

Human and Animal Food Laboratory Professionals-Entry

E-1 Accreditation & Certification

Definition: The process by which an authoritative body gives formal recognition that an organization is competent to carry out a specific task (accreditation); a process by which a third party gives written assurance that a service or person conforms to specified requirements (certification).

Foundations

Description: Foundational knowledge related to the accreditation and certification processes.

Terminal Competency: Discuss the purpose of quality oversight programs.

Enabling Competencies:

1. Describe accreditation.
 - a. Define accreditation.
 - b. Explain the purpose of an accreditation standard (e.g., ISO/IEC 17025).
 - i. Accreditation is required to indicate that the laboratory is competent.
 - ii. Explain the relationship between accreditation and a quality management system.
 - iii. Authorized recognition of capabilities (official seal).
 - iv. The laboratory has to adhere to accreditation requirements.
 - c. Describe scope of accreditation (a list of accredited test methods).
2. Describe certification.
 - a. Define certification.
 - b. Explain the purpose of certification.
 - c. Certification is required to indicate the laboratory and its components (e.g., staff) conform to program requirements.
 - d. Certification is to a program (e.g., dairy, shellfish, animal feed).

3. Give examples of accreditation/certification programs applicable to food testing.
 - a. Laboratory Accreditation for Analyses of Foods (LAAF) Program (see reference below)
 - b. International Organization for Standardization / International Electrotechnical Commission (ISO/IEC)
 - c. National Conference on Interstate Milk Shipments (NCIMS)
 - d. National Shellfish Sanitation Program (NSSP)
 - e. USDA Food Safety and Inspection Service Accredited Laboratory Program (FSIS ALP)
 - f. State programs, if applicable
4. Describe the laboratory analyst's role in accreditation/certification.
 - a. Continuous demonstration of competency.
 - b. Participation in an external or internal audit.
 - c. Conform with the quality management system.
 - d. Adhere to laboratory policies and procedures.
 - e. Satisfy training requirements.

Reference offered by the group: *Laboratory Accreditation for Analysis of Foods (LAAF) Program & Final Rule*

<https://www.fda.gov/food/food-safety-modernization-act-fsma/laboratory-accreditation-analyses-foods-laaf-program-final-rule#program>

Human and Animal Food Laboratory Professionals-Entry

E-2 Basic Communication Skills

Definition: Ability to effectively and appropriately interact with others in order to achieve desired goals.

Basic Communication Elements	
Description: Skills and concepts used to convey information. Terminal Competency: Apply communication principles. Enabling Competencies: 1. Recognize mode of communication. 2. Adapt communication to audience. 3. Perform active listening. 4. Recognize the effect of non-verbal communication. 5. Differentiate fact from opinion. 6. Describe laboratory policies pertaining to communication. 7. Demonstrate professionalism during communication.	
Based on Terminal competency – Not an all-inclusive list	
BEHAVIORAL ANCHORS Average	BEHAVIORAL ANCHORS Outstanding
1. The laboratory analyst can use various modes of communication effectively. a. Written b. Oral c. Non-verbal i. Tone ii. Emotion iii. Body language 2. The laboratory analyst can actively listen to others, so individuals feel they have been heard and understood a. Ask questions i. Check for understanding b. Pay attention c. Respond appropriately 3. The laboratory analyst can recognize when to communicate opinion. a. Differentiate fact from opinion 4. The laboratory analyst has an awareness of various communication policies (may differ by laboratory). a. Media b. Email etiquette c. Social media d. External communications e. Confidentiality 5. The laboratory analyst has an awareness of professional responsibility related to communication. a. Proper behavior	1. The laboratory analyst can determine the appropriate communication for the situation. a. Electronic vs in-person b. Timeliness c. Correct recipient d. Content e. Adapt to audience (e.g., co-worker vs customer, vs auditor)

Human and Animal Food Laboratory Professionals-Entry

b. Etiquette c. Respect d. Demeanor e. Accountability f. Feedback (give, receive, act on as needed).	
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Human and Animal Food Laboratory Professionals-Entry

E-3 Basic Laboratory Math

Definition: Math for analytical work.

Level 2 Course TLO: Apply mathematics to sample analysis.

Level 3 Course ELOs:

- Communication
 - Explain mathematics used in the laboratory.
- Leadership
 - Review data for essential elements.
- Programmatic
 - Use appropriate measurements and calculations.
- Technical
 - Apply mathematics to analytical work.

Math vocabulary used in the laboratory	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Common mathematical terminology used in the laboratory. Level 4 Module TLO: Describe laboratory math vocabulary. Level 5 Module ELOs: • Define mathematical terminology. • Recognize how symbols are used in a mathematical operation. • Apply exponents • Define acronyms	The laboratory analyst has knowledge of vocabulary related to portions. • Aliquot • Sample versus sub-sample • Dilution • Proportional • Ratio • Concentration • Percent The laboratory analyst has knowledge of vocabulary related to data sets. • Mean • Median • Mode • Range The laboratory analyst has knowledge of exponents. • Exponential numbers • Logarithm • Scientific notation	The laboratory analyst can use resources. The laboratory analyst has knowledge of absolute value. The laboratory analyst has knowledge of the origin of constants. • Pi • Avogadro's number

