Inspections (page 15)**

STEP-BY-STEP SUMMARY – FIELD TRAINING PROCESS

☐	**I. Preparing for the Assessment of Training Needs (page 17)**

☐	**II. Conducting the Assessment of Training Needs (page 18)**

☐	**III. Completing the Documentation of Successful Completion (page 19)**

(Section IV – Starts on the next page)

SECTION IV
ASSESSMENT OF TRAINING NEEDS (ATN) - FIELD TRAINING WORKSHEET
EVALUATION OF CONTENT
(Please refer to the ATN Field Training Worksheet when responding to the following questions)

1. **The 25 Performance Elements (identified in the gray shaded area of the Field Training Worksheet) sufficiently address the knowledge and skills a FSIO needs to effectively conduct independent inspections of retail food and foodservice establishments.** *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

Strongly Disagree   **Strongly Agree**

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

2. **Are there additional Performance Elements (knowledge and/or skills) that a FSIO needs to have in order to effectively conduct independent inspections of retail food and foodservice establishments that are MISSING from the current Field Training Worksheet?**

☐ Yes   ☐ No

Please identify and describe these MISSING performance elements.
_____
_____
_____

3. **Were there any Performance Elements that were consistently marked NOT OBSERVED?**

☐ Yes   ☐ No

Please identify these by placing an "X" adjacent the <u>item number</u> that identifies any Performance Element(s) that were DIFFICULT TO OBSERVE in each of the Filed Training Worksheet categories listed below.

Section I	**Section II**	**Section III**	**Section IV**	**Section V**	**Section VI**
☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1
☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2
☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3
	☐ Item 4		☐ Item 4		
	☐ Item 5		☐ Item 5		
	☐ Item 6		☐ Item 6		
	☐ Item 7				

4. **If you have identified DIFFICULT TO OBSERVE Performance Elements(s), what factors made them difficult to observe?**

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(Section IV – continues on the next page)

SECTION IV
ASSESSMENT OF TRAINING NEEDS (ATN) - FIELD TRAINING WORKSHEET
EVALUATION OF CONTENT
(Section IV – continued from the previous page.
Please refer to the ATN Field Training Worksheet when responding to the following questions)

5. Were there any Performance Elements that were consistently marked NOT APPLICABLE?

☐ **Yes**   ☐ **No**

Please identify these by placing an "X" next to the <u>item number</u> of the Performance Element(s) consistently marked NOT APPLICABLE in each of the Field Training Worksheet Section categories listed below.

Section I	**Section II**	**Section III**	**Section IV**	**Section V**	**Section VI**
☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1
☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2
☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3
	☐ Item 4		☐ Item 4		
	☐ Item 5		☐ Item 5		
	☐ Item 6		☐ Item 6		
	☐ Item 7				

6. If you have identified Performance Elements that were consistently marked NOT APPLICABLE, what factors contributed to this marking?

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7. Were there specific Performance Elements that FSIOs consistently experienced DIFFICULTY with?

☐ **Yes**   ☐ **No**

Please identify these by placing an "X" adjacent to <u>the item number</u> of the Performance Elements(s) FSIOs had DIFFICULTY with in each of the Field Training Worksheet Section categories listed below.

Section I	**Section II**	**Section III**	**Section IV**	**Section V**	**Section VI**
☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1
☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2
☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3
	☐ Item 4		☐ Item 4		
	☐ Item 5		☐ Item 5		
	☐ Item 6		☐ Item 6		
	☐ Item 7				

8. If you have identified Performance Element(s) that FSIOs experienced DIFFICULT with, what factors contributed to their challenges.

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(Section IV – continues on the next page)

SECTION IV

ASSESSMENT OF TRAINING NEEDS (ATN) - FIELD TRAINING WORKSHEET
EVALUATION OF CONTENT

(Section IV – continued from the previous page.
Please refer to the ATN Field Training Worksheet when responding to the following questions)

9. **Do you believe there are any Performance Elements that should be DELETED from the Field Training Worksheet?**

☐ **Yes**   ☐ **No**

Please identify these by placing an "X" next to the <u>item number</u> of the Performance Element(s) that should be DELETED in each of the Field Training Worksheet categories listed below.

<u>Section I</u>	<u>Section II</u>	<u>Section III</u>	<u>Section IV</u>	<u>Section V</u>	<u>Section VI</u>
☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1
☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2
☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3
	☐ Item 4		☐ Item 4		
	☐ Item 5		☐ Item 5		
	☐ Item 6		☐ Item 6		
	☐ Item 7				

10. **If you recommended that one or more Performance Elements be deleted in question 7, what rationale can you provide to support your recommendation?**

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11. **The competencies/criteria listed as examples under each Performance Element are helpful to the training process.** *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

<u>**Strongly Disagree**</u>   <u>**Strongly Agree**</u>

☐ **1**   ☐ **2**   ☐ **3**   ☐ **4**   ☐ **5**   ☐ **6**

Please provide an explanation for your response.

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(Section IV – continues on the next page)

SECTION IV
ASSESSMENT OF TRAINING NEEDS (ATN) - FIELD TRAINING WORKSHEET
EVALUATION OF CONTENT
(Section IV – continued from the previous page.
Please refer to the ATN Field Training Worksheet when responding to the following questions)

12. Are there any Performance Elements for which the competencies/criteria need REVISIONS (additions, deletions, changes)?

☐ **Yes**   ☐ **No**

Please identify these by placing an "X" next to the item number of the Performance Element(s) needing REVISIONS in each of the Field Training Worksheet Section categories listed below.

Section I	Section II	Section III	Section IV	Section V	Section VI
☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1	☐ Item 1
☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2	☐ Item 2
☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3	☐ Item 3
	☐ Item 4		☐ Item 4		
	☐ Item 5		☐ Item 5		
	☐ Item 6		☐ Item 6		
	☐ Item 7				

13. If you identified one or more Performance Element(s) needing REVISIONS, what changes would you recommend to the competencies/criteria?

(Section V – Starts on the next page)

<u>SECTION V</u>
ASSESSMENT OF TRAINING NEEDS (ATN) - FIELD TRAINING WORKSHEET
EVALUATION OF THE WORKSHEET FORMAT
(Please refer to the ATN Field Training Worksheet to respond to the following questions)

1. **The format of the Field Training Worksheet is user-friendly.** *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

Strongly Disagree   **Strongly Agree**
☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

2. **The header labels are appropriate.**

Strongly Disagree   **Strongly Agree**
☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

3. **Enough space is provided for responses and comments.**

Strongly Disagree   **Strongly Agree**
☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

4. **Is there any general information that is MISSING?**

☐ Yes   ☐ No

Please identify information that needs to be ADDED.

(Section V – continues on the next page)

SECTION V
ASSESSMENT OF TRAINING NEEDS (ATN) - FIELD TRAINING WORKSHEET
EVALUATION OF THE WORKSHEET FORMAT

(Section V – continued from the previous page.
Please refer to the ATN Field Training Worksheet to respond to the following questions)

5. Is there any general information that should be DELETED?

☐ **Yes** ☐ **No**

Please identify information that should be DELETED.

6. Did you modify the Field Training Worksheet during the Assessment of Training Needs process?

☐ **Yes** ☐ **No**

If Yes, please attach a copy of your modified Field Training Worksheet.

(Section VI – Starts on the next page)

SECTION VI
ASSESSMENT OF TRAINING NEEDS (ATN)
DOCUMENTATION OF SUCCESSFUL COMPLETION – FORM & FORMAT
(Please refer to the ATN Documentation of Successful Completion to respond to the following questions)

1. **The *Documentation of Successful Completion* form is a useful tool for maintaining a candidate's record and progress during the Assessment of Training Needs process. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).***

Strongly Disagree   **Strongly Agree**
    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

2. **The format of the Documentation of Successful Completion form is user-friendly**

Strongly Disagree   **Strongly Agree**
    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

3. **The header labels on the Documentation of Successful Completion form are appropriate.**

Strongly Disagree   **Strongly Agree**
    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

4. **Enough space is provided for responses and comments on the form.**

Strongly Disagree   **Strongly Agree**
    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

What improvements would you recommend?

(Section VI – continues on the next page)

SECTION VI
ASSESSMENT OF TRAINING NEEDS (ATN)
DOCUMENTATION OF SUCCESSFUL COMPLETION – FORM & FORMAT
(Section VI – continued from the previous page.
Please refer to the ATN Documentation of Successful Completion to respond to the following questions)

5. Is there any general information that is missing?

☐ **Yes** ☐ **No**

Please identify information that needs to be ADDED.

6. Is the two document format (Field Training Worksheet and Documentation of Successful Completion) user-friendly or would it be better to combine them into one document?

☐ **Keep the current <u>two</u> document format** ☐ **Merge into <u>one</u> document**

Provide an explanation for your recommendation.

(Section VII – Starts on the next page)

SECTION VII

ASSESSMENT OF TRAINING NEEDS (ATN) PROCESS
TRAINING RESULTS

1. How many FSIOS in your Jurisdiction participated as trainees using the ATN process? _____

2. How many FSIOS successfully completed the ATN process during the Pilot Project? _____

3. How many FSIOs were unable to successfully complete the ATN process during the Pilot Project? _____

4. How many "assessors" (individuals responsible for the field training and education of newly hired or assigned FSIOs) participated in the Pilot Project? _____

5. Was there more than one assessor per FSIO?

☐ **Yes** ☐ **No**

If more than one assessor was used per FSIO, on average how many assessors were used per FSIO? _____

6. The ATN is designed in such a way as to facilitate the consistent application of the training process by the assessor, even when candidates varied in knowledge and/or skill level. *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

Strongly Disagree					**Strongly Agree**
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

What changes would you recommend to facilitate more consistency among assessors?

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7. FSIOs who successfully complete the ATN are ready to conduct independent retail food and/or foodservice inspections at the conclusion of the training.

Strongly Disagree					**Strongly Agree**
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6

What deficiencies did the FSIOs have at the conclusion of the training and what improvements need to be made to the process to address these deficiencies?

