

PRESENTER'S GUIDE

"HACCP... HAZARD ANALYSIS AND CRITICAL CONTROL POINTS IN THE FOOD INDUSTRY"

Part of the General Safety Series

THE GENERAL SAFETY SERIES

This education program is part of the General Safety Series. The programs in this series have been created to provide employees with good, basic information on everyday safety and health topics. This series includes programs on the following topics:

- Accident Investigation
- Active Shooter: Surviving an Attack
- Arc Flash
- Back Safety (Industrial and Office versions)
- Bullying and Other Disruptive Behavior (For Employees and Managers/Supervisors)
- Compressed Gas Cylinders
- Computer Workstation Safety
- Conflict Resolution (Industrial and Office versions)
- Coronavirus: Guarding Against COVID-19
- Crane Safety in Industrial and Construction Environments
- Preventing Workplace Discrimination (For Employees and Managers/Supervisors)
- Distracted Driving
- Diversity in the Workplace (For Employees and Managers/Supervisors)
- Driving Defensively
- Driving Safety: The Basics
- Driving Safety
- Dealing with Drug and Alcohol Abuse (Employees and Managers/Supervisors versions) (Industrial and Construction versions)
- Electrical Safety
- Evacuation Procedures
- Eye Safety (Industrial and Construction versions)
- Ergonomics (Industrial and Office versions)
- Fall Protection in Industrial and Construction Environments
- Fighting Fatigue in the Workplace
- Fire Extinguishers
- Fire Prevention (Healthcare, Industrial and Office versions)
- First Aid (Industrial and Construction versions)
- Fitness and Wellness
- Food Handling Safety
- Hand and Power Tool Safety (Industrial and Construction versions)
- Hand, Wrist and Finger Safety (Industrial and Construction versions)
- HACCP in the Food Industry
- Hazard Recognition
- Hazardous Materials Labels
- Hazardous Spill Cleanup
- Heat Stress (Industrial and Construction versions)
- Hot Work Safety and the Permitting Process
- I2P2: Injury and Illness Prevention Programs
- Ladder Safety (Industrial and Construction versions)
- Loading Dock Safety
- Machine Guard Safety
- Manual Pallet Jack Safety
- Materials Handling Safety
- Motorized Pallet Truck Safety
- Office Safety
- Patient Handling Safety

- Rigging Safety in Industrial and Construction Environments
- Safety Audits
- Safety Housekeeping and Accident Prevention
- Safe Lifting (Industrial and Construction versions)
- Safety Orientation
- Safety Awareness for New Employees
- Safety Showers and Eye Washes
- Sexual Harassment (Employee and Managers/Supervisors versions)
- Sexual Harassment Investigations
- Slips, Trips and Falls
- Walking and Working Surfaces (Industrial and Construction versions)
- Warehouse Safety
- Welding Safety
- Winter Safety
- Workplace Harassment (Industrial and Office versions)
- Workplace Stress
- Workplace Violence in Healthcare Facilities
- Workplace Violence

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"This program has been created to assist companies that are endeavoring to educate their employees regarding good safety and health practices. The information contained in this program is the information available to the producers of the program at the time of its production. All information in this program should be reviewed for accuracy and appropriateness by companies using the program to assure that it conforms to their situation and recommended procedures, as well as to any state, federal or other laws, standards and regulations governing their operations. There is no warranty, expressed or implied, that the information in this program is accurate or appropriate for any particular company's environment."

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INTRODUCTION TO THE PROGRAM

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Structure and Organization

Information in this program is presented in a specific order so that employees will see the relationships between the various concepts and can retain them more easily. The sections included in the program are:

- History, background and prerequisites.
- Developing a HACCP Plan.
- Principles #1 - #3... hazards, Critical Control Points and limits.
- Principles #4 - #7 monitoring, verification and recordkeeping.

Each of the sections covers important information in one topic area, providing employees with the basis for understanding how to handle the food that they process so that it is safe to eat.