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	The laboratory analyst has knowledge of symbols. • <, >, Greek letters, etc. The laboratory analyst has knowledge of acronyms. • Ppm, ppb, mg, L, cfu, ug The laboratory analyst has knowledge of vocabulary related to significant figures. • Rounding rules • Decimal offset The laboratory analyst has knowledge of vocabulary related to units of measure. • Mass • Volume • Temperature Kelvin, C, F The laboratory analyst has knowledge of vocabulary related to molecular weight. • Normality • Molarity • Equivalent • Avogadro's number	
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Basic mathematical concepts used for science	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Laboratory calculations using basic mathematical concepts. Level 4 Module TLO: Perform laboratory calculations using basic mathematical concepts. Level 5 Module ELOs: • Apply mathematical conventions • Calculate test results • Evaluate test results • Perform unit of measure conversions • Perform basic graphing • Apply mathematical tools	The laboratory analyst can use basic arithmetic. The laboratory analyst can apply mathematical conventions • Significant figures • Rounding • Serial dilutions • Ratios • Exponential numbers • Aliquot (sub sample) • Logarithm The laboratory analyst can perform a result assessment.	The laboratory analyst can take independent action. • No guidance • Self-corrects • Ask questions • Critical thinking The laboratory analyst can build formulas in excel. The laboratory analyst can apply math concepts. • Order of operations • Understands the concept behind the equation

Human and Animal Food Laboratory Professionals-Entry

	• Explain average, mean, and median • Precision between two different results • Percent recovery calculations • Calculating spike recovery • Derive final results from testing data and test inputs The laboratory analyst has knowledge of units of measure and can perform unit conversions. • Conversion between different units of measurement • ppm versus ppb • Molecular weight conversions • Mass volume versus mass mass The laboratory analyst has knowledge of graphing. • Extrapolation • Interpolation The laboratory analyst can use mathematical tools. • How to use a scientific calculator • Basic spreadsheet The laboratory analyst can given a spiked amount determine a percent recovery given the final analyte concentration. The laboratory analyst can perform a calculation which gives the matrix concentration in the test portion done after an extraction, concentration step, and dilution. • Gram to g/ml	• Unit of measure cancellation • Derive a mathematical formula The laboratory analyst can use a found extraction concentration to determine a percent recovery when given a spiked amount • Performs unit conversions to create a reportable unit of measure. The laboratory analyst can when given a final analyte concentration from an instrument use the extraction concentration to determine the analyte concentration in a given matrix.
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Mathematical applications for laboratory analysis	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Commonly used mathematical applications for laboratory analyses.	The laboratory analyst can perform serial dilutions. • Aerobic plate count	The laboratory analyst can take Independent action. • No guidance

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Level 4 Module TLO: Demonstrate mathematical applications for laboratory analyses. Level 5 Module ELOs: - Describe differences between various units of measure. - Illustrate the use of significant figures. - Perform unit conversion. - Construct a formula. - Diagram serial dilution scheme. Application in Bloom's	- Most probable number - Volume and mass dilutions The laboratory analyst can report test results with correct number of significant figures. - Rounding The laboratory analyst can convert units of measure. The laboratory analyst can use pre-established math formulas. - Use excel to perform calculations The laboratory analyst can scale up and scale down. The laboratory analyst can perform graphing. - Interpolate a concentration from a curve - Create a linear curve from test data	- Self-corrects - Ask questions - Critical thinking The laboratory analyst can explain what they are doing. The laboratory analyst can build a mathematical formula for a modified test method. The laboratory analyst can use molecular weights to calculate equivalent concentrations.
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Human and Animal Food Laboratory Professionals-Entry

E-4 Basic Laboratory Statistics

Definition: Statistics for analytical work.

Level 2 Course TLO: Utilize statistics in analytical work.

Level 3 Course ELOS:

- Communication
 - Describe basic statistics.
- Leadership
 - Discuss the application of basic statistics to analytical work.
- Programmatic
 - Use approved statistical tools.
- Technical
 - Apply appropriate statistical methods to obtain unbiased data.

Basic statistical concepts	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Characterize data using fundamental statistics. Level 4 Module TLO: Discuss basic statistical concepts used to characterize data. Level 5 Module ELOs: • Describe the various distributions of data sets. • Describe statistical parameters used to explain population distributions. • Describe statistical parameters used to define variation in data sets.	The laboratory analyst has knowledge of data sets. • Normal distribution • Standard deviation • Mean • Median • Mode • Probability • Range • skewness The laboratory analyst has knowledge of relatedness. • Precision • Accuracy • Randomness • Relative percent difference • Replicates • Correlation • Trend	The laboratory analyst has knowledge of estimation of variance. • Degrees of freedom • T-test • T-score • Data outliers • Z-test • Z-score • Confidence Interval • Confidence level • Analysis of variation The laboratory analyst has knowledge of higher order distribution. • Chi square • Polynomial The laboratory analyst has knowledge of regression analysis. • Independent variable • Dependent variable

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	The laboratory analyst has knowledge of method performance. • Specificity • Selectivity • Sensitivity • Limit of detection • Limit of quantitation • Reporting limit The laboratory analyst has an awareness of measurement uncertainty.	• Correlation coefficient
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Statistical applications	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Assessing the validity of results with statistics. Level 4 Module TLO: Use statistics to assess the validity of results. Level 5 Module ELOs: • Recognize data handling tools • Calculate statistical parameters • Evaluate laboratory data	The laboratory analyst has an awareness of statistical tools. • Spreadsheets • Control charts • Software packages The laboratory analyst can apply pre-programmed formulas. • Regression analysis • Standard deviation The laboratory analyst can make determinations from data. • Standard deviation • Relative standard deviation • Mean • Most probable number • T statistic • Z score • F statistic • Relative percent difference The laboratory analyst can evaluate data. • Assess a calibration curve • Perform Z-test • Assess control chart • Use a T table to assess the significance of a result • Perform a regression analysis on a data set	The laboratory analyst can use statistical software to perform statistical analysis of large data sets. • SAS • SPSS The laboratory analyst can use software tools to build queries. • Access • Other database software • SQL The laboratory analyst can mentor others. The laboratory analyst can create a control chart. The laboratory analyst can perform significance testing, comparing statistical parameters of data sets.

Human and Animal Food Laboratory Professionals-Entry

E-5 Basic Laboratory Techniques

Definition: Basic tools, materials, and applications used for analytical work.

