Building a National Competency-Based Learning System for Food Officials
National Curriculum Standard

• Set of competency statements/key performance indicators
• Developed for food protection professionals
• Defines desired performance/proficiency
• Against which learning experiences can be developed
<table>
<thead>
<tr>
<th>Focus On:</th>
<th>Do Not Focus On:</th>
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<tbody>
<tr>
<td>Competency</td>
<td>Training</td>
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<tr>
<td>Know About</td>
<td>Assessment</td>
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<tr>
<td>Be Able To Do</td>
<td>Existing Courses</td>
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Elements of a Competency-based Learning System

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

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

• Provides for accountability (Advisory Group, measurement against standards)

• Identifies desired performance for the profession at multiple levels

• Transparency
Benefits

• Performance expectations, progress & career planning
• Aids budgeting
• Shifts the focus from event completion to competency achievement
Main Curriculum Framework
Current Curriculum Development

Main Framework

Feed → Manuf. Food
Retail → Lab
Dairy → Produce
Curriculum Framework

• A platform/system to catalog/organize learning events
• Similar to a library
• Learning events are like the books with each categorized and in sections (content areas)
Interactive National Curriculum Standard

IFPTI - Curriculum Framework Conceptual Overviews

<table>
<thead>
<tr>
<th>Competency Framework</th>
<th>Curriculum Framework</th>
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<tbody>
<tr>
<td>Leadership</td>
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<tr>
<td>Communication</td>
<td>Recognition of Comp. Attainment</td>
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<tr>
<td>Core</td>
<td>Core Content</td>
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<tr>
<td>Critical Thinking</td>
<td>Technical</td>
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<tr>
<td>Organizational</td>
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<td>Advanced</td>
<td>Unprocessed Concentration</td>
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Competency Framework

The Competency Framework is a model that broadly defines the blueprint for excellent performance within the profession, at various points of one’s career. The framework helps identify high-level competencies (desired outcomes or behavior), enumerates metrics by which competency can be measured, spells out observable and measureable characteristics, and provides evaluation criteria.

Five competency domains have been identified (Communication, Core, Critical Thinking, Organizational Awareness, and Technical), along with four professional levels, depending on the regulator's current professional level (Entry, Advanced, Technical Specialist, and Leadership). Hovering the cursor over each “box” in the Competency Framework reveals the competencies specific to the individual’s professional level and competency domain. To illustrate, a regulator at the Advanced Level is expected to have the following competencies related to the Organizational Awareness domain:

- Collaborate as a member of workgroups.

http://incs.ifpti.org/
Progress

Main Framework
Since November, 2015, five meetings

Food Foundations Framework
Three meetings in 2016, one upcoming 2017

Retail Framework
2015-2016 four meetings, one upcoming 2017

Manufactured Food Framework
Since September 2015 3 meetings, one upcoming in 2017
National Assessment and Training Strategy (NATS)
Perceptions

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

• Competency-based approach
  – Knowledge, skills, abilities

• Blended learning

• Shifting focus
  – From:
    • instructor-led, classroom-based training
  – To:
    • competency assessment against standard
    • coaching and mentoring
    • field-based learning experiences
National Assessment and Training Strategy

This strategy is intended to:

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

• Formalize the training of employees on the job rather than solely in classrooms

• Allow learning (and assessment) while conducting work assignments

• Addresses the age-old problems associated with reliance on classroom training
Learning Experiences

• Self-paced
• Blended learning
• eLearning
• Classroom-based
• Field-based performance
• Conferences and networking

• Leadership opportunities:
  • Coaching/mentoring
  • Field-based instructor
  • Agency level experiences
Process

1. Competency: Identify the competencies for the employee.
2. Assessment: Assess the employee on the competencies identified.
3. Need: Identify needs based upon assessment.
4. Learning Experiences: Select learning experiences leveraging resources.
5. Reassess: Reassess employee after completing learning experiences.
Shift to Field-Based Instruction

Classroom-Based Training

Advanced Level
- Field-Based Instructor Classroom-Based Training

Entry Level
- Field-Based Learning Experiences

Classroom-Based Training Focus
- Instructor skills
- Observation
- Coaching
- Mentoring

- Assessments
- Feedback
- Adult Learning Theory
- Etc
NATS Status

• Plan to start development of Field Trainers competency and curriculum framework in June 2017

• Workgroup volunteers from state and federal agencies have been identified
Contact Information

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Questions