Background

Millions of people get sick from foodborne illnesses every year, and thousands of them die. Hazardous materials contaminating the food supply can also cost companies tens of millions of dollars and untold damage to their reputations as well. As a result, food safety has become an important issue in all stages of the food processing industry, from growers and manufacturers to distributors and retailers.

To address this problem, over the years a number of food safety programs have been developed to help assure that the food that reaches consumers is safe enough to eat. The oldest and most widely used of these programs, both nationally and internationally is HACCP, the "Hazard Analysis and Critical Control Points" system.

Objectives

This education and training program reminds employees that there are many places in the food handling process where hazards can be introduced and food can become contaminated. But that there are steps that can be taken to prevent this. Upon completion of the program, employees should:

- Understand that foodborne illnesses are serious health problems that affect millions of people every year.
- Know what the “Hazard Analysis and Critical Control Points” (HACCP) system is and how it helps to assure that the food that reaches consumers is safe enough to eat.
- Know the history of HACCP and why it was created.
- Be able to describe the prerequisites to successfully implementing a HACCP system.
- Understand how HACCP can be used in every segment of the food processing industry to protect all elements of the “food chain”.
- Recognize that food safety is an important issue in all stages of the food processing industry.
- Be able to describe the steps that should be followed in creating a HACCP Plan.
- Understand the role that each of the steps plays in creating an effective HACCP Plan.
- Be able to identify “Critical Control Points” (CCPs) in a food’s processing cycle.
- Be able to describe what “Corrective Actions” must be taken when monitoring indicates that there is an issue in a food’s processing cycle.

Reviewing the Program

As with any educational program, the "presenter" should go through the entire program at least once to become familiar with the content and make sure that it is consistent with company policy and directives.

As part of this review process, you should determine how you will conduct your session. The use of materials such as handouts, charts, etc., that may be available to you needs to be well thought out and integrated into the overall program presentation.

PREPARING FOR THE PRESENTATION

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Structuring the Presentation

In conducting this education session, you should proceed with a friendly and helpful attitude. Remember that the "trainees" are looking to your experience and knowledge to help them relate to the situations shown in the program. So it is important to let the trainees interact with you and each other during the training session.

Stimulating conversation within the group is one of the best things you, as the presenter of the program, can do to help everyone get as much as possible from the session. Be alert for comments that could help in this area in future sessions and make note of them.

As the presenter, you also should:

- Keep the session related to the use of the HACCP system in the food processing industry.
- Relate discussions to how food can be contaminated and what can be done to avoid it.
- Keep any one person or small group of employees in the session from doing all the talking.
- Get everyone involved. Ask questions of those who don't participate voluntarily.
- Clarify comments by relating them to the key points in the program.

Use the "Outline of Major Program Points" section of this guide, as well as the information included in the quiz, as the basis for answering any questions. If you don't know the answer, say so. Remember, this is a positive program on food handling safety. Make sure that your attitude and words reflect this, and that the emphasis is always on providing the information that employees need to handle food safely.

Setting Up the Class and Classroom

Remember, there are a number of things that must be done to "set up" the class as well as the classroom. These fall into several groups of activities, and include:

- **Scheduling and Notification**
 - You can use the scheduling and attendance form to schedule employees into the session (copies can be made using the printed "master" in the back of this binder or from the PDF version on the DVD).
 - Make sure that the session is scheduled so that it fits into your attendees' work day.
 - Send out notification of the session well in advance, to give people enough time to incorporate it into their schedule for that day.
 - If possible, post a notification on bulletin boards in the affected employees' areas.

- **The Classroom**
 - Schedule the room well in advance.
 - Make sure the room can accommodate the expected number of attendees.
 - Check it again on the day of the program to make sure there is no conflict.
 - Make sure the room can be darkened, and won't create a glare on the television screen.
 - Locate the light controls and test them.
 - Make sure the power for the DVD player you are using operates separately from the room light.
 - See if you can control the room temperature.
 - Know where the closest restrooms are located.
 - Assure that the room is free from distracting noises.
 - Make sure emergency exits are marked and known to the attendees.