Level 2 Course TLO: Discuss basic laboratory techniques for analytical work.

Level 3 Course ELOs:

- Communication
 - Explain basic techniques used in analytical work.
- Leadership
 - Determine the readiness of analytical tools/materials.
- Programmatic
 - Use approved laboratory techniques.
- Technical
 - Apply basic techniques to analytical work.

Quality Assurance	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Basic elements of quality assurance related to testing performance. Level 4 Module TLO: Discuss the basic elements of quality assurance related to testing performance. Level 5 Module ELOs: • Describe the function of method controls. • Recognize when traceability will be applied. • Recognize the importance of SOPs.	The laboratory analyst understands the purpose of controls. • Standard reference materials • Reference standards ○ NIST traceable • Reference cultures • Environmental controls The laboratory analyst has an awareness of traceability. • Certificate of ○ Assurance ○ Sterility ○ Compliance • Documentation/records/forms The laboratory analyst has an awareness of verification.	The laboratory analyst can explain the role of audits. The laboratory analyst understands root cause and the corrective actions process. The laboratory analyst understands the hierarchical difference between quality management system and quality assurance and quality control.

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- Recognize the need for root cause analysis for non-conforming work. - Report deviations from specifications for lab supplies. - Differentiate the functions for various types of labware.	- Data - ICV (initial control verification) - CCV (continuing control verification) - Peer reviews - Method - Control limit and warning limit - Spikes and blanks - Replicates - Percent recovery - Precision and accuracy The laboratory analyst has an awareness of procedures. - SOPs (standard operating procedures) - Official methods The laboratory analyst has an awareness of lab performance. - External and internal audits - Proficiency testing - Demonstration of competency - Test validations - Training The laboratory analyst has an awareness of equipment requirements. - Daily qualification - Calibration - Preventive maintenance - Volumetric labware classification (class A, class B)	
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Pre-analytical	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Practices to prepare for testing. Level 4 Module TLO: Describe practices to prepare for testing. Level 5 Module ELOs:	The laboratory analyst has an understanding procedure specific safety requirements. The laboratory analyst reviews procedures. Read and understand SOPs before each use	The laboratory analyst can be proactive. - Coordinate with co-workers - Batching - Multi-tasking - Initiate improvements to procedures

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• Explain the purpose of preventing cross contamination. • Describe the movement of a sample through its lifetime.	• Locate most current version of SOPs • Read and understand method The laboratory analyst recognizes the importance of setting up a work area. • Be aware of possible cross-contamination sources • Clean up lab spaces • Locate labware • Ensure equipment is available for use • Make sure equipment is operational • Maintain sample integrity The laboratory analyst utilizes time management. • Consolidate your media requests • Assess procedure specific time requirements • Acquire needed forms • Make sure sample is available The laboratory analyst assures that authorization to perform work is documented. The laboratory analyst can manage reagents. • Assure all reagents are available • Prepare reagents • Ensure kits are not expired • Assure reagents are of correct purity	• Report problems with reagents • Review corrective actions related to procedure
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Laboratory Techniques	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Basic skills required in the laboratory setting. Level 4 Module TLO: Apply the basic skills required in the laboratory setting.	The laboratory analyst can perform quantitative transfers. • Pipetting • Syringe use • Volumetric labware	The laboratory analyst has appropriate personal skills. • Able to mentor others • Self-corrects

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Level 5 Module ELOs: • Perform basic equipment calibration. • Apply basic computer skills. • Explain reagent specification requirements. • Differentiate the properties of various filters. • Describe the types of general laboratory equipment. • Describe the types of sample preparation equipment.	• Dilutions ○ Volume dilution versus mass dilution ○ Serial versus parallel dilutions • Reading graduated measurements ○ reading a meniscus ○ estimating between graduated measurements • Dispense aliquot • Analytical transfer The laboratory analyst can use support equipment. • Using a balance • Using a pH meter • Centrifuge use • Using a microscope/dissecting scope • Using a vortex mixer • Use of blending equipment • Data logger use • Thermocouple • Using incubators • Filter selection • Heat block • Water baths • Refrigerators and freezers • Ovens • Desiccators • Shakers • Thermometers The laboratory analyst can demonstrate basic computer skills. • Word processing • Spreadsheets • Database • Email • calendar The laboratory analyst can prepare various items needed to perform an analysis. • Reagents • Standards	• Efficient time management skills • Organizational skills • Efficiently using resources The laboratory analyst can use laboratory instrumentation. • Use complex instrumentation • Calibrate or standardize equipment • Troubleshoot • Choose fit for purpose equipment
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	• Composites • Sub-samples The laboratory analyst can perform housekeeping. • Cleanliness • Sterilization • Washing glassware The laboratory analyst can maintain paperwork. • Labeling and documentation • Filling out worksheets • Record keeping • Calculations	
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Human and Animal Food Laboratory Professionals-Entry

E-6 Chain of Custody

Definition: Documentation that chronologically details sample collection through disposition to support traceability, sample integrity, and sample security.