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SECTION VII

ASSESSMENT OF TRAINING NEEDS (ATN) PROCESS
TRAINING RESULTS

(Section VII – Continued from the previous page)

8. **On average, how long did it take to complete an orientation of the Assessment of Training Needs process and forms for each of the FSIOs?**

    ☐ **A.** less than 60 minutes   ☐ **B.** 61 – 120 minutes   ☐ **C.** 121 – 180 minutes
    ☐ **D.** Other. Please Specify

9. **On average, how long did it take an FSIO to complete the pre-requisite coursework outlined in Appendix B-1 of the revised Program Standard 2?**

    ☐ **A.** less than 15 hours   ☐ **B.** 16 – 30 hours   ☐ **C.** 31 – 45 hours
    ☐ **D.** 46 – 60 hours   ☐ **E.** 61 – 75 hours   ☐ **F.** Other. Please Specify:

10. **On average, how long did it take the FSIO to conduct a Pre-Inspection Establishment File Review?**

    ☐ **A.** less than 30 minutes   ☐ **B.** 31 – 60 minutes   ☐ **C.** Other. Please Specify

11. **On average, how long did it take to complete an on-site joint field training inspection (SINGLE INSPECTION) in which the ATN Field Training Worksheet was used (actual field training time in hours – including inspection, completion of the inspection report, and discussion of the inspection report with the person in charge)?   Do NOT include travel time to & from the establishment.**

    ☐ **A.** less than 60 minutes   ☐ **B.** 61 – 120 minutes   ☐ **C.** 121 – 180 minutes
    ☐ **D.** Other. Please Specify

12. **On average, how long did it take to discuss the results of the ATN Field Training Worksheet from a (SINGLE) joint field training inspection with the FSIO; set training objectives; and complete the training document?**

    ☐ **A.** less than 60 minutes   ☐ **B.** 60 – 90 minutes   ☐ **C.** 91 – 120 minutes
    ☐ **D.** Other. Please Specify

13. **On average, how long did it take a FSIO to successfully complete the Assessment of Training Needs? (Include the orientation process; completion of the pre-requisite courses; establishment file reviews; actual inspection time; review of the training reports with the FSIO; and completion of all training documents/worksheets.)**

    ☐ **A.** less than 20 hours   ☐ **B.** 21 – 40 hours   ☐ **C.** 41 – 60 hours
    ☐ **D.** 61 – 80 hours   ☐ **E.** 81 – 100 hours   ☐ **F.** Other. Please Specify:

(Section VII – continues on the next page)

SECTION VII

ASSESSMENT OF TRAINING NEEDS (ATN) PROCESS
TRAINING RESULTS

(Section VII – Continued from the previous page)

14. The ATN process is a valuable use of my Jurisdiction's resources (e.g., time; staff; finances).

Strongly Disagree   **Strongly Agree**
☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

Explain, why?

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15. What recommendation(s) would you propose to make the ATN process and/or forms more beneficial to your regulatory retail food protection program?

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(Section VIII – Starts on the next page)

SECTION VIII
ASSESSMENT OF TRAINING NEEDS
IMPACT ON OTHER PROGRAM STANDARD 2 CRITERIA

(Section VIII – To be completed by Jurisdictions currently enrolled in the
FDA Voluntary National Retail Food Regulatory Program Standards)

1. **The pre-requisite coursework outlined in Program Standard 2, Appendix B-1, is sufficient to prepare the FSIO to successfully complete the ATN.** *(Please place an "X" in the box next to the rating that reflects the level of your agreement or disagreement with this statement).*

Strongly Disagree   **Strongly Agree**
    ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6

Please explain.

If No, what coursework would you ADD?

2. **Was a minimum of 25 joint field training inspections adequate to prepare the FSIO to conduct independent inspections?**

☐ **Yes**   ☐ **No**   If **No**, What is the appropriate number of joint field training inspections?   ____

What rationale did you use to determine the appropriate number of joint field training inspections?

3. **If any of your FSIOs proceeded through to standardization did the ATN (Program Standard 2, Steps 1 through 3), adequately prepare them for standardization (Program Standard #4)?**

☐ **Yes**   ☐ **No**   ☐ **None have as yet been standardized**

What would you recommend to better prepare a FSIO for standardization?

(Section VIII – continues on the next page)

SECTION VIII

ASSESSMENT OF TRAINING NEEDS
IMPACT ON OTHER PROGRAM STANDARD 2 CRITERIA
(Section VIII – continued from the previous page)
To be completed by Jurisdictions currently enrolled in the
FDA Voluntary National Retail Food Regulatory Program Standards)

4. **If any of your FSIOs proceeded to standardization, what was the minimum number of inspections needed for a FSIO to successfully complete their standardization?**

☐ **A.** Minimum of 4 ☐ **B.** Minimum of 8 ☐ **C.** Other Please specify number of inspections.____ ____

SECTION IX

ASSESSMENT OF TRAINING NEEDS
ADDITIONAL COMMENTS SECTIONS
(Provide any additional comments on any aspect of the ATN process or form)

CONFERENCE FOR FOOD PROTECTION (CFP)

ASSESSMENT OF TRAINING NEEDS (ATN)
REGULATORY RETAIL FOOD SAFETY INSPECTION OFFICERS (FSIO)

JURISDICTION FEEDBACK ON ATN PROCESS AND FORMS

SECTION X
SUPPLEMENTAL ITEMS TO ORIGINAL FEEDBACK FORM

USE OF MULTIPLE TRAINERS FOR THE ATN

1. Did you use multiple trainers to administer the Assessment of Training Needs?

☐ Yes ☐ No

2. If you used multiple trainers, did candidates (trainees) report any differences between the trainers assessment of their ability to perform one or more elements contained on the field training worksheet?

☐ Yes ☐ No

3. Did your jurisdiction implement any steps to minimize the difference(s) in how the ATN process was administered by various trainers?

☐ Yes ☐ No

If Yes – Please describe the steps taken to minimize the difference between trainers

<u>SECTION XI</u>
SUPPLEMENTAL ITEMS TO ORIGINAL FEEDBACK FORM

APPLICATION OF THE BASICS OF INSPECTION/INVESTIGATION COURSE

1.   Before participating in the Assessment of Training Needs Pilot Project were you familiar with the 'Application of the Basics of Inspection/Investigation Course (FD170)' available through ORA University?

☐ **Yes**   ☐ **No**

2. If your answer to question item one is 'Yes', do you think this type of 'Application Course' would better prepare a Food Safety Inspection Officer for the Assessment of Training Needs?

☐ **Yes**   ☐ **No**

If Yes – Please explain why the 'Application Course' would better prepare candidate for the ATN.

3. Is your jurisdiction enrolled in FDA's Voluntary National Retail Food Regulatory Program Standards?

☐ **Yes**   ☐ **No**

If your answer to item 3 is 'Yes', please answer the following question #4.

4. The 'Application of the Basics of Inspection/Investigation Course (FD170)' or equivalent is currently listed in Appendix B-1 of Program Standard 2 as a recommendation. Should the 'Application Course' or equivalent be a requirement instead of a recommendation?

☐ **Yes**   ☐ **No**

Please provide an explanation for your response to question #4.

A GUIDE TO CONDUCTING
AN
ASSESSMENT OF TRAINING NEEDS

REGULATORY RETAIL FOOD SAFETY
INSPECTION OFFICERS

Standard 2 – Trained Regulatory Staff
Appendix B-2

January 17, 2006

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STEP-BY-STEP SUMMARY
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A Guide to Conducting an Assessment of Training Needs

Retail Food, Restaurant, and Institutional Foodservice
Regulatory Food Safety Inspection Officers

BACKGROUND

The Conference for Food Protection (CFP) has progressed through several stages in the development of a nationally recognized process for training and standardizing regulatory Food Safety Inspection Officers (FSIO) responsible for inspections of institutional foodservice, restaurant, and retail food establishments. Research conducted by the CFP work group charged with addressing this issue revealed that existing training and standardization programs for FSIOs are as varied as the number of regulatory jurisdictions throughout the country. What has been lacking is a nationally recognized training and standardization process for FSIOs that can be used as a model to enhance the effectiveness of regulatory retail food program inspections and increase uniformity among regulatory professionals in their assessment of industry's food safety practices.

The CFP Program Standards Committee was charged with using the *FDA Draft Voluntary National Retail Food Regulatory Program Standards, Standard 2 – Trained Regulatory Staff*, as a model for developing a multi-tiered approach for training and standardizing FSIOs. The CFP Program Standards Committee assembled a work group to address this specific charge. The criteria contained in the 5-step training and standardization process presented in Program Standard 2 reflects this multi-tiered approach. An innovative and critical component of this multi-tiered process is the inclusion of an Assessment of Training Needs (ATN) as part of the joint field training inspections in Step 2 of the Standard.

INTRODUCTION AND PURPOSE

Training is most effective when it is delivered within the context or environment within which the individual would be expected to apply the knowledge and skills required of the job task. For FSIOs, the appropriate training environment is one that mirrors the actual experience of inspecting retail food, restaurant, and/or institutional foodservice establishments.

The primary purpose of the ATN as described in Program Standard 2 is to establish a structured approach (a national model) for field training of regulatory retail food program inspection staff that is to be part of a continuous improvement process. New hires and/or individuals newly assigned to the regulatory retail food program require consistent training related to the knowledge, skills, and abilities (KSA) that not only involve technical food safety principles, but also include competencies in the areas of oral and written communication.

Consistent and on-going feedback on key inspection related performance elements is the cornerstone of the ATN process. No one inspection/training exercise is used to determine a FSIOs readiness to conduct independent retail food and foodservice inspections. Rather the ATN process and forms are designed to enable the candidate to demonstrate a

consistent pattern of behavior in KSAs identified as important for conducting effective regulatory retail food program inspections.