- **Seating**
 - Make sure everyone can see the screen from their seat.
 - Make sure everyone can hear the DVD and you (when you speak).
 - Check to see that seating is such that writing can be done easily.
 - Make sure the seating arrangement allows eye contact between attendees, and between you and attendees.

- **Equipment and Materials**
 - Make sure the DVD player, monitor, and all appropriate cables and extension cords are available.
 - Make sure a stand or table is available and is of appropriate height for all attendees to easily see the monitor.
 - If you plan on using a chart pad, blackboard, or other writing board, make sure it is available, easy to see, and you have the proper writing implements.
 - Make sure you have 6" x 8" index cards or other materials that can be used as "name tents" for attendees.
 - Make sure you have made up a sufficient number of copies of the "quiz", as well as any other types of handouts you are using.

- **"Final Check"**
 - Make sure equipment is in the room prior to the scheduled session.
 - Make sure you have the right program, (look inside the three-ring binder).
 - Check to see that the room is set up properly.
 - Check equipment prior to the presentation to assure that it works.
 - Make sure extension cords, etc. are "taped down", if need be, to avoid tripping.

CONDUCTING THE SESSION

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The Initial Steps

In conducting the session remember the positive nature of this presentation. Everyone is attending in order to learn more about how to protect themselves from falls. Initially, you need to:

- Introduce yourself as the session leader.
- State the title of the program, "Hazard Analysis and Critical Control Points (HACCP) in the Food Industry" and the purpose of the session (to learn how to handle food safely and prevent contamination).
- Inform the attendees when there will be breaks (if you plan for them) the location of exits and restrooms and if water, coffee, or other refreshments will be available.
- Make sure all of the attendees have "signed in" on your scheduling and attendance form. Remember, it is very important to document people's attendance at the session.

Once this housekeeping is done, it is time to move to the "meat" of the session. First, the attendees need to be informed about the objectives of the session (this is where you can use a flip chart or board to list the objectives, which should be done prior to the class starting). This listing should be preceded with some introductory remarks. Your own words are always best, but the remarks should follow along the lines of the following:

"Millions of people get sick from foodborne illnesses every year, and thousands of them die. Hazardous materials contaminating the food supply can also cost companies tens of millions of dollars and untold damage to their reputations as well. As a result, food safety has become an important issue in all stages of the food processing industry, from growers and manufacturers to distributors and retailers."

"To address this problem, over the years a number of food safety programs have been developed to help assure that the food that reaches consumers is safe enough to eat. The oldest and the most widely used of these programs, both nationally and internationally is HACCP, the "Hazard Analysis and Critical Control Points" system."

"The program we are going to watch today will give us some good information about the HACCP system and how it is used in the food industry. To make this the most productive session possible we need to look at what we want to accomplish (verbally reference the 'Objectives' list from the first section in this guide, or point to a white-board or chart where you have written them down)."

Once the objectives have been provided, you are ready to show the program. However, you do need to let the attendees know that they will be taking a quiz at the end of the session (if you are using it). It should be emphasized that they are not being "graded", but that the quiz is being used to determine if the session is effectively transmitting information to them in a way that they will remember.

Showing the Program

At this point, you need to introduce the title of the program once again, "Hazard Analysis and Critical Control Points (HACCP) in the Food Industry", darken the lights if necessary, and begin the showing of the program.

You have several options as to how you can move through the program and what employees see. The DVD menu has three "selection bars":

- "Play".
- "Scene Index".
- "Contact Info".

To just play the program from beginning to end, select "Play".

To view (or review) a specific section of the program, select "Scene Index". You will be presented with a group of buttons, each of which corresponds to a section of the program. You can then select the specific section that you want to view.

If you would like information on other programs and products that are available from MARCOM you can select "Contact Info" for information about how to contact us.