The Purpose of Chain of Custody	Elements of Sample Integrity
Description: The role of chain of custody in maintaining evidentiary integrity. Terminal Competency: Explain the purpose of chain of custody. Enabling Competencies: - Describe the elements of a chain of custody. - Who had/has it - What they had/have - When then had/have it - Where they had/have it - Why they had/have it - How they had/have it - Data in all forms (paper or LIMS) - Explain how chain of custody is used. - Support regulatory/legal enforcement actions - Samples should be legally defensible - Capture details about the sample for management purposes - Evaluate efficiency - Establish unique identifier - Discuss the benefits of using chain of custody. - Supports traceability - Documents sample integrity - Provides records that support possession/control of the sample - Provides an audit trail - Accountability - Supports quality assurance requirements - Discuss the impacts of not using chain of custody. - Questions the authenticity of the sample (provides a basis for rejection or invalidation) - Sample test results may be disqualified or rejected	Description: The methods used to establish and maintain chain of custody. Terminal Competency: Describe how integrity is maintained. Enabling Competencies: - Discuss records to establish chain of custody. - Forms - Shipping receipts - Requisition - Seals (if used) - Information captured (names, description of sample, dates, where collected, sample condition, unique identifier, etc.) - Cradle to grave - Documenting sample condition or identifying any aberrance or break in chain of custody. - Discuss the assessment of sample integrity records. - Sample collection and delivery - Sample receiving - Assigned unique identifier - Sample preparation - Analysis - Sample preservation - Storage environment (temperature, humidity, light, container types, chemical sample preservation, etc.) - Sample disposal - Identify gaps (missing information, discrepancies, etc.) - Discuss how sample security is maintained. - Receipt and storage (freezers, refrigerators, temperature sensitive alarms, surveillance video, visual inspection for damage, leaks, tampering, etc.) - Administrative practices (secured doors, badge access, visitor sign-in logs, lock boxes, etc.) - During analysis (checking out the sample)

Human and Animal Food Laboratory Professionals-Entry

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| <ul style="list-style-type: none">c. Results may not be legally defensibled. Laboratory may lose reputation, credibility, funding, ability to participate in programs, etc. | |
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Human and Animal Food Laboratory Professionals-Entry

E-7 Ethics

Definition: Principles, practices, and policies governing conduct.

Code of Conduct	Ethical Challenges	
Description: The policies used to describe expected behaviors in organizational members. Terminal Competency: Describe a code of conduct. Enabling Competencies: 4. Discuss the purpose of a code of conduct. a. Expectations for behavior b. Compliance with institutional policies, laws, regulatory standards, etc. c. Accountability 5. Discuss the elements of a code of conduct. a. Confidentiality b. Professionalism c. Customer Service d. Honesty e. Transparency f. Sharing information g. Identify conflicts of interest h. Impartiality i. Consequences i. Organizational ii. Individual iii. Legal iv. Customers j. Scientific integrity 6. Demonstrate ethical conduct. a. Reporting unethical activities (see something, say something) b. Follow QMS c. Proactively express concerns	Description: Principles, activities, or behaviors that impact ethical standards. Terminal Competency: Discuss ethical challenges faced by laboratories. Enabling Competencies: 1. Identify potential factors contributing to unethical behaviors. a. Workload b. Unreasonable expectations c. Pressure of being fired d. Insufficient resources e. Bias f. Personal motivation g. Undue pressure (e.g., politics) h. Complacency i. Lack of oversight 2. Give examples of unethical behaviors. a. Dry labbing b. Falsifying results c. Tampering with equipment d. Theft e. Insider information f. Release of privileged information g. Cutting corners h. Not reporting unethical activity i. Intentional omission j. Taking credit for the work of others k. Misuse of resources l. Sharing of passwords m. Intentional breaches of safety or security protocols n. Reporting false number of work hours	3. Recognize the potential impact of not following ethical standards. a. Danger to public health b. Decisions based on wrong data c. Loss of accreditation d. Civil penalties e. Loss of public trust f. Loss of funding g. Loss of employment h. Lab closure

Human and Animal Food Laboratory Professionals-Entry

E-8 Incident Command System (ICS)

Definition: The systematic tool used for the command, control, and coordination of emergency response.

Level 2 Course TLO: Explain ICS principles during emergency response and recovery.

Level 3 Course ELOs:

- Communication
 - Describe ICS.
- Leadership
 - Discuss roles of laboratories in ICS.
- Programmatic
 - Apply ICS principles. Technical
- - Operate within the ICS.

National Incident Management System (NIMS)	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: An overview of the National Incident Management System (NIMS) and the role of the laboratory in managing incidents. Level 4 Module TLO: Describe NIMS. Level 5 Module ELOs: • Define NIMS. • Describe the role of the laboratory in the NIMS.	The laboratory analyst can identify some of the players in the NIMS. • Federal agencies ○ FEMA ○ EPA • State agencies • Private sector • Non-governmental organizations ○ Red Cross ○ Salvation Army • Local agencies The laboratory analyst can understand the purpose of the NIMS. • Well organized response to an incident • Less chaotic	

Human and Animal Food Laboratory Professionals-Entry

Incident Command System	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: An overview of the Incident Command System (ICS). Level 4 Module TLO: Explain the ICS. Level 5 Module ELOs: - Describe the features and principles of ICS. - Describe the five functional areas in an ICS structure. - Describe the incident commander and command staff functions. - Give examples of when ICS is used.	The laboratory analyst can define ICS. - Standard organizational structure - Unified chain of command - Scalable The laboratory analyst can give examples of where ICS could be used. - Earthquakes - Hurricanes - Terrorism - Pandemics - Nuclear - Foodborne Illness Outbreaks - Environmental incidents(oil spills) The laboratory analyst can explain the relationship between ICS and NIMS.	

Human and Animal Food Laboratory Professionals-Entry

The Laboratory analyst Role in ICS	Based Upon Leve 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The role of laboratory analysts in ICS. Level 4 Module TLO: Describe how laboratory analysts may be involved in ICS. Level 5 Module ELOs: - Describe the role of the laboratory in an incident. - Give examples of activities a laboratory analyst may be asked to do in an incident.	The laboratory analyst can follow directions of the chain of command. The laboratory analyst can demonstrate an awareness that their role may change. - Different tasks - Different locations - Work station - Chain of command - Hours The laboratory analyst can have an awareness of training courses related to ICS.	

Human and Animal Food Laboratory Professionals-Entry

E-9 Integrated Food Safety System (IFSS)

Definition: Introductory knowledge related to the concept of a national collaborative and cooperative network of federal, state, local, tribal, and territorial human and animal food protection agencies working in concert to protect the U.S. human and animal food supply.