The ATN has been designed to evaluate specific performance elements within 6 categories:

I.   Pre-Inspection;
II.   Inspection Observations and Performance;
III.   Sample Collection and Evidence Development;
IV.   Oral Communication;
V.   Written Communication; and
VI.   Professionalism

The performance elements for each of the 6 categories were derived from research of current regulatory retail food program training curriculums and competency areas. The CFP work group reviewed training programs/competencies developed by the State of California; Florida Department of Business and Professional Regulations; Massachusetts Department of Public Health; New York Department of Health; North Carolina Department of Environment and Natural Resources; and the Rhode Island Department of Health. Other resources included the Southwest Region Training Plan that has appeared as Appendix K in previous versions of the *FDA National Voluntary Retail Food Regulatory Program Standards* and FDA's Level I Investigator Performance Audit criteria.

Each of the performance elements included in the ATN received a comprehensive review by the CFP work group comprised of psychometricians and representatives from state and local regulatory retail food programs; industry trade associations; retail food and foodservice operations; and academia. The performance elements were assessed by the CFP work group to ascertain their:

- Importance to conducting effective regulatory retail food and foodservice inspections;
- Measurement criteria that would be used to assess the FSIO's KSAs to perform the task; and
- Frequency the item being assessed occurs during retail food and foodservice inspection work.

The ATN forms and protocol contained in this document represent the culmination of the research and review by subject matter experts that comprise the CFP Program Standards work group assigned the charge of developing a training and standardization protocol for state and local regulatory retail food program inspection staff. The ATN protocol and forms are still considered working documents. Enhancements will be based on input from regulatory, industry, academia and consumer stakeholder groups through a process that includes the Conference for Food Protection to allow for on-going program improvement and promotion of national uniformity.

Flexibility has been built into the ATN to allow regulatory jurisdictions the ability to customize training so that it reflects a jurisdiction's administrative policies, sampling

procedures, and inspection protocol. Instructions on how to use, and if appropriate, customize the process to specific jurisdictional needs are presented later in this document.

ASSESSMENT OF TRAINING NEEDS

The Assessment of Training Needs (ATN) provides forms to assist food program managers/trainers with a structured approach for determining whether a FSIO has the required knowledge, skills, and abilities to perform specific competencies related to retail food and foodservice inspections.

- A **Field Training Worksheet** provides a representative baseline of competencies (criteria) expected to be performed by regulatory retail food program FSIOs. It is to be used during joint field training inspections.
- The **Documentation of Successful Completion** provides verification that the FSIO has successfully demonstrated the ability to perform all the required competencies (criteria) needed to conduct independent retail food and foodservice inspections. It is completed once at the end of the joint field training process.

These forms are an integral part of a training process that provides both the candidate and the trainer feedback on specific elements of effective institutional foodservice, restaurant, and retail food store inspections.

- The ATN is NOT intended to be used for certification, audit, or licensure purposes.
- Regulatory jurisdictions are NOT to use the ATN for administrative purposes including but not limited to job classifications, promotions, or disciplinary actions up to and including termination.

Used for its intended purpose, the ATN addresses a significant gap in existing regulatory retail food training programs. It provides a structure for preparing a FSIO to conduct independent retail food and foodservice inspections. It is NOT a test or audit but an on-going field assessment of training that focuses on a candidate's continuous improvement.

In addition, the ATN provides critical feedback to program managers and trainers on the effectiveness of their retail food training and orientation process. Competencies (criteria) that are not consistently performed well by FSIOs may be an indication that the regulatory jurisdiction has significant gaps in their training program, coursework, or materials used to prepare staff for field inspections. The ATN provides a framework for assessing and strengthening existing regulatory retail food training programs.

The ATN provides regulatory retail food protection programs with performance elements upon which to make sound assessments of a FSIO's understanding of their job responsibilities, as well as their ability to consistently apply those knowledge elements within the environment of retail food and foodservice inspections.

WHO MUST COMPLETE THE FIELD TRAINING PROCESS?

All new employees or individuals new to the regulatory retail food protection program must complete a field training process similar to the one presented in this document. The Program Standard 2 criteria require a FSIO to complete specified pre-requisite coursework prior to conducting independent inspections. Program Standard 2 does not stipulate any pre-requisite coursework (curriculum) for participating in the ATN.

Completion of pre-requisite coursework, particularly training in the jurisdiction's prevailing statutes, regulations, and/or ordinances should be considered when making a determination as to when to begin the ATN process. In addition, it is highly recommended that an appropriate number of demonstration (trainer-led) inspections be conducted prior to the ATN to provide the candidate an opportunity to observe an experienced FSIO perform specific inspection elements that will be included in the field training process. The jurisdiction's trainer, or designated staff member, is responsible for determining when the ATN process should be initiated.

An ATN should be conducted when an experienced FSIO joins, or is assigned to, the regulatory retail food program staff. In order to accommodate experienced FSIOs, the Program Standard 2 criteria allows a waiver of the 25 joint inspections if the food program manager/trainer includes a signed statement or affidavit in the employee's training file explaining the background and/or experience that justifies the waiver. In lieu of the 25 joint field training inspections, an ATN is required to determine if any performance elements are in need of improvement.

WHO CAN CONDUCT AN ASSESSMENT OF TRAINING NEEDS?
The management of the regulatory retail food protection program has the discretion of deciding who will serve as the assessor and conduct the ATN. The jurisdiction's assessor, or designated staff member, must have completed all the training and standardization elements (Steps 1 – 4) required in Program Standard 2 – Trained Regulatory Staff.

FIELD TRAINING FORMS AND PROTOCOL
Two forms are used during the Assessment of Training Needs:

- Retail Food, Restaurant, and Institutional Foodservice – Food Safety Inspection Officer, **Field Training Worksheet**, and
- Retail Food, Restaurant, and Institutional Foodservice – Food Safety Inspection Officer, **Documentation of Successful Completion**.

The Field Training Worksheet is to be used as a training tool during the joint field training inspections. The Documentation of Successful Completion is used at the end of the joint field training inspection process to document a FSIOs successful completion of the field training process and readiness to conduct independent retail food and foodservice inspections.

Field Training Worksheet

Overview of the Field Training Worksheet The Field Training Worksheet is presented in Attachment A and contains a representative baseline of competencies (criteria) expected to be performed by state, local, and tribal FSIOs. As its name implies, the Field Training Worksheet is the form that is to be used during joint field training inspections to provide the FSIO continuous feedback as to their strengths/weaknesses for specific performance elements. All performance elements that are applicable to the FSIO's inspection responsibilities must be evaluated during the Assessment of Training Needs (ATN).

Description of the Header Information on the Field Training Worksheet The Field Training Worksheet contains basic header information that should be completed for each joint field inspection for which it is used.

Establishment Name: The full name of the establishment where the ATN is conducted.

Establishment Address: The full address of the establishment where the ATN is conducted.

Permit #: The regulatory jurisdiction's food permit number or identification code for the establishment where the ATN is conducted.

Date: The date the ATN is conducted at the establishment.

Time In: The time the ATN is started at the selected establishment.

Time Out: The time the ATN is completed at the selected establishment.

> **NOTE:** A pilot project to evaluate the ATN process is planned for 2006-2007. An important component of that project will be to obtain data on the amount of time needed to perform a field ATN. From that data, jurisdictions will have a basis for developing work plans that incorporate the appropriate amount of time to conduct field training of regulatory retail food protection program staff.

Food Safety Inspection Officer Name (FSIO): The name of the trainee FSIO being trained.

FSIO's Agency: The name of jurisdiction for which the FSIO (trainee) is employed.

Assessor's Name: The name of the trainer or the jurisdiction's designated individual who has completed all the Program Standard 2 training and standardization requirements (Steps 1-4) performing the evaluation of the FSIO on the performance elements that comprise the Field Training Worksheet.

Assessor's Agency: The regulatory jurisdiction where the assessor is employed. The assessor may work for a different jurisdiction than the FSIO being trained.

Performance Elements The Field Training Worksheet includes 6 inspection training areas in which a FSIO must demonstrate acceptable performance.

    I. Pre-Inspection
   II. Inspection Observations and Performance
  III. Sample Collection and Evidence Development
  IV. Oral Communication
   V. Written Communication
  VI. Professionalism

The FSIO (trainee) must take the lead during joint field training inspections when an ATN is being performed. Taking the lead means the FSIO is responsible for:
- Initiating contact with the person in charge;
- Explaining the purpose of the inspection;
- Directing the inspection process;
- Establishing a dialogue with the person in charge/employees;
- Making the observations of food safety practices within the establishment;
- Obtaining immediate corrective actions for contributing factors to foodborne illness;
- Preparing the inspections report; and
- Conducting the exit interview with the person in charge.

The Field Training Worksheet contains 25 "performance elements" sorted among the 6 inspection training areas.

Summary of FSIO Performance Elements for the 6 Inspection Training Areas

I. Pre-Inspection – (*3 Performance Elements*)
- Has successfully completed the pre-requisite training ("Pre") courses as specified in the *FDA Draft Voluntary National Retail Food Regulatory Program Standards*: Standard 2 – Trained Regulatory Staff.
- Has the required equipment and forms to conduct the inspection.
- Reviews the establishment file for the previous inspection report and, if applicable, documents or complaints on file.

II. Inspection Observations and Performance – (*7 Performance Elements*)
- Provides identification as a regulatory official to the person in charge, confirming agency authority for the inspection, and stating the purpose of the visit.
- Has knowledge of the jurisdiction's laws, rules, and regulations required for conducting retail food/foodservice inspections.
- Uses a risk-based inspection methodology to assess regulations related to employee practices and management procedures essential to the safe storage, preparation and service of food.
- Obtains immediate corrective action for out of compliance employee practices and management procedures essential to the safe storage, preparation and service of food.
- Correctly assesses the compliance status of other regulations (Good Retail Practices) that are included in the jurisdiction's prevailing statutes, regulations and/or ordinances.
- Verifies correction of out of compliance observations identified during the previous inspection.
- Correctly uses inspection equipment during the joint inspection.