All of our DVDs, both English and Spanish, are subtitled (similar to closed captioning). If there are hearing impaired employees participating in your training session, or you want people to be able to read the program narration as well as hear it, push the "subtitle" button on your DVD player's remote control or the player's control panel. A print version of the narration will then appear on the screen as the program plays.

Conducting the Discussion

After the program has been shown, it is time for the group discussion on the information that it contained. Care must be taken to make sure that the discussion is kept to the general topic of using the HACCP system in the food processing industry. There are several ways to conduct this discussion. These include:

- Calling for questions from the attendees and using these questions as the basis for the discussion.
- "Leading" the discussion through the points covered in the program, using statements such as:
 - "One of the sections that we saw in today's program discussed the three types of food safety hazards that the HACCP system is designed to control. Who can name them for us?"
 - "We saw an interesting segment about the five steps that should be followed in creating a HACCP Plan. What is the very first step that should be taken?"

You should use the discussion format that you are most comfortable with. The "Outline of Major Program Points" section in this guide, and the questions and answers in the master copy of the quiz should be used as a basis for this discussion, as well as the supplemental information that you have presented in this session*.

Remember, you have allocated a limited amount of time in which this discussion can take place. It is important to blend the attendees' questions and areas of interest with the objective of trying to touch on each major area within the program in the discussion. By touching on each area, the attendees are much more likely to retain the information presented in the session.

*(An alternative to this approach is to give the quiz immediately after showing the program, then using a review of the questions as a basis for your group discussion.)

Concluding the Presentation

Once discussion has concluded (whether naturally or you have had to bring the discussion to a close in order to complete the session within the time allowed) it is time to give the quiz if you are using it. Copies of the quiz can be made using the printed "master" in the back of this binder or from the PDF version on the DVD. Again, remind the attendees that the quiz is only meant to help determine how effective the presentation of the information is, and that they will not be graded on it. Let them know that they have approximately five minutes to complete the quiz.

At the end of the five minute period, remind the attendees to date and sign their quizzes, and then collect them. The attendees should be thanked for attending the session and reminded of any other sessions in the educational program that they may be attending. They can then be dismissed to return to their normal activities.

"Wrapping Up" the Paperwork

Before much time has passed, and the subject matter is fresh in your mind, several types of "paperwork" must be completed. First, check to make sure that all attendees signed the scheduling and attendance form. Next, make sure that you have a quiz from every attendee, dated and signed.

Depending upon what you have decided to do, a copy of the attendance form and the quiz for each attendee should be either filed in your files, or given to the attendee's department manager (or the personnel office) so that this paperwork can be included in their personnel file.

The attendees' training logs should also be updated, and every attendee should be given a filled out and signed training certificate, which signifies that they have successfully completed the course. Copies of the employee training log and the training certificate can be made using the printed "master" in the back of this binder or from the PDF version on the DVD.

Remember it is always a good idea to document information about an employee's attendance at these sessions, as well as the fact that the employee has come away from the session with an increased knowledge of how the HACCP system is used in the food processing industry.

OUTLINE OF MAJOR PROGRAM POINTS

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The following outline summarizes the major points of information presented in the program. The outline can be used to review the program before conducting a classroom session, as well as in preparing to lead a class discussion about the program.

- **Millions of people get sick from foodborne illnesses every year, and thousands of them die.**
- **Hazardous materials contaminating the food supply can also cost companies tens of millions of dollars and do untold damage to their reputations as well.**
 - As a result, food safety has become an important issue in all stages of the food processing industry, from growers and manufacturers to distributors and retailers.
- **To address this problem, over the years a number of food safety programs have been developed to help assure that the food that reaches consumers is, in fact, safe enough to eat.**
 - The oldest and most widely used of these programs, both nationally and internationally is HACCP, the "Hazard Analysis and Critical Control Points" system.
- **If you work in any facet of the food industry, it is very important to have a clear understanding of the HACCP (Hazard Analysis Critical Control Points) food safety system.**
- **HACCP was created in 1958 to ensure that the food America's astronauts would be eating was safe for them to consume, and is based on a set of NASA's engineering principles.**

- **Now the U.S. Department of Agriculture and the Food and Drug Administration either require or recommend that HACCP be used by companies in every segment of the food processing industry, and encompass all elements of the "food chain", including:**
 - Growing.
 - Harvesting.
 - Processing.
 - Manufacturing.
 - Distribution.
 - As well as "retailers" such as grocery stores and restaurants.