Level 2 Course TLO: Describe how the Integrated Food Safety System (IFSS) protects public health.

Level 3 Course ELOs:

- Communication
 - Explain the purpose of the IFSS.
- Leadership
 - Support the IFSS.
- Programmatic
 - List stakeholder roles in the IFSS.
- Technical
 - Describe laboratory contributions to the IFSS.

Human and Animal Food Laboratory Professionals-Entry

Overview of the IFSS Concept	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: A collaborative of food safety stakeholders. Level 4 Module TLO: Discuss the role of the laboratory within the IFSS. Level 5 Module ELOs: • Distinguish regulatory roles in a global environment. • Describe existing lab networks which contribute to IFSS.	The laboratory analyst understands the role of the various agencies within the IFSS. • Federal Agencies ○ FDA ○ USDA ○ CDC ○ DHS • Territories • Tribal Governments • State Agencies • Local Agencies The laboratory analyst understands how the laboratory can engage in partnerships. • Support • Promote cooperation within the laboratory community • Promote information sharing within the laboratory community • Promote capacity and capability to regulatory entities The laboratory analyst understands how lab results are effectively shared. • Harmonization of methods • Standardization of quality systems • Standardization of data elements for reporting	The laboratory analyst can describe existing laboratory networks. • ICLN (DHS) • FERN (USDA & FDA) • LRN (CDC) • ELRN (EPA) • DLN (DoD) • Vet-LIRN (FDA CVM) • NAHLN (USDA) • NPDN (USDA APHIS)

E-10 Laboratory Information Management System (LIMS)

Definition: A software-based system that processes, stores and manages data in support of laboratory operations.

Level 2 Course TLO: Explain the importance of LIMS.

Level 3 Course ELOs:

- Communication
 - Describe basic functions of LIMS.
- Leadership
 - Report LIMS issues.
- Programmatic
 - Describe the role of LIMS.
- Technical
 - Use LIMS.

Human and Animal Food Laboratory Professionals-Entry

Foundations	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Foundational knowledge related to electronic data management. Level 4 Module TLO: Discuss elements of electronic data. Level 5 Module ELOs: - Define electronic data. - Identify sources of electronic data. - Describe how electronic data is used.	The laboratory analyst can define electronic data. - What data are captured and why The laboratory analyst understands where does data come from. - Internal - External The laboratory analyst understands what you can do with electronic data. - Generate information from data - Prepare reports - Save data	The laboratory analyst can specify types of data. - Numerical - Text - Graphical - Comparative The laboratory analyst can specify internal and external sources of data. - Entered manually - Entered by instrument - External sources (inspections, other laboratories, etc.) - Raw vs treated data The laboratory analyst understands inter-relationships between data. - Sample collection => testing=> reports The laboratory analyst has a basic understanding of where and how data are stored.

Capabilities of LIMS	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Features of a LIMS. Level 4 Module TLO: Describe the importance of a LIMS. Level 5 Module ELOs: Describe the purpose of a LIMS.	The laboratory analyst understands the purpose of the LIMS. - Relates to QMS - Capture lab workflow - Chain of custody - Official record of sample management	The laboratory analyst understands how the LIMS relates to QMS and/or accreditation. - Relationship to customer requirements - Standardization - Means to track trends, i.e. QC data(statistics)

Human and Animal Food Laboratory Professionals-Entry

- List important features of a LIMS. - Discuss interactions with other applications/instruments.	- Capture corrective actions or preventive actions - Importance of audit trail - Enter test data - Provides customer reports - Data storage - Capture sample data The laboratory analyst has knowledge of the qualities of a LIMS. - How reliable the LIMS is - Secure system to capture and store data - Faster and easier to track data - Real time access to sample status, testing status, and results - Provides searchable means to data - Standardization - Relates to accuracy of results - Streamline	The laboratory analyst explains the role LIMS plays as a centralized data capture system. - Integrate with other electronic systems both internal and external - Used to retrieve data/information for regulatory action The laboratory analyst supports laboratory operations. - LIMS functions to enhance productivity - Allow performance metrics to be tracked - Means to track performance trends - Basis for fast and reliable custom reports - Customizable to meet new needs - Organizational dashboard
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LIMS Administration	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Administration of a LIMS. Level 4 Module TLO: Describe LIMS administration in laboratory operations. Level 5 Module ELOs: - Discuss the role of a LIMS administrator. - Discuss LIMS administration tasks.	The laboratory analyst can discuss LIMS operations. - Identify role of LIMS administrator - Other roles within LIMS - Know who to contact with questions - Where to find the SOPs - Recognize when something goes wrong The laboratory analyst can discuss data security. - Use of passwords - Permission levels - Roles The laboratory analyst has knowledge of data management. - Changing data into information - Procedures for data entry	The laboratory analyst can create reports. - Retrieve data - Create report templates The laboratory analyst can solve problems. - Assist other with performing LIMS entry - Resolve identified problems - Identify data errors The laboratory analyst can improve LIMS system. - Make recommendations for enhancements - Identify reports that enhance workflow

Human and Animal Food Laboratory Professionals-Entry

	• When the data is entered • Data entry accuracy • Data correction processes • Understand quality review of data entry or e-data • Saving data • Release of data • Retrieving data • What to do with transmitted data(peer to peer) • Preparing reports • How to do calculations in LIMS	
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Human and Animal Food Laboratory Professionals-Entry

E-11 Laboratory Sampling

Definition: All manipulations performed on the laboratory sample after receipt and acceptance through selection of the test portion.

Level 2 Course TLO: Apply defensible laboratory sampling principles (defensible is not a qualifier. Implies a set of principles from *Good Test Portions*).

Level 3s Course ELOs:

- - Communication
 - Discuss principles of laboratory sampling.
- - Leadership
 - Resolve sampling challenges.
- - Programmatic
 - Discuss the impact of laboratory sampling procedures on the organization's mission.
- - Technical
 - Perform defensible lab sampling.

