

Module 05 - lecture 01

Training in HACCP

Initial planning (1)

- **Planning should start 4 - 6 months in advance**
- **An action checklist is useful**

Initial planning (2)

- **Define objectives**
- **Determine sources for funds and identify sponsors**
- **Decide on place and date**

Before the course (1)

Select

- ◆ **organizers**
- ◆ **speakers**
- ◆ **participants**

Select the organizers

Organizing Committee

- ◆ **have both an organizer and an assistant organizer**
- ◆ **have representatives both from the institution carrying out the course, and from external organizations**

Select the speakers

- **Send invitations well in advance**
- **Include in the invitation letter:**
 - ◆ **details of course organization**
 - ◆ **description of material to be covered**
- **Send course material when the invitation is accepted**

Recommended skills for trainers

- ◆ Knowledge of local language **OR** assistance by a qualified interpreter
- ◆ Good communication skills and experience conducting interactive exercises
- ◆ Technical background
- ◆ Expert knowledge of: hazards, hazard analysis, HACCP plans **OR** access to a qualified resource person
- ◆ Flexibility and responsiveness

Trainees' qualifications

- **Good reading and comprehension skills, and an understanding of technical language**
- **Basic knowledge of :**
 - ◆ **the commodity or process**
 - ◆ **food safety requirements, including government requirements**
 - ◆ **general principles of food hygiene**
 - ◆ **biological, chemical and physical hazards to food and measures for their control**

Before the course (2)

Prepare

- ◆ **teaching material**
- ◆ **training room**
- ◆ **equipment**
- ◆ **schedule**
- ◆ **site visits**
- ◆ **exercises**
- ◆ **other resources**

Teaching material

- **Teacher's manual**
- **Course schedule**
- **Transparencies**
- **Handouts**

The material in the package should be supplemented with material relevant to the local situation

Training room

Questions to ask

- ◆ is it available for the whole course?
- ◆ does it have the necessary equipment and material?
- ◆ is it arranged so that all participants can see the slides?
- ◆ is the lighting adequate?
- ◆ are there any sources of distraction?

Equipment

Questions to ask

- ◆ **does everything work?**
- ◆ **are the slides in order?**
- ◆ **are all the presentation tools available?**
- ◆ **is there enough writing material for all participants?**
- ◆ **is the video compatible with the equipment?**

Other preparations

- **Schedules**
- **Site visits**
- **Other resources**

During the course

- **Introductory exercise**
- **Guest speakers**
- **Visits**
- **Teaching tips**
- **Exam**
- **Evaluation**

Introductory exercise

Purpose

**to allow organizers, lecturers
and participants to get to know
each other.**

Guest speakers

Can be from:

- ◆ **government**
- ◆ **food industry**
- ◆ **consumer organization**
- ◆ **academia**

Visits

- **Factory**
- **Laboratory**
- **Small restaurant**
- **Street vendor**

What is effective in teaching HACCP?

- ◆ **Case studies appropriate to the country**
- ◆ **Low (1:5) instructor / participant ratio during exercises**
- ◆ **Participatory training approach**
- ◆ **Teachers who are flexible, good communicators and have experience in successful HACCP implementation**
- ◆ **Outside experts used as resource persons**
- ◆ **Use of examples of actual HACCP plans to illustrate points made in the lectures**

Sources of problems

- ◆ **Poor advance planning**
- ◆ **Poor balance of lecture / theory / exercises**
- ◆ **Distractions (e.g. telephone calls)**
- ◆ **Long days**
- ◆ **Pace not adapted to students' capacities**
- ◆ **Unmotivated students**
- ◆ **Students who dominate the course**
- ◆ **Students from widely diverse backgrounds**

Exam

- **Can be made up of multiple choice questions, short answer questions, essay questions, or a combination**
- **Grading depends on the regulations of the institution**
- **Give the participants time to study !**

Time allocation

- **Basic principles** **25 %**
- **Hazard identification & determination of CCPs** **63 %**
- **Remaining topics, including assessment** **12 %**

Evaluation

Three types of evaluation can be useful:

- ◆ **an evaluation of individual participants and their needs, prior to the course**
- ◆ **an evaluation of the course by individual participants**
- ◆ **an evaluation of participants once they have completed the course**

Evaluation before the course

Evaluation of participants and their needs prior to the course :

- ◆ education and background
- ◆ knowledge of food safety
- ◆ current position and responsibilities
- ◆ individual expectations from the course

Evaluation during the course

- **Communication between instructor(s) and participants**
- **Communication between participants**
- **Feasibility of recommendations developed during the course**
- **Correspondence between course material and participants' needs**

Evaluation after the course

- **What worked and what did not; how should the course be changed; were participants able to implement HACCP after the course as planned?**
- **Evaluate attitude and commitment to change for industry and food control authorities**
- **Find out if the trainees have a better focus on enhancing food safety**
- **Determine the degree of acceptance of their changing role by food control authorities**