- **Before HACCP, food inspection generally relied on the "senses" (sight, smell and touch) to detect potential hazards.**
 - The most thorough inspections were typically done "after the fact", when the product was ready to go out the door or actually be eaten.

- **HACCP makes this activity "proactive", using an approach that focuses on prevention and risk analysis.**
 - It is a continuous process, with adjustments being made as things change within the food processing environment.

- **HACCP employs seven "principles" to first determine what hazards food may be susceptible to as it is grown, processed and handled... and at what points these hazards can be eliminated or controlled.**

- **The system then defines how to monitor these "control points" to make sure that they are...**
 - Working effectively.
 - Correct any problems that surface.
 - Verify and document what has occurred.

- **HACCP is used to control three types of food safety hazards...**
 - Biological Hazards, such as viruses and bacteria like E-Coli, Listeria and Salmonella.
 - Physical Hazards, such as broken glass, metal fragments and pieces of plastic.
 - Chemical Hazards, such as cleaning solutions, pesticides, mis-measured food additives and even allergens like peanut dust.

- **Before starting to develop a HACCP Plan, it's important to understand what HACCP does and doesn't do.**
 - HACCP addresses food safety by focusing on the "processes" that the food is going through, such as cooking and refrigeration, and what could create hazards within these processes.

- **What it doesn't do is address "environmental issues", such as good manufacturing practices (GMP's) or hygiene standards.**
 - However, having these programs in place is essential to the success of a HACCP system, as they provide the "building blocks" upon which HACCP's seven principles of food safety rest.

- **In essence, they are "prerequisites" to successfully implementing a HACCP system, and include:**
 - Policies regarding employee hygiene, such as the use of hair nets and gloves, and practices like proper handwashing.
 - Pest control programs which prevent animals and insects such as mice and roaches from entering the food production process.
 - Regularly scheduled cleaning procedures for the equipment that is used in food processing and handling activities.

- **There are five steps that should be followed in creating a HACCP Plan, all of which focus on gathering the resources and information that the planning process needs.**
 - The first is to assemble the HACCP Team and begin to construct a HACCP Manual.

- **The team should include employees from as many departments and functions as possible, such as production, sanitation, management and quality control, so that multiple perspectives on the company's operations are represented.**
 - One of the team members should also be formally trained in the HACCP system.

- **The team will not only be responsible for creating the HACCP Plan, but for implementing and maintaining it as well.**
 - So members' names and contact information should be documented in the manual.

- **The second step in the planning process is to fully describe the products that the HACCP Plan will address. Descriptions should include things such as:**
 - Recipe and formulation information if there is any.
 - Packaging materials that are used with the products.
 - The conditions under which the products should be stored and their expected shelf life.
 - Distribution considerations and the potential for damage in transport.

- **The third step in preparing a HACCP Plan is to identify the "intended use" of the products and who will be consuming them.**
 - Any "special use" considerations should be included, such as glucose-free products being used by consumers who are glucose-intolerant.

- **It can often be productive to "group" products into categories where food safety considerations will be similar, such as:**
 - Animals that are slaughtered.
 - Other "raw product".
 - Food that will be thermally processed or otherwise heated.

- **Next, a "flow diagram" should be created, showing the steps that the food will go through as it is being processed and handled.**
 - This should include every step that is in direct control of the facility, from initially receiving and storing the food and associated materials, to packaging and shipping it out and stocking or serving it.