Human and Animal Food Laboratory Professionals-Entry

Foundations	Based Upon Level 5 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Theory and principles of sampling. Level 4 Module TLO: Summarize the concepts of sampling theory. Level 5 Module ELOs: • Explain decision unit. • Incorporate sample descriptors into daily activities. • Explain representivity. • Describe evidentiary integrity. • Give examples of practices to maintain analyte integrity. • List components of Sample Quality Criteria (SQC). • List components of Global Estimation Errors (GEE). • Discuss the use of laboratory sampling terms.	The laboratory analyst can define decision units. The laboratory analyst can explain the importance of representing the decision unit. The laboratory analyst can explain the importance of accessibility to all elements of the material being sampled. The laboratory analyst has a general awareness of the purpose of theory of sample (TOS). The laboratory analyst can define the following terms: • Sample as defined by TOS • Primary sample • Laboratory sample • Analytical sample • Test portion • Replicate sample • Split sample • Composite sample The laboratory analyst uses sample terms in daily activities. The laboratory analyst can explain representivity in terms its relationship to • random error • bias • sample correctness	The laboratory analyst can help instruct others in understanding decision units. The laboratory analyst uses proper sample terms in laboratory documents. The laboratory analyst can estimate random error. The laboratory analyst can suggest equipment to increase the number of increments selected. The laboratory analyst can suggest new practices to control error. The laboratory analyst can contribute to organizational policies and procedures related to: • Trace back • Maintaining sample representivity • Analyte integrity The laboratory analyst can recognize/report: • Potential loss of analyte integrity • Errors that might contribute to the loss of analyte integrity The laboratory analyst has an awareness of the importance of including management and sampling personnel in the development of SQC. The laboratory analyst can participate in establishing SQC.

Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst can discuss the impact of number of increments on representivity. The laboratory analyst can discuss the impact of mass on representivity. The laboratory analyst can define evidentiary integrity. The laboratory analyst can relate laboratory sampling to legal defensibility. The laboratory analyst can discuss the importance to evidentiary integrity of: • Trace back (including chain of custody) • sample representivity • analyte integrity The laboratory analyst can follow organizational policies and procedures to maintain: • sample representivity • analyte integrity • trace back (including chain of custody) The laboratory analyst can define analyte integrity. The laboratory analyst can explain techniques to maintain analyte integrity such as: • pH adjustment / buffers • Temperature control • Humidity control • Holding times • Sterility control • Proper handling techniques • Sample containers • Packaging • Transportation • Storage	The laboratory analyst can explain how SQC is necessary for making defensible decisions. The laboratory analyst can discuss many specific non-selection and selection errors such as: • Non-selection errors (all systematic errors) • Extraneous Material Error • Mass Recovery Error • Contamination Introduction Error • Analyte Integrity Error • Selection errors • Random errors • Fundamental sampling error • Grouping and segregation error • Systematic errors • Increment delimitation error • Increment extraction error • Contamination introduction error • Analyte integrity error • Increment weighing error The laboratory analyst can utilize advanced sampling terms in daily written and oral communication such as: • Extraneous material error • Mass recovery error • Contamination Introduction error • Analyte integrity error • Increment delimitation error • Increment extraction error i. Contamination Introduction error ii. Analyte integrity error • Increment weighing error
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Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst can define inference. The laboratory analyst can discuss SQC components: • What is the question/objective. ○ What is the analyte of interest? ○ What is the concentration of interest? (action limit) ○ How will inference be made? • What is the decision unit? • What is the desired confidence? The laboratory analyst can define GEE. The laboratory analyst can discuss components of GEE: • Total Sampling Error ○ Error from non-selection processes ○ Error from selection processes • Total Analytical Error The laboratory analyst can explain their contribution to GEE. The laboratory analyst will utilize the proper sampling terms in daily written and oral communication such as: • Sample terms (refer to sample terms listed above) • Comminution • Element	The laboratory analyst can demonstrate leadership in advancing the proper use of terminology. Potential for advanced course
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Human and Animal Food Laboratory Professionals-Entry

	• Finite element • Infinite element • Extraneous material • Inference • Increments • Selection process • Non-selection process • Compositional heterogeneity • Distributional heterogeneity • Probabilistic sampling • Sample correctness • Extraneous material • Splitting • Mass reduction • Systematic error (bias) • Random error (imprecision) • Fundamental sampling error • Grouping and segregation error	
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Material Properties	Based Upon Level 5 Competency – Not an all-inclusive list	
	BEHAVIORAL ANCHORS Average Performance	BEHAVIORAL ANCHORS Outstanding Performance
Definition: Physical characteristics of lab sample. Level 4 Module TLO: Describe the physical characteristics of laboratory samples that can introduce error into sample manipulation processes. Level 5 Module ELOs:	The laboratory analyst can explain the difference between infinite and finite element materials. The laboratory analyst can list the different physical states of laboratory sample: • Liquid • Slurries and liquids with suspended solids • Semi solid • Solid	The laboratory analyst can explain the difference in sampling protocols for finite and infinite element materials. The laboratory analyst can suggest new tools or equipment to improve sample correctness. The laboratory analyst can identify and mitigate unexpected heterogeneity challenges.