III. Sample Collection and Evidence Development – (*3 Performance Elements*)
- Photographs taken support the regulatory findings or conditions observed.
- Uses an aseptic food sample collection method consistent with criteria established by laboratory serving the jurisdiction.
- Uses an aseptic water sample collection method consistent with criteria established by the laboratory serving the jurisdiction.

IV. Oral Communication – (*6 Performance Elements*)
- Asks questions and engages in a dialogue with the person in charge/employees to obtain information relevant to the inspection.
- Provides the person in charge/employees with accurate answers to inspection-related questions or admits not knowing the answer.
- Uses available means (e.g., interpreter, drawings, demonstrations, diagrams) to overcome language or communication barriers.
- Follows the jurisdiction's policy with regard to disclosure of confidential information.
- Uses effective communication and conflict resolution techniques to overcome inspection barriers.
- Conducts the exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations.

V. Written Communication – (*3 Performance Elements*)
- Completes inspection form per the jurisdiction's administrative procedures (e.g., observations; corrective actions; public health reasons; applicable code references; compliance dates).
- Includes with the inspection report any compliance or regulatory documents (e.g., exhibits, attachments, sample forms, embargo forms, destruction forms, suspension notices) identified or cross-referenced in written statements.
- Presents the inspection report, and when necessary cross referenced documents, to the person in charge.

VI. Professionalism – (*3 Performance Elements*)
- Maintains a professional appearance consistent with the jurisdiction's policy (e.g., clean outer clothing, hair restraint).
- Demonstrates proper sanitary practices as expected from a food service employee.
- Only reports substantiated findings as violations.

Performance elements appear in the **shaded areas** of the tables on the Field Training Worksheet in Attachment A.

Preparing to Conduct an Assessment of Training Needs

A. Reviewing the Performance Elements

Though the overwhelming majority of the 25 identified performance elements apply to every jurisdiction, there may be a few instances where select performance elements may not be part of a FSIO's job responsibilities. For example, FSIOs in some jurisdictions may not have responsibility for collecting aseptic food or water samples.

In preparing to conduct an ATN, the assessor/trainer should identify those performance elements that are not applicable to the FSIO's job responsibilities within the jurisdiction. These performance elements can be removed from the Field Training Worksheet or the assessor/trainer may simply choose to circle "not applicable " (NA) in the adjoining box on the Field Training Worksheet as depicted in the following illustration..

2. Uses an aseptic food sample collection method consistent with criteria established by laboratory serving the jurisdiction.	A	NI	NO	N.A.

If the performance element is part of the FSIO's job responsibility it <u>must</u> be assessed. Performance elements that are applicable to the FSIO's job tasks can <u>not</u> be arbitrarily removed or deleted from the Field Training Worksheet.

B. Specific Competencies/Criteria for each Performance Element.

The specific competencies/criteria listed under each performance element are intended to serve as <u>examples</u> of observations that can be used to assess a FSIO during joint field training inspections.

As an example, six specific criteria are provided for assessing the FSIO's use of inspection equipment.

> <u>Performance Element</u>
> Correctly uses inspection equipment during the joint inspections.
>
> <u>Specific Competencies/Criteria for Assessing the Performance Element</u>
> - Used temperature measuring devices/probes in accordance with manufacturer's instructions.
> - Cleaned and sanitized (alcohol swabs) temperature measurement probes to prevent food contamination.
> - Used infrared thermometer in accordance with manufacturer's instructions. Verifies any out of compliance product temperatures registered on the infrared with a thermocouple.
> - Used maximum registering thermometer or heat sensitive tapes in accordance with manufacturer's instructions to verify final rinse dishwasher temperature.
> - Used chemical test strips in accordance with manufacturer's instructions to measure sanitizer concentrations in manual and mechanical dishwashing operations; wiping cloth solutions; and spray bottle applicators.
> - Used flashlight to assess observations in areas with no or low light.

Some of the criteria listed for a performance element may not be applicable to a FSIO within a given jurisdiction. In the example above, infrared thermometers may not be part of the standard issued equipment for inspection staff. The FSIO would not, therefore, be responsible for using this type of equipment. If this were the case, the assessor/trainer would mark this criteria not applicable (NA) as depicted in the following illustration .

7. Correctly uses inspection equipment during the joint inspections.	A	NI	NO	NA
Used temperature measuring devices/probes in accordance with manufacturer's instructions.				
Cleaned and sanitized (alcohol swabs) temperature measurement probes to prevent food contamination.				
Used infrared thermometer in accordance with manufacturer's instructions. Verified any out of compliance product temperatures registered on the infrared with a thermocouple.				X

Conversely, there may be criteria not listed under the performance element that are important for a jurisdiction to include. The Field Training Worksheet has been designed to allow the addition of "OPTIONAL" criteria. For example, a jurisdiction may issue pH test kits to all FSIOs for product assessments during inspections. If this is the case, a

jurisdiction may want to include an evaluation of the use of pH test kits in accordance with manufacturer's instructions as part of the Field Training Worksheet as depicted in the following illustration.

7. Correctly uses inspection equipment during the joint inspections.	A	NI	NO	NA
Used temperature measuring devices/probes in accordance with manufacturer's instructions.				
Cleaned and sanitized (alcohol swabs) temperature measurement probes to prevent food contamination.				
Used infrared thermometer in accordance with manufacturer's instructions. Verified any out of compliance product temperatures registered on the infrared with a thermocouple.				
Used maximum registering thermometer or heat sensitive tapes in accordance with manufacturer's instructions to verify final rinse dishwasher temperature.				
Used chemical test strips in accordance with manufacturer's instructions to measure sanitizer concentrations in manual and mechanical dishwashing operations; wiping cloth solutions; and spray bottle applicators.				
Used flashlight to assess observations in areas with no or low light.				
OPTIONAL (Jurisdiction specific items): Used pH test kits in accordance with manufacturer's instructions.				
Comments:				

C. Determine the Appropriate Number of Assessments for each FSIO

The level of preparedness and time needed to assimilate knowledge from on-the-job training will vary with each FSIO. The jurisdiction's trainer, or designated staff member, is responsible for determining the number of ATNs that will be performed during the joint field training inspections. A sufficient number of field ATNs must be conducted during trainee-led joint field training inspections to properly assess a FSIO's performance for each of the applicable performance elements and competencies/criteria.

The primary purpose of the ATN is to facilitate a continuous improvement learning experience for the FSIO. The ATN is part of a training process NOT an examination/audit process. The ATN provides a structured, disciplined process for preparing a FSIO to conduct independent retail food and foodservice inspections.

D. Choosing Establishments for the Field Training Process

The ideal retail food or foodservice establishment for conducting an ATN is one that will provide an opportunity to observe the greatest number of performance elements and competencies/criteria. The ATN should be conducted in retail food and foodservice establishments identified in risk categories 2, 3, and 4 as presented in Appendix B-3 (taken from Annex 5, Table 1 of the 2005 FDA Food Code). As a general rule, establishments in risk categories 3 and 4 provide an opportunity to observe a greater number of the performance elements. The majority of the ATNs should be completed in establishments that are representative of the highest risk categories within the jurisdiction or the FSIO's assigned training area.

Conducting the Assessment of Training Needs

A. Methodology

There is no single "correct" method for conducting an ATN. There are, however, two outcomes that <u>must</u> be achieved regardless of the approach used.
- All performance elements that are specific to the FSIO's job responsibilities must be assessed; and
- The FSIO must demonstrate a consistent pattern of behavior showing they have the knowledge, skills and ability to competently conduct retail food and foodservice inspections.

Two approaches that can be used are:

- Conducting an ATN during <u>every</u> joint field training inspection; or
- Conducting an ATN at <u>set interval points</u> during the joint field training process.

These two approaches are examples only and are <u>not</u> intended to restrict the use of other formats by a jurisdiction. The following summary of strengths-challenges for each approach provides some guidance to regulatory retail food programs on ways to implement the ATN process.

Approach #1: Conducting an ATN during <u>every</u> joint field training inspection

> <u>Strengths</u>: This approach provides continual feedback to the FSIO on the performance elements they have mastered and those for which improvement is needed. In the early stages of the joint field inspection process, conducting ATNs can be an important tool in determining whether more demonstration (trainer-led) inspections need to be performed. In later stages of the process, the focus of the training can concentrate on specific performance elements needing improvement.
>
> In addition, this approach will provide important feedback on the jurisdiction's training and orientation program used to prepare FSIOs for their joint field inspections. Performance elements that are consistently not performed well by FSIOs during the joint field training exercises may be an indication of gaps within the jurisdiction's program, coursework requirements, or administrative materials used to prepare staff for field inspections.
>
> <u>Challenges:</u> Using this approach, trainers may focus too much on the assessment, rather than the training, of the FSIO. The ATN process is an integral part of training. It is not an audit or standardization process traditionally used to evaluate a candidate's performance. Continuous instruction is encouraged during each of the field ATNs and trainers should take the opportunity to demonstrate and/or review correct procedures and skills for performance elements that are not understood or properly carried out by the FSIO during each joint field inspection.

Moreover, competing program priorities and limited resources may impede a jurisdiction's ability to conduct an ATN during every joint training inspection. At this stage, it is difficult to determine how much time will be needed for the ATN process since it is a new element of the Program Standards 2 criteria. The ATN Field Training Worksheet has been designed, however, to acknowledge that an opportunity may not exist during every inspection to observe all required performance elements. The "Not Observed" (NO) marking option should be used for performance elements that are part of the FSIO's assigned responsibilities but not observed during the inspection.

Approach 2: Conducting an ATN at <u>set interval points</u> during the joint field training process.

Strengths: A trainer may choose to conduct an ATN at set interval points during the joint field inspection process. For example, if 25 joint field inspections (trainee-led) are planned, an ATN could be conducted during every fifth inspection (i.e., inspections 5, 10, 15, 20 and 25). This process provides set checkpoints to assess continuous improvement for specific performance elements. The joint field training inspections conducted between each ATN can be used to enhance a FSIO's knowledge and skills for performance elements in need of improvement.