- **If the environment is a food processing plant, it can also be helpful to create a "plant schematic" that shows where each of the processing steps occur and how product, people and waste move within the facility.**

- **The fifth and last step in creating a HACCP Plan is to verify that the flow diagram is accurate.**
 - An initial pass at this can be done by having all of the members of the HACCP Team review the diagram and note any comments and questions that they have.

- **Once these are reconciled, a physical "walkthrough" should be conducted as a final verification.**

- **The best test of the diagram can often be to have the walkthrough done by someone outside of the team, who is not familiar with how the diagram has been created and has no preconceptions as to how things should work.**

- **The initial three principles of a Hazard Analysis and Critical Control Points system (HACCP) address the hazards that food which is being processed and handled may be subject to, and how to control or eliminate them.**
- **The first is to conduct a "Hazard Analysis", identifying the steps in the process where physical, chemical or biological contaminants could be introduced.**
 - It's important to look at the entire process flow during the analysis, from receipt, storage and preparation through to its final distribution and use.
 - The probability of the hazard occurring, and the severity of the consequences should be determined as well.
- **After a thorough review is completed and potential hazards are identified, a list of potential "control measures" should be assembled.**
 - "Control measures" are actions that would prevent, reduce or eliminate the hazards.
- **After the hazard analysis is completed, the second principle in the HACCP system can be applied, which is identifying "Critical Control Points" (CCPs) where the control measures can be taken.**
 - These could be actions such as testing the food for metal fragments, heating it to kill bacteria or refrigerating it to prevent spoilage.
- **Considerations in this step include determining whether the CCPs can be monitored and how they will be documented.**
 - It's important to remember that a CCP may not be located where the hazard occurs but could be later in the process.

- **The third principle in the HACCP system is to establish "Critical Limits" for each of the Control Points that have been identified.**
 - These are maximum and/or minimum values that will enable a hazard to be effectively controlled.

- **For example, if a Critical Control Point is refrigerating a food product, it's Critical Limit might be a range of 36 to 41 degrees Fahrenheit.**
 - Cooking a hamburger could have two Control Points for destroying potential bacteria, its cooking time and temperature.

- **Once the hazards that food being processed may be subject to, and how to control or eliminate them, are addressed, the remaining principles in the system then focus on four things:**
 - How to monitor these "control points" to make sure that they are working effectively.
 - What must be done to correct any problems that surface.
 - To verify and document what has happened, both with the Plan itself, and any problems that occur.

- **The first three principles of a Hazard Analysis and Critical Control Points system (HACCP) address the hazards that food which is being processed and handled may be subject to, and how to control or eliminate them.**
 - Once they are implemented the HACCP system turns its attention to making sure that everything is working correctly and that things are documented appropriately.

- **The fourth principle in the HACCP system is to establish "monitoring procedures" that measure the Critical Limits at each of the food processing's Critical Control Points (CCPs). These procedures should describe:**
 - How the measurements will be taken.
 - When the measurements are to be taken (the time of day or within the process).
 - How frequently the measurements should be taken.
 - Who is responsible for taking the measurements.

- **Hopefully, the monitoring process will confirm that all is going well.**
 - However, as we all know, at times things can go wrong.

- **When the monitoring procedures do detect a problem, the HACCP system's fifth principle, "Establishing Corrective Actions" comes into play.**
 - "Corrective Actions" are predetermined measures that should be taken when monitoring indicates that a deviation from the norm has occurred.

- **It's crucial that Corrective Actions for all of a process's Critical Control Points be defined before the process is started.**
 - This must be a proactive, not a reactive, activity.

- **Corrective Actions must address:**
 - Regaining control of the process.
 - Locating and segregating any affected product.
 - Determining if affected product should be disposed of, and how that should be done.
 - How to prevent a recurrence of the problem.
 - Documenting the problem and the actions that were taken to correct it.