Human and Animal Food Laboratory Professionals-Entry

• Distinguish between infinite and finite element materials. • List the physical states of a laboratory sample. • Define heterogeneity as the term applies to a laboratory sample. • Differentiate between compositional heterogeneity and distributional heterogeneity. • Relate the impact of particle size on sampling errors.	• Gas The laboratory analyst can explain how the physical states relate to sample correctness: • Choosing proper tools/equipment • Using proper tools/equipment correctly The laboratory analyst can explain the impact of heterogeneity on laboratory sampling. The laboratory analyst can explain the difference between compositional and distributional heterogeneity. The laboratory analyst can give examples of compositional and distributional heterogeneity in materials encountered in the lab. The laboratory analyst can give examples of techniques to mitigate: • Compositional heterogeneity • Distributional heterogeneity The laboratory analyst can explain the impact of comminution on particle size. The laboratory analyst can explain the impact of maximum particle size on random sampling error. The laboratory analyst can explain the impact of maximum particle size on random error. The laboratory analyst can discuss the importance of maintaining comminution equipment.	The laboratory analyst can explain the impacts of laboratory sampling techniques on compositional and distributional heterogeneity. The laboratory analyst can suggest opportunities for improvements to mitigate compositional and distributional heterogeneity. The laboratory analyst can suggest ways to mitigate sampling errors due to particle size. The laboratory analyst suggests new comminution equipment. The laboratory analyst can explain the impact of maximum particle size on fundamental sampling error. The laboratory analyst can explain the impact of maximum particle size on grouping and segregation error. The laboratory analyst can explain the impact of particle size range on sampling error. Potential for advanced course
Errors	Based Upon Leve 5 Competency – Not an all-inclusive list BEHAVIORAL ANCHORS Average Performance	BEHAVIORAL ANCHORS Outstanding Performance

Human and Animal Food Laboratory Professionals-Entry

Definition: Imprecision and bias that cause the concentration or characteristic of the test portion to deviate from the true concentration or characteristic of the decision unit. Level 4 Module TLO: Identify sources of error in laboratory sampling. Level 5 Module ELOs: - Describe the types of errors in sampling. - Give examples of errors from non-selection processes. - Give examples of systematic errors from selection processes. - Give examples of random errors from selection processes. - Give examples of gross errors. - Describe relationship of error to mass. - Describe relationship of error to increments. - Describe relationship of error to sample correctness.	The laboratory analyst has knowledge of 3 types of errors: - Systematic error - Random error - Gross error (blunders) The laboratory analyst has knowledge of errors contributing to total sampling error (TSE): - Error from selection processes - Error from non-selection processes The laboratory analyst has knowledge of the causes of non-selection errors: - Negligence - Inattention to detail - Lack of understanding of error The laboratory analyst has knowledge of categories of systematic error associated with non-selection processes: - Extraneous material error (EME) - Mass recovery error (MRE) - Contamination introduction error (CIE) - Analyte recovery error (AIE) The laboratory analyst has knowledge of categories of systematic error associated with selection processes: - Increment delimitation error (IDE) - Increment extraction error (IEE) - Contamination introduction error (CIE) - Analyte integrity error (AIE) - Increment weighing error (IWE)	The laboratory analyst can suggest troubleshooting processes to mitigate error. The laboratory analyst can recognize sources of non-selection errors. The laboratory analyst can suggest ways to avoid non-selection errors. The laboratory analyst can suggest ways to modify a process to better control systematic error by mitigating: - Extraneous material error (EME) - Mass recovery error (MRE) - Contamination introduction error (CIE) - Analyte recovery error (AIE) - Increment delimitation error (IDE) - Increment extraction error (IEE) - Increment weighing error (IWE) The laboratory analyst can suggest modifications to a selection process to reduce random error: - Increase mass - Reduce particle size - Increase number of increments The laboratory analyst can suggest ways to avoid gross errors. The laboratory analyst can identify components of fundamental sampling error (FSE).
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Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst has knowledge of categories of random error associated with selection processes: • Fundamental sampling error • Grouping and segregation error The laboratory analyst has knowledge of several different types of gross errors (blunders): • Spills • Not following instructions • Incorrect weights • Transposing figures • Transposing labels The laboratory analyst has knowledge of the relationship of fundamental sampling error (FSE) to: • Magnitude of the compositional heterogeneity • Mass selected Increasing mass decreases FSE • Particle size Reducing particle size decreases FSE The laboratory analyst can define distributional heterogeneity. The laboratory analyst has knowledge of the relationship of grouping and segregation error (GSE) to: • Magnitude of distributional heterogeneity • Number of increments selected • Greater number of increments decreases GSE	The laboratory analyst can suggest ways to reduce FSE. The laboratory analyst can suggest ways to reduce GSE. The laboratory analyst can explain the concept of equal probability of selection as it relates to sample correctness. The laboratory analyst can suggest improved tools to control error.
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Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst has knowledge of the relationship of error to sample correctness: • Increment delimitation error is controlled by choice of properly designed tools • Increment extraction error is controlled by using proper tools appropriately • Tool choice varies with state and dimension of material • Liquids • Without suspended solids • With suspended solids • Slurries • Semi-solids • Solids	
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Non-selection Process	Based Upon Level 5 Competency – Not an all-inclusive list	
	BEHAVIORAL ANCHORS Average Performance	BEHAVIORAL ANCHORS Outstanding Performance
Definition: Manipulation of a sample usually performed before a selection process. Level 4 Module TLO: Describe the purpose of non-selection processes in laboratory sampling. Level 5 Module ELOs: • Describe non-selection processes. • Describe comminution/particle size reduction techniques.	The laboratory analyst can list at least 3 non-selection processes: • Comminution • Removal of extraneous material • Preservation • Conditioning (freezing, removal of water) • Mixing The laboratory analyst can define comminution.	The laboratory analyst can suggest improvements to non-selection processes. The laboratory analyst can contribute to improving a comminution process. The laboratory analyst can recognize factors to consider when incorporating a conditioning technique for a comminution process.

Human and Animal Food Laboratory Professionals-Entry

• Explain the effects of mixing techniques. • Describe techniques used to remove extraneous material. • Describe how non-selection processes influences representivity.	The laboratory analyst can recognize appropriate particle size reduction technique for a material: • Liquid • Slurry • Semi-solid • Solid The laboratory analyst can identify comminution equipment: (see Good Test Portions) • Crushing equipment • Cutting/shearing equipment The laboratory analyst can list at least three factors to consider when choosing comminution equipment (see Good Test Portions page 29): a. Initial properties of the material b. Dimension of the material c. Desired particle size characteristics d. Capacity of equipment e. Control of systematic errors f. Design considerations g. Condition of equipment 5. The laboratory analyst can recognize a conditioning technique for a comminution process: • Cooling • Freezing • Dry ice freezing • Freeze drying • Coarse and fine grind processes The laboratory analyst can identify three or more mixing techniques (see Good Test Portions page 34):	The laboratory analyst can rank choices of comminution equipment for a (specific) material. The laboratory analyst can identify the limitations of two or more types of comminution equipment: (see Good Test Portions) • Crushing equipment • Cutting/shearing equipment The laboratory analyst can identify techniques to evaluate the effectiveness of particle size reduction: • Sieving • Microscopy The laboratory analyst can contribute to developing a comminution process for a particular material they encounter: • Human food • Animal food or pet food • Environmental The laboratory analyst can identify the limitations of mixing techniques: • Stirring • Shaking • Rolling • Vortexing • Blending • Figure 8 motion • Churning The laboratory analyst can identify the impact of mixing techniques: • On distributional heterogeneity • On composition heterogeneity • The need for multiple increments
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Human and Animal Food Laboratory Professionals-Entry

	• Stirring • Shaking • Rolling • Vortexing • Blending • Figure 8 motion • Churning The laboratory analyst can identify the effectiveness of mixing techniques on materials with: • Similar particle size, shape, density • Dissimilar particle size, shape, density The laboratory analyst can differentiate between extraneous material and the decision unit. The laboratory analyst can identify examples of removal of extraneous material as non-selection processes. The laboratory analyst can identify the impact of removal of extraneous material on: • Representation of the decision unit • Analyte integrity The laboratory analyst can identify examples of how representivity can be impacted by non-selection processes: • Negatively • Positively	The laboratory analyst can suggest improvements to the extraneous material removal process. The laboratory analyst can suggest improvements to the non-selection processes to maintain representivity.
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Selection Process	Based Upon Level 5 Competency – Not an all-inclusive list	
	BEHAVIORAL ANCHORS Average Performance	BEHAVIORAL ANCHORS Outstanding Performance
Definition: The act of selecting a smaller mass or volume of	The laboratory analyst can define: • Mass Reduction • Splitting	The laboratory analyst can explain the principles behind the use of

Human and Animal Food Laboratory Professionals-Entry

material from a larger mass or volume. Level 4 Module TLO: Describe the purpose of selection processes in lab sampling. Level 5 Module ELOs: • Differentiate mass reduction and splitting. • Explain the critical factors to control random error in a selection process. • Describe splitting equipment used in selecting a representative test portion. • Contrast one dimensional and two-dimensional sampling. • Explain characteristics of sampling tools. • Describe the effect of selection process on representivity.	• Sample dimensions The laboratory analyst can discuss use of mass reduction techniques. The laboratory analyst can perform multiple increment sampling. The laboratory analyst can explain the importance of sufficient mass in selection of a representative test portion. The laboratory analyst can explain the importance of number of random increments in selection of a representative test portion. The laboratory analyst can discuss the use of splitting techniques such as: • Rotary splitter • Fractional shoveling • Stationary riffle splitter The laboratory analyst can accurately operate splitting equipment if applicable. The laboratory analyst can define sampling dimensions. The laboratory analyst can describe 1-D and 2-D slab cake technique/protocol. The laboratory analyst can give examples of sampling in: • 1-D • 2-D • Three-dimension (3-D) The laboratory analyst can describe various sampling selection tools and their proper use, such as: • Drum thief • Scoops	several mass reduction techniques. The laboratory analyst can suggest improvements to a selection protocol. The laboratory analyst can contribute to developing a selection protocol. The laboratory analyst can maintain a splitter. The laboratory analyst can assist in troubleshooting a splitting protocol. The laboratory analyst can suggest a 1-D or 2-D sampling protocol. The laboratory analyst can suggest a protocol to convert a 3-D material into a 1-D or 2-D material. The laboratory analyst can identify challenges with sampling tools / protocols. The laboratory analyst can suggest improvements to the choice of sampling tools. The laboratory analyst can suggest a representative selection protocol. The laboratory analyst can suggest techniques and tools for equal probability selection.
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Human and Animal Food Laboratory Professionals-Entry

	Pipette The laboratory analyst can explain the impact of tool shape on sample correctness. The laboratory analyst can demonstrate the proper use of a sampling tool. The laboratory analyst can demonstrate selection of a representative test portion. The laboratory analyst can demonstrate competency (verify / validate). The laboratory analyst can explain the importance of equal probability of selection.	
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Sampling Procedures	Based Upon Level 5 Competency – Not an all-inclusive list	
	BEHAVIORAL ANCHORS Average Performance	BEHAVIORAL ANCHORS Outstanding Performance
Definition: A set of plans used for lab sampling operations. Level 4 Module TLO: Articulate lab procedures related to lab sampling. Level 5 Module ELOs: - Identify SOP used in laboratory sampling. - Recognize the sampling objective. - Recognize the workflow associated with lab sampling. - Recognize laboratory policy for sample retention.	The laboratory analyst can identify an appropriate laboratory sampling protocol to minimize TSE: - The laboratory analyst can identify an appropriate laboratory sampling equipment/tools to control IDE. - The laboratory analyst can identify the appropriate usage of equipment/tools to control IEE. - The laboratory analyst can recognize a	The laboratory analyst can contribute to the development of laboratory sampling protocols. The laboratory analyst can recognize a need for sampling protocol improvement. The laboratory analyst can identify the impact of regulatory objectives on the sampling protocol. The laboratory analyst can identify improvements