Challenges: The interval process may not provide as consistent of an assessment of a FSIO's command of specific performance elements as that obtained by conducting an ATN during each joint inspection. The objective of the ATN is to observe a consistent pattern of acceptable performance from the FSIO on each performance element. Depending on the frequency a performance element is observed, an interval approach could reveal fluctuations in performance. It may be difficult, however, for the trainer to determine whether these fluctuations are isolated occurrences or are more reflective of the FSIO's need to enhance their understanding and skills for the specific performance element.

For either of the above approaches, the trainer should continue to conduct ATNs as part of the joint field training process until the FSIO achieves acceptable performance for all the relevant competencies/criteria within each element.

B. Observing Performance Elements

Some of the performance elements on the Field Training Worksheet **frequently occur as part of the inspection process** and will provide multiple opportunities for the trainer to assess the FSIO performance during the course of the joint training inspections. These performance elements include verifying that the FSIO:
- Has successfully completed the pre-requisite ("Pre") training courses as specified in the *FDA Draft Voluntary National Retail Food Regulatory Program Standards: Standard 2 – Trained Regulatory Staff*;
- Has the required equipment and forms to conduct the inspection;
- Reviews the establishment file for the previous inspection report and, if applicable, documents or complaints on file;

- Provides identification as a regulatory official to the person in charge; confirming agency authority for the inspection and stating the purpose of the visit
- Correctly uses inspection equipment during the joint inspections;
- Conducts the exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations;
- Presents the inspection report and when necessary, cross-referenced documents, to the person in charge; and
- Maintains a professional appearance that is consistent with jurisdiction's policy (e.g., clean outer clothing, hair restraints).

Some of the performance elements, though they frequently occur during field inspections, **will have to be evaluated through the course of the entire joint field training process** in order to assess a consistent pattern of performance on the part of the FSIO. Most of the performance elements fall into this category and include verifying that the FSIO:

- Has knowledge of the jurisdiction's laws, rules, and regulations required for conducting retail food/foodservice inspections;
- Uses a risk-based inspection methodology to assess regulations related to employee practices and management procedures essential to the safe storage, preparation, and service of food;
- Obtains immediate corrective actions for out of compliance employee practices and management procedures essential to the safe storage, preparation, and service of food;
- Verifies correction of out of compliance observations identified during the previous inspection;
- Asks questions and engages in a dialogue with the person in charge/employees to obtain information relevant to the inspection;
- Provides the operator with accurate answers to inspection-related questions or admits not knowing the answer;
- Uses available means (e.g. interpreter, drawings, demonstrations, diagrams) to overcome language or communication barriers;
- Completes inspection form per the jurisdiction's administrative procedures (e.g., observations; corrective actions; public health reasons; applicable code reference; compliance dates);
- Includes with the inspection report any compliance or regulatory documents (e.g., exhibits, attachments, sample forms, embargo forms, destruction forms, suspension notices) identified or cross-referenced in written statements;
- Demonstrates proper sanitary practices as expected from a food service employee; and
- Only reports substantiated findings as violations.

There are, however, some performance elements that are important FSIO inspection responsibilities but will be **difficult to observe** as part of the joint field training process. These performance elements include knowledge and skills to perform very specific tasks or are integral to enhancing the effectiveness of the inspection process and include verifying that the FSIO:

- Photographs support the regulatory findings or conditions observed;
- Uses an aseptic food sample collection method consistent with criteria established by laboratory serving jurisdiction;

- Uses an aseptic water sample collection method consistent with criteria established by laboratory serving jurisdiction;
- Follows the jurisdiction's policy in regard to disclosure of confidential information; and
- Uses effective communication and conflict resolution techniques to overcome inspection barriers.

If possible, performance elements are to be assessed in the field inspection environment. If this is not feasible, **field, laboratory, classroom, or office exercises** may be used to assess performance elements that are difficult to observe in the field. Examples of such training exercises may include the:

- FSIO demonstrating aseptic food and/or water sampling in the laboratory;
- Designating a specific field training inspection for the FSIO to demonstrate aseptic collection of a food and/or water sample;
- FSIO photographing a specific object in the office/field/lab;
- FSIO explaining to the assessor/trainer the jurisdiction's policy in regard to disclosure of confidential information; or
- FSIO explaining to the assessor/trainer the jurisdiction's policy in regard to conflict resolution. The assessor/trainer may develop scenarios for the FSIO to review and discuss appropriate conflict resolution techniques.

C. Assessing FSIO Training Needs

Each field ATN is just one step in the continuous improvement training process. The Field Training Worksheet provides a framework for identifying a FSIO's strengths and areas for focused training to improve performance.

A FSIO must be evaluated on each of the performance elements that are applicable to the jurisdiction. Under each performance element there is a list of competencies/criteria that a trainer can use to assess the FSIO. As mentioned earlier in this guidance document, the competencies/criteria listed are intended only to serve as examples.

For each of the competencies/criteria, the assessor determines the FSIO's performance using one of four markings as depicted in the following illustration:

- **Acceptable (A)** – FSIO meets the performance element criteria

- **Needs Improvement (NI)** – FSIO does not meet the performance element criteria. Written comments <u>must</u> be provided for any criteria needing improvement.

- **Not Observed (NO)** – Performance element criteria is part of the FSIO's assigned responsibilities but was not observed during the inspection.

- **Not Applicable (NA)** – Performance element criteria is <u>not</u> part of the FSIO's assigned responsibilities

7. Correctly uses inspection equipment during the joint inspections.	A	NI	NO	NA
Used temperature measuring devices/probes in accordance with manufacturer's instructions.				
Cleaned and sanitized (alcohol swabs) temperature measurement probes to prevent food contamination.				
Used infrared thermometer in accordance with manufacturer's instructions. Verified any out of compliance product temperatures registered on the infrared with a thermocouple.				
Used maximum registering thermometer or heat sensitive tapes in accordance with manufacturer's instructions to verify final rinse dishwasher temperature.				
Used chemical test strips in accordance with manufacturer's instructions to measure sanitizer concentrations in manual and mechanical dishwashing operations; wiping cloth solutions; and spray bottle applicators.				
Used flashlight to assess observations in areas with no or low light.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

For a FSIO to <u>successfully</u> demonstrate the required competencies/criteria of the performance element being assessed, <u>none</u> of the applicable and observable criteria for that performance element can indicate "Needs Improvement." The assessor/trainer <u>must</u> provide written comments that address any criteria needing improvement.

Criteria marked as "Not Observed" (NO) and/or "Not Applicable" (NA) are <u>not</u> to be included in assessing the FSIO's performance. Only observable criteria are used to assess the FSIO during an ATN.

The Field Training Worksheet is <u>not</u> intended to be used as a "Pass/Fail" evaluation. The ATN is <u>not</u> an examination or audit. It is a structured training approach with defined criteria to prepare a FSIO to conduct independent inspections of retail food and foodservice establishments.

D. Reviewing the Field Training Worksheet with the FSIO

The assessor/trainer should review the results of each completed Field Training Worksheet with the FSIO as soon as possible (ideally after each joint training inspection). The review should include a discussion of both performance elements that were acceptable and those needing improvement. The assessor/trainer should review with the FSIO methods for improving KSAs in performance elements needing improvement. Upon completion of the discussion, both the assessor/trainer and the FSIO sign and date the Field Training Worksheet.

After conducting a <u>minimum</u> of 25 joint field training inspections (or lesser number for an experienced FSIO if authorized by the food program manager/trainer), the trainer will need to make a determination as to whether additional joint field training with the FSIO is needed. A review of all the performance elements is conducted to determine a FSIO's readiness to conduct independent retail food and/or foodservice inspections. The

Documentation of Successful Completion form is used to verify that the FSIO has successfully demonstrated the required knowledge, skills and abilities to perform all applicable competencies/criteria.

Field Training Process
Documentation of Successful Completion

Purpose of the Documentation of Successful Completion The Field Training Process - Documentation of Successful Completion (DSC) is presented in Attachment B. Since the Assessment of Training Needs is a continuous improvement process, some of the performance elements must be assessed over time. The DSC provides a tool for the assessor/trainer to review the results from all the Field Training Worksheets. It provides verification that the FSIO has achieved an acceptable level of performance in each of the inspection elements.

Descriptions of the Header Information on the Documentation of Successful Completion The DSC contains basic header information that should be verified at the end of the joint field training inspection process.

Date Assessment of Training Needs Began: The date the first Field ATN was conducted.

Date Assessment of Training Needs is Completed: The date the last Field ATN was conducted. Upon completion of the last Field Training Worksheet, the FSIO has demonstrated an acceptable performance for each inspection element.

Print Name – Food Safety Inspection Officer: Print the full name of the FSIO in training.

Signature – Food Safety Inspection Officer: Signature of the FSIO in training indicates acknowledgement of receipt and review of the assessor/trainer's assessment and comments contained in the DSC.

Print Name – Assessor(s): The name of the assessor(s)/trainer(s) responsible for conducting the field ATNs. Some jurisdictions may choose to have all field ATNs performed by a single individual such as a training officer. Other jurisdictions may have multiple individuals conduct the field ATNs. In cases where multiple trainers are used to conduct the ATNs, the names of all trainers should be printed in the header box .

Signature of Assessor: The signature of the assessor should be the food program manager/trainer/or designated staff member who has responsibility for determining when a FSIO is ready to conduct independent retail food and foodservice inspections.

Assessing FSIO Readiness to Conduct Independent Inspections As previously stated, the collective results from all the Field Training Worksheets are used to determine a FSIOs readiness to conduct independent inspections. Demonstration of competence in all applicable performance elements and criteria is needed for a FSIO to successfully complete the ATN process.

Almost all performance elements contain judgments or actions that must be successfully demonstrated by the FSIO. It is to be expected that new hires and employees new to the regulatory retail food program will not be perfect on all criteria that comprise a performance element. The assessor/trainer will need to evaluate the progress of the FSIO, as noted on each of the Field Training Worksheets, over the course of the joint field training inspections.