- **Common "Corrective Actions" include things such as adjusting a thermostat to the correct temperature, reheating or recooking a product, and discarding a product that has spoiled.**
- **The sixth principle in the HACCP system is to establish "Verification Procedures" which confirm the validity of the HACCP Plan, verifying that it is complete and effective in achieving the desired safety outcomes.**
- **These procedures need to be utilized on an ongoing basis, and revisited any time that something in the food's processing or its handling changes.**
- **Activities that can be incorporated in the "Verification Procedures" include:**
 - Conducting periodic audits of the overall Plan as well as the Critical Control Points and Critical Limits.
 - Reviewing records of problems and their Corrective Actions.
 - Checking instrument calibrations.
 - Product testing.
- **The seventh and final principle in the HACCP system is "Recordkeeping".**
 - Its focus is to prove that the food in your facility has, in fact, been produced and handled safely.
- **Records must be complete and accurate, and include information on virtually everything within the facility's HACCP Plan and its execution, such as...**
 - The members of the HACCP Team.
 - Product descriptions.
 - Hazard analyses.
 - Flow diagrams.
 - Critical Control Points and their Limits.

- **Records must also be kept for...**
 - Any corrective Actions that have been taken.
 - Verification procedures that are being used.
 - Changes that have been made to the HACCP Plan over time.
 - Even the recordkeeping process itself.

- **Lastly, the Plan needs to specify who is responsible for maintaining the records, how long they should be kept and where they are stored.**

- **It is clear that implementing a HACCP system is a lot of work.**
 - But there are a number of advantages to having a HACCP system in place at your facility.

- **In the United States, both the Food and Drug Administration and the Department of Agriculture require or recommend its use for all of the facilities that they oversee.**

- **And it is fast becoming the de facto standard for food quality assurance in other parts of the world as well, which can help a company to do business in international markets.**

- **Most importantly, it shows that you care about the quality of your products, and the safety of your customers.**

*** * * SUMMARY * * ***

- **HACCP can be used by every group in the "food chain" ... from growers to retailers.**

- **It's important to have basic "Prerequisite" programs in place before implementing a HACCP system.**

- **Establishing "Critical Control Points" and their "Critical Limits" are key to a HACCP Plan.**
- **The first area HACCP focuses on is creating a safe food processing and handling environment.**
- **HACCP's other emphasis is on maintaining that environment and documenting everything about it.**
- **Now that you know more about how HACCP works and why it is important to your company, you can do your part to help keep the food that you work with safe for everyone who eats it!**

ACCOMPANYING MATERIALS

ACCOMPANYING MATERIALS

In order to help you in conducting your session on using the HACCP system in the food processing industry we have provided a number of specific materials that can be used with this program. These materials have been furnished in PDF format on the DVD as well as printed "masters" in the back pocket of this binder. This will enable you to make as many copies of these forms as you need. If you have colored paper available to you, it is often useful to put each form on a different color. This enables you to easily differentiate between the materials. The materials enclosed with this guide include:

Scheduling and Attendance Form

This form is provided so you can easily schedule your attendees into each session of the program. It's important that you have each attendee "sign-in" on the appropriate form, documenting their attendance at the session. Typically, a copy of this attendance/"sign-in" form is filed in the employee's personnel file.

Quiz

The quiz is normally given after viewing the program. However, if you would like an indication of the increase in the attendees' knowledge of how the HACCP system is used in the food processing industry, you can give the quiz both before and after the program is shown.

You can also use the quiz as the basis for a class discussion. If you have decided to give the quiz both before and after the attendees view the program, it is often interesting to have the attendees compare their "before" and "after" answers as part of the session. Typically, the quiz is filed in the employee's personnel file.

Training Certificate

This form allows you to give each employee their very own "certificate of completion", showing that they have attended the course and taken the quiz. Space is provided to insert the employee's name, the course instructor and the date of completion.

Employee Training Log

This log helps you to keep track of when each employee has taken the course, as well as associated courses/training. Space is provided to list pertinent data about the employee, as well as information such as the date the course was taken and the instructor conducting the course. A copy of this form should be kept in each employee's training or personnel file.