A score is <u>not</u> used <u>to</u> demonstrate competence of a performance element.. Rather an assessment of all the Field ATNs conducted must indicate a consistent pattern of behavior that demonstrates widespread understanding or skill competency in the performance element. A consistent pattern of behavior would be one where the FSIO's almost always meets the criterion that comprises a performance element. There should be only a few, if any, instances where the FSIO did not meet the expected criteria.

Acceptable – indicates that the FSIO meets expectations; or in only a few instances is the performance element not met.

Should the FSIO fail to achieve an "Acceptable" evaluation on one or more of the performance elements, the assessor/trainer will develop a **corrective action plan** specific to the areas in need of improvement. Corrective action plans may include, but are not limited to:
- additional joint field training inspections;
- additional field, laboratory, classroom, or office exercises;
- additional coursework;
- review of the jurisdiction's administrative procedures and/or policies; or
- additional field ATNs.

Once a FSIO achieves an acceptable evaluation on all performance elements they have successfully completed the ATN.

The "Comments" section is designed to be used by the assessor/trainer as a continuous improvement tool. For example, trainers may note a FSIO specific strengths or note items on which inspection knowledge, skills, and abilities, while generally acceptable, can be furthered enhanced.

The DSC is to be reviewed with the FSIO to discuss any items requiring clarification and to share mutual perspectives on the joint field training experience. For the FSIO, the discussion can lay out the next steps in training to prepare for standardization. For the trainer, the discussion can identify strengths and gaps in the jurisdiction's training process.

After the final discussion, both the FSIO and assessor/trainer sign the form. The DSC form should be kept as part of the FSIO's training records.

Step-By-Step Summary – Field Training Process

I. Preparing for the Assessment of Training Needs (ATN)

Regulatory Jurisdiction's Designated Trainer *(Trainer must have successfully completed all Program Standard 2 training and standardization criteria)*		Food Safety Inspection Officers *(Trainees)*
1. Review the guidance in this document for conducting an ATN of regulatory retail food and foodservice inspection officers.		**1. Complete all pre-requisite coursework** required to prepare for joint field training inspections.
2. Determine if any of the performance elements listed on the Field Training Worksheet are not applicable (NA) to the FSIOs job responsibilities. ● Mark these performance elements not applicable (NA), or ● Remove them from the Field Training Worksheet.		**2. Review the performance elements** included on the jurisdiction's Field Training Worksheet.
3. Determine if the criteria listed under each performance element is specific to the FSIO job responsibilities. ● Indicate on the Field Training Worksheet criteria that is not applicable (NA) ● Criteria marked not applicable (NA) is <u>not</u> to be used as part of the ATN process.		**3. Review the criteria that will be assessed for each of the performance elements** that comprise the jurisdiction's Field Training Worksheet.
4. Determine if any criteria, specific to the regulatory jurisdiction, needs to be added. ● New criteria can be added in the "OPTIONAL" section for each of the performance elements.		**4. Participate in an appropriate number of joint field <u>demonstration</u> inspections (trainer-led)**, as determined by the jurisdiction's trainer, in preparation for joint field training inspections (trainee-led).

5. Determine the format that will be used to conduct the ATN.
● Jurisdiction can determine the appropriate format for conducting the ATN. Some examples include:
   ✓ conducting an ATN during <u>every</u> joint field training inspection (trainee-led);
   ✓ conducting ATNs at <u>set interval points</u> during the joint field training inspections; or
   ✓ having the jurisdiction develop an ATN format to meet its specific training needs.
● A <u>sufficient number</u> of field ATNs <u>must</u> be conducted to evaluate the FSIO for <u>each</u> of the performance elements.		

6. Schedule the field ATN ● In retail food and foodservice establishments identified in risk categories 2, 3, and 4 as presented in Appendix B-3 (taken form Annex 5, Table 1 of the 2005 FDA Food Code).		
7. Complete an appropriate number of joint field <u>demonstration</u> inspections (trainer-led) to prepare the FSIO for joint field training inspections (trainee-led).		

Step-By-Step Summary – Field Training Process

II. Conducting the Assessment of Training Needs (ATN)

Regulatory Jurisdiction's Designated Trainer *(Trainer must have successfully completed all Program Standard 2 training and standardization criteria)*	Food Safety Inspection Officers *(Trainees)*
1. Explain to the FSIO the format for the ATN. Options may include: - as part of <u>every</u> joint field training inspection; - at <u>set intervals</u> during the joint field training inspections process; or - per a jurisdiction-specific format.	**1. Review the regulatory jurisdiction's format for conducting the ATN.** The regulatory jurisdiction's trainer should provide an orientation to the training process and format.
2. Conduct a sufficient number of field ATNs. - to properly assess a FSIO's performance for <u>each</u> of the applicable performance elements. - laboratory, classroom, or office exercises may be used to assess performance elements that are difficult to observe as part of the joint field training inspection process.	**2. Assume the <u>lead</u> during joint field training inspections**. FSIO is responsible for: - initiating contact with the person in charge; - explaining the purpose of the inspection; - directing the inspection process; - establishing a dialogue with the management/employees; - making the observations of food safety practices - obtaining corrective actions for out of compliance foodborne illness contributing factors, and - preparing the report and conducting the exit interview. NOTE: The trainer observes the FSIO conducting inspection performance elements and participates only when the inspection process dictates their assistance or intervention.
3. Observe the FSIO (trainee) conducting inspections in retail food and foodservice establishments identified in risk categories 2, 3, and 4 as presented in Appendix B-3 (taken form Annex 5, Table 1 of the 2005 FDA Food Code).	**3. Follow the regulatory jurisdiction's administrative procedures for conducting retail food and foodservice inspections – including use of the jurisdiction's inspection forms.** - FSIO concentrates on the retail food and/or foodservice inspection. - Only trainer completes the Field Training Worksheet.
4. Use the jurisdiction's Field Training Worksheet to assess FSIO on <u>each</u> of the applicable and observable performance elements.	**4. Meet with the jurisdiction's trainer to discuss the results of the Field Training Worksheet** upon completion of the joint training inspection. The trainer reviews observations documented on the Field Training Worksheet with the FSIO. The FSIO obtains feedback on - areas performed well - performance elements needing improvement - FSIO discusses with the trainer options for enhancing their performance for elements needing improvement.
5. Use the criteria under each of the performance elements to assess the FSIO using one of the four markings: **Acceptable (A)** – FSIO meets the performance element criteria; **Needs Improvement (NI)** – FSIO does not meet the performance element criteria. Written comments must be provided for any criteria needing improvement. **Not Observed (NO)** – Performance element criteria are part of the FSIO's assigned responsibilities but were not observed during the joint field training inspection. **Not Applicable (NA)** – Performance element criteria are not part of the FSIO's assigned responsibilities.	
6. Review with, or demonstrate to, the FSIO the correct procedure for any performance element criteria marked as needing improvement during the Field ATN.	**5. Sign the Field Training Worksheet** upon completion of the review of the results from the assessment.
7. Conduct a comprehensive review of the Field Training Worksheet with the FSIO. Review should include: - performance elements that the FSIO performed well. - performance elements needing improvement and corrective action plan for those performance element criteria needing improvement.	
8. Sign, and obtain the signature of the FSIO, on each Field Training Worksheet. The Field Training Worksheet is retained in the FSIO's training file and used as part of their DSC.	

Step-By-Step Summary – Field Training Process

III. Completing the Documentation of Successful Completion (DSC)

Regulatory Jurisdiction's Designated Trainer *(Trainer must have successfully completed all Program Standard 2 training and standardization criteria)*		Food Safety Inspection Officers *(Trainees)*
1. Review the Field Training Worksheets conducted during the joint field training process. A review of all the Field Training Worksheets must indicate that the FSIO demonstrated a consistent pattern of: ● understanding or skill competency for each of the performance elements. ● almost always meeting the criteria that comprises a performance element. There should be only a few, if any, instances where the FSIO did not meet the expected criteria.		**1. Review with the trainer the results of the ATN process.** ● The "Comments" section can be used by the trainer as a continuous improvement tool. For example, trainers may note a FSIO specific strengths or note items on which inspection KSAs can be furthered enhanced. FSIO should review comments to focus on areas which will enhance their inspection performance.
2. Verify that an assessment of the FSIO has been conducted for all applicable performance elements. Laboratory, classroom, or office exercises may be used to assess performance elements that are difficult to observe during the joint field training inspection process.		**2. Should FSIO not receive an "Acceptable" marking for any performance element, a continuous improvement action plan is to be developed** with the trainer to address areas needing improvement. ● The FSIO should adhere to the corrective action plan developed by the trainer until all performance elements receive an "Acceptable" marking.
3. Complete the DSC based on the results compiled from the Field Training Worksheets. A FSIO must achieve an "Acceptable" marking on <u>all</u> the applicable performance elements. **Acceptable** – indicates that the FSIO meets expectations; in only a few instances is the performance element not met. ● The "Comments" section can be used by the trainer as a continuous improvement tool. For example, trainers may note a FSIO specific strengths or note items for which inspection KSAs can be further enhanced.		**3. Sign the DSC.** ● Comments on the DSC from the trainer should be used to prepare for Food Code standardization. ● Signed DSC will be placed in the FSIO's training file.
4. Review the DSC with the FSIO. FSIOs that receive an "Acceptable" marking on all applicable performance elements have successfully completed the field training process. ● Should the FSIO fail to achieve an "Acceptable" evaluation on one or more of the performance elements the trainer will develop a corrective action plan specific for the areas in need of improvement.		
5. Sign the DSC in the header box titled, "Signature of Assessor." The trainer signature indicates that the FSIO has successfully completed the field training process.		
6. Obtain the signature of the FSIO on the DSC. The FSIO's signature indicates that the trainer has reviewed the results of the ATN with them. The DSC should be kept as part of the FSIO's training records.		

Assessment of Training Needs

Retail Food, Restaurant, and Institutional Foodservice
Food Safety Inspection Officer

Field Training Worksheet

Establishment Name:		Permit #:	Date:
Establishment Address:		Time In:	Time Out:
Food Safety Inspection Officer (FSIO) Name:		FSIO's Agency:	
Assessor's Name:		Assessor's Agency:	

Acceptable (A) FSIO meets performance element criteria

Needs Improvement (NI) FSIO does <u>not</u> meet the criteria expected for the performance element. Written comments <u>must</u> be provided for any criteria marked as needing improvement.

Not Observed (NO) Performance element criterion is part of the FSIO's assigned responsibilities but was <u>not</u> observed during the inspection.

Not Applicable (NA) Performance element criterion is <u>not</u> part of the FSIO's assigned responsibilities

A sufficient number of joint field training inspections must be conducted to assess a FSIO's performance for <u>each</u> of the applicable performance elements (performance elements are in BOLD font in the shaded area of each Table).

Criteria listed under each performance element are intended to serve as examples of observations that can be used to assess a FSIO's performance. Criteria not specific to the FSIO job responsibilities in a jurisdiction are to be marked "Not Applicable" (NA).

The Field Training Worksheet has been designed to accommodate criteria specific to a jurisdiction's retail food protection program. A space has been provided under each performance element for additional or new criteria specific to a jurisdiction. Under each Performance Element there is a space titled, "OPTIONAL." The "OPTIONAL" area under each performance element can be used by a jurisdiction to add assessment criteria to meet the specific needs of the regulatory retail food protection program.

I. Pre-Inspection

1. Food Safety Inspection Officer (FSIO) has successfully completed pre-requisite training courses as specified in *FDA Voluntary National Retail Food Regulatory Program Standards*: Standard 2 – Trained Regulatory Staff.	A	NI
OPTION 1: Completed the FDA ORA-U pre-requisite ("Pre") courses/examinations AND training on the jurisdiction's prevailing statutes, regulations, and/or ordinances.		
OPTION 2: Submitted documentation of completing coursework equivalent to the FDA-ORA pre-requisite ("Pre") curriculum, training on the jurisdiction's prevailing statues, regulations, and/or ordinances, AND		
Has certificate or documentation of successfully passing one of the written examination options in Program Standard 2.		
OPTIONAL (Jurisdiction specific items):		
Comments:		

2. Has required equipment and forms to conduct inspection.	A	NI	NA
Necessary inspection forms and administrative materials.			
Lab coat or equivalent protection to cover street clothes.			
Head cover: baseball cap; hair net; or equivalent.			
Calibrated thermocouple temperature measuring device.			
[2] Maximum registering thermometer or temperature sensitive tapes for verifying hot water warewashing final rinse temperature.			
Chemical test kits for chlorine, iodophor, and quaternary ammonia sanitizers.			
Flashlight.			
Alcohol swabs.			
OPTIONAL (Jurisdiction specific items):			
Comments:			

3. Reviews establishment file for previous inspection report and, if applicable, documents or complaints on file.	A	NI	NO	NA
Reviewed previous inspection report noting documented out of compliance observations.				
Reviewed establishment file for complaint reports.				
Reviewed establishment file for documentation indicating a need for a HACCP Plan.				
Reviewed establishment file for documentation of food production or processes operating under a variance issued by the jurisdiction.				
OPTIONAL (Jurisdiction specific items):				

I. Pre-Inspection (continued)

(continued from page 2)
Comments:

II. Inspection Observations and Performance

1. **Provides identification as a regulatory official to person in charge, confirming agency authority for inspection, and stating the purpose of visit.**	A	NI	NO	NA
Verbally provided name and agency to the person in charge.				
Presented regulatory identification or business card.				
Stated the purpose of the visit.				
Requests and confirmed permission to conduct inspection from the person in charge prior to initiating the inspection.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

2. **Has knowledge of jurisdiction's laws, rules, and regulations required for conducting retail food/foodservice inspections.**	A	NI	NO	NA
Verified the correct critical limit and or standard specified in the jurisdiction's rules/regulations to the observation made.				
Correctly cited the rule/regulation for each out of compliance observation.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

3. **Uses a risk-based inspection methodology to assess regulations related to employee practices and management procedures essential to the safe storage, preparation, and service of food.**	A	NI	NO	NA
Verified Demonstration of Knowledge of the person in charge.				
Verified approved food sources (e.g., food from regulated food processing plants; shellfish documentation; game animal processing; parasite destruction for certain species of fish intended for raw consumption; receiving temperatures).				
Verified food safety practices for preventing cross-contamination of ready-to-eat food.				
Verified food contact surfaces are clean and sanitized, protected from contamination from soiled cutting boards, utensils, aprons, etc., or raw animal foods.				
(continued on page 4)				

II. Inspection Observations and Performance (continued)

3. Uses a risk-based inspection methodology to assess regulations related to employee practices and management procedures essential to the safe storage, preparation, and service of food.	A	NI	NO	NA
(continued from page 3)				
Verified the restriction or exclusion of ill employees.				
Verified no bare hand contact with ready-to-eat foods (or use of a pre-approved, alternative procedure).				
Verified employee handwashing.				
Verified cold holding temperatures of foods requiring time/temperature control for safety (TCS food), or when necessary, verified that procedures are in place to use time alone to control bacterial growth and toxin production.				
Verified date marking of ready-to-eat foods TCS food held for more than 24 hours.				
Verified cooking temperatures to destroy bacteria and parasites.				
Verified hot holding temperatures of TCS food or when necessary, that procedures were in place to use time alone to prevent the outgrowth of spore-forming bacteria.				
Verified cooling temperatures of TCS food to prevent the outgrowth of spore-forming or toxin-forming bacteria.				
Verified reheating temperatures of TCS food for hot holding.				
Verified the availability of a consumer advisory for foods of animal origin served raw or undercooked.				
Identified food processes and/or procedures that require a HACCP Plan per the jurisdiction's regulations.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

4. Obtains immediate corrective action for out of compliance employee practices and management procedures (listed in Item 3 above) essential to the safe storage, preparation, and service of food.	A	NI	NO	NA
Notified the person in charge/employee(s) of the out of compliance observations.				
Reviewed corrective actions with the person in charge/employee(s).				
Observed the person in charge/employee(s) immediately take corrective action for out of compliance observations (e.g., movement of food to ensure product temperature or prevent contamination; reconditioning food; restriction/exclusion of ill employees; discarding of food product) in accordance with local jurisdiction's procedures.				
Identified conditions requiring issuance of an embargo/stop sale/food destruction order per jurisdiction's administrative procedures.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

II. Inspection Observations and Performance (continued)

5. Correctly assesses compliance status of other regulations (not included in Item 4 – Good Retail Practices) that are included in jurisdiction's prevailing statutes, regulations and/or ordinances.	**A**	**NI**	**NO**	**NA**
Correctly assessed compliance status of other regulations (not included in Item 4 above - Good Retail Practices) that are included in jurisdiction's prevailing statutes, regulations and/or ordinances.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

6. Verifies correction of out of compliance observations identified during previous inspection.	**A**	**NI**	**NO**	**NA**
Verified correction of out of compliance observations identified during previous inspection				
OPTIONAL (Jurisdiction specific items):				
Comments:				

7. Correctly uses inspection equipment during joint inspections.	**A**	**NI**	**NO**	**NA**
Used temperature measuring devices/probes in accordance with manufacturer's instructions.				
Cleaned and sanitized (alcohol swabs) temperature measurement probes to prevent food contamination.				
Used infrared thermometer in accordance with manufacturer's instructions. Verified any out of compliance product temperatures registered on the infrared with a thermocouple.				
Used maximum registering thermometer or heat sensitive tapes in accordance with manufacturer's instructions to verify final rinse dishwasher temperature.				
Used chemical test strips in accordance with manufacturer's instructions to measure sanitizer concentrations in manual and mechanical dishwashing operations; wiping cloth solutions; and spray bottle applicators.				
Used flashlight to assess observations in areas with no or low light.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

III. Sample Collection and Evidence Development

1. **Photographs taken support regulatory findings or conditions observed.**	A	NI	NO	NA
Photographs taken support regulatory findings or conditions observed.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

2. **Uses an aseptic food sample collection method consistent with criteria established by laboratory serving jurisdiction.**	A	NI	NO	NA
Used proper hygiene before and during sample process (e.g., washed hands prior to sampling; did not touch sample container opening, inside lip, inside cap or did not blow into the bag to open it up.)				
Used sample collection method specified by the jurisdiction (e.g., original container if available; collection of a representative sample from a large quantity or container).				
Used sterile, leak-proof lidded container or zipper-lock type bags.				
Used a separate sterile utensil to collect each different sample item.				
Labeled all containers with required information (e.g., date, time, location, product name, FSIO initials) with corresponding information noted on inspection report or laboratory forms.				
Initiated written chain of custody including use of evidence seal.				
Stored and transported sample in a clean, refrigerated unit (e.g., ice chest with ice) within the prescribed time period.				
Maintained sample refrigerated or frozen until transport or shipping to laboratory.				
Sample packed and shipped in sterile, leak-proof, insulated container with refrigerant (wet or dry ice) via the most rapid and convenient means available (e.g., courier, bus, express mail).				
OPTIONAL (Jurisdiction specific items):				
Comments:				

3. **Uses an aseptic water sample collection method consistent with criteria established by laboratory serving jurisdiction.**	A	NI	NO	NA
Used proper hygiene before and during sample process (e.g., washed hands prior to sampling; did not touch sample container opening, inside lip, inside cap or did not blow into the bag to open it up.)				
Sample taken at site closest to source of water (prior to any treatment) if possible, or at a site (post treatment) per jurisdiction's procedures.				
Sample taken from operational fixed type faucet – no swing type or leaking faucets.				
Removed aerator (if present) from faucet prior to sampling.				
Disinfected faucet with bleach or flame.				
Ran water through faucet for several minutes to clear line.				

III. Sample Collection and Evidence Development (continued)

3. Uses an aseptic water sample collection method consistent with criteria established by laboratory serving jurisdiction.	A	NI	NO	NA
(continued from page 6)				
Used a sterile, leak-proof lidded container, "whirl-pak" or zipper-lock type bag.				
Sample taken from midstream of the flowing faucet.				
Labeled all containers with required information (e.g., date, time, location, product name, FSIO initials) with corresponding information noted on inspection report or laboratory forms.				
Initiated written chain of custody including use of evidence seal.				
Stored and transported sample in a clean, refrigerated unit (e.g., ice chest with ice) within the prescribed time period.				
Maintained sample refrigerated until transport or shipping to the laboratory.				
Sample packed and shipped in sterile, leak-proof, insulated container with refrigerant via the most rapid and convenient means available (e.g., courier, bus, express mail).				
OPTIONAL (Jurisdiction specific items):				
Comments:				

IV. Oral Communication

1. Asks questions and engages in a dialogue with person in charge/employees to obtain information relevant to inspection.	A	NI	NO	NA
Asked open ended questions (questions that can not be answered with "yes" or "no").				
Did not interrupt when the person in charge/employee was speaking.				
Paraphrased/summarized statements from the person in charge to confirm understanding.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

IV. Oral Communication (continued)

2. **Provides the person in charge/employees with accurate answers to inspection-related questions or admits not knowing the answer.**	A	NI	NO	NA
Answered inspection-related questions accurately.				
Admitted not knowing the answer to a question and arranges to contact the establishment with the answer.				
Used trainer as a resource when unsure of an answer.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

3. **Uses available means (e.g., interpreter, drawings, demonstrations, diagrams) to overcome language or communication barriers.**	A	NI	NO	NA
Avoided using jargon and acronyms, without explanation.				
Used interpreter, drawings, demonstrations, or diagrams to overcome language or communication barriers.				
Checked the person in charge's understanding of information/instructions by asking the operator to paraphrase or demonstrate the information/instructions.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

4. **Follows jurisdiction's policy in regard to disclosure of confidential information.**	A	NI	NO	NA
Explained confidentiality laws, policies and procedures to the person in charge when necessary. (if the need to explain confidential laws did not occur during the joint field training inspections, the FSIO explained confidentiality laws, policies and procedures to the trainer).				
Applied the confidentiality policy per the jurisdictional requirements (e.g., FSIO did not reveal confidential information to the operator during the inspection).				
OPTIONAL (Jurisdiction specific items):				
Comments:				

IV. Oral Communication (continued)

5. Uses effective communication and conflict resolution techniques to overcome inspection barriers.	A	NI	NO	NA
Identified challenges faced by the person in charge and offered possible solution(s).				
Did not become argumentative (e.g., remained calm and focused).				
Removed himself/herself from a confrontation or threat that may impact personal safety.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

6. Conducts exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations.	A	NI	NO	NA
Explained the public health significance of the inspection observations.				
Reviewed all findings with the person in charge with emphasis on contributing factors to foodborne illness and Food Code Interventions (listed in Section II, Item 3).				
Used foodborne illness data to highlight contributing factors.				
Answered all questions or concerns pertaining to items on the inspection report.				
Provided contact information to the person in charge for follow up questions or additional guidance.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

V. Written Communication

1. Completes inspection form per jurisdiction's administrative procedures (e.g., observations; corrective actions; public health reason; applicable code reference; compliance dates).	A	NI	NO	NA
Used correct inspection form.				
Completed a legible report.				
Accurately documented observations made during inspection.				
Completed inspection form in accordance with jurisdiction's administrative procedures.				
Cited correct code provisions/rules/regulations.				
Documented immediate corrective action for out-of-compliance foodborne illness contributing factors and Food Code Interventions (listed in Section II, Item 3).				
Documented time frames for correcting each out of compliance observation.				
Signed completed inspection report.				

V. Written Communication (continued)

1. Completes inspection form per jurisdiction's administrative procedures (e.g., observations; corrective actions; public health reason; applicable code reference; compliance dates).	A	NI	NO	NA
(continued from page 9)				
OPTIONAL (Jurisdiction specific items):				
Comments:				

2. Includes with inspection report any compliance or regulatory documents (e.g., exhibits, attachments, sample forms, embargo forms, destruction forms, suspension notices) identified or cross-referenced in written statements.	A	NI	NO	NA
Referenced attached documents in inspection report.				
Referenced documents are legible.				
Referenced documents are accurate and reflect observations made during the inspection.				
Attached referenced document(s) to the inspection report per jurisdiction's administrative procedures.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

3. Presents inspection report, and when necessary cross-referenced documents, to person in charge.	A	NI	NO	NA
Presented complete inspection report, with referenced documents when necessary, to person in charge during exit interview.				
Followed jurisdiction's administrative procedures for delivering written inspection report.				
Obtained signature of person in charge on inspection report.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

VI. Professionalism

1. **Maintains a professional appearance consistent with jurisdiction's policy (e.g., clean outer clothing, hair restraint).**	A	NI	NO	NA
Maintained a professional appearance consistent with jurisdiction's policy (e.g., clean outer clothing, hair restraint).				
OPTIONAL (Jurisdiction specific items):				
Comments:				

2. **Demonstrates proper sanitary practices as expected from a food service employee.**	A	NI	NO	NA
Washed hands as needed (e.g., prior to conducting inspection, after using restroom, after touching dirty surfaces, after touching face/body, after sneezing/coughing).				
Protected bandages on hands, when necessary, to prevent contamination of food or food contact surfaces.				
Did **NOT** contact ready-to-eat foods with bare hands.				
Did **NOT** show any obvious signs of illness in accordance with jurisdiction's employee health policy and/or current food code**.**				
OPTIONAL (Jurisdiction specific items):				
Comments:				

3. **Only reports substantiated findings as violations.**	A	NI	NO	NA
Only reported findings that were directly observed or substantiated in accordance with jurisdiction's policies and procedures.				
Findings are supported by fact (e.g., are **NOT** based on hunch or suspicion; are witnessed, are investigated).				
Did **NOT** note violations without visiting the establishment.				
Did **NOT** exaggerate details related to findings to support report conclusions.				
Did **NOT** modify report after leaving the establishment except as allowed by jurisdiction's administrative procedures.				
OPTIONAL (Jurisdiction specific items):				
Comments:				

Assessor Signature:_____ **Date:**_____

FSIO Signature:_____**Date:**_____

Documentation of Successful Completion – Field Training Process

Retail Food, Restaurant, and Institutional Foodservice – Food Safety Inspection Officer

Date Assessment of Training Needs Began:	Date Assessment of Training Needs Completed:
Print Name – Food Safety Inspection Officer (candidate):	Signature – Food Safety Inspection Officer:
Print Name – Assessor(s):	Signature of Assessor: (*Signature indicates FSIO has successfully completed the Field Training Process*)

Acceptable   **(A)**   FSIO meets expectations; performance element not demonstrated in a few instances
Not Applicable   **(NA)**   Performance element not part of the FSIO's assigned responsibilities

Item	I. Pre-Inspection Performance Elements	A	NA
1	Successfully completed pre-requisite training courses as specified in FDA Voluntary National Retail Food Program Standards: Standard 2 – Trained Regulatory Staff.		
2	Had required equipment and forms to conduct inspection.		
3	Reviewed establishment file for previous inspection report and, if applicable, documents or complaints file.		
	Comments		

Item	II. Inspection Observation and Performance Elements	A	NA
1	Provided identification as a regulatory official to person in charge, confirmed agency authority for inspection, and stated purpose of visit.		
2	Had knowledge of jurisdiction's laws, rules, and regulations required for conducting retail food/foodservice inspections.		
3	Used a risk-based inspection methodology to assess regulations related to employee practices and management procedures essential to the safe storage, preparation and service of food.		
4	Obtained immediate corrective action for employee practices and management procedures (listed in Item 3 above) essential to the safe storage, preparation and service of food.		
5	Correctly assessed compliance status of other regulations (Good Retail Practices).		
6	Verified correction of out of compliance observations identified during previous inspection.		
7	Correctly used inspection equipment during joint inspections.		
Item	**Comments**		

Item	III. Sample Collection and Evidence Development Performance Elements	A	NA
1	Photographs taken support regulatory findings or conditions observed.		
2	Used an aseptic food sample collection method consistent with criteria established by laboratory serving jurisdiction.		
3	Used an aseptic water sample collection method consistent with criteria established by laboratory serving jurisdiction.		
Item	Comments		

Item	IV. Oral Communication Performance Elements	A	NA
1	Asked questions and engaged in dialogue with person in charge/employees to obtain information relevant to inspection.		
2	Provided operator with accurate answers to inspection-related questions or admitted he/she did not know the answer.		
3	Used available means (e.g., interpreter, drawings, demonstrations, diagrams) to overcome language or communication barriers.		
4	Followed department policy with regard to disclosure of confidential information.		
5	Used effective communication and conflict resolution techniques to overcome inspection barriers.		
6	Conducted exit interview explaining out of compliance observations and identifying corrective actions and timelines for all noted violations.		
Item	Comments		

Item	V. Written Communication Performance Elements	A	NA
1	Completed inspection forms per jurisdiction's administrative procedures (e.g., observations; corrective actions; public health reason; applicable code reference; compliance dates).		
2	Included with inspection report any compliance or regulatory documents (e.g., exhibits, attachments, sample forms, embargo forms; destruction forms; suspension notices) identified or cross-referenced in written statements.		
3	Presented inspection report and when necessary, cross-referenced documents, to person in charge.		
Item	Comments		

Item	VI. Professionalism Performance Element	A	NA
1	Had a professional appearance consistent with jurisdiction's policy (e.g., clean outer clothing, hair restraint).		
2	Demonstrated proper sanitary practices as expected from a food service employee.		
3	Only reported substantiated findings as violations.		
Item	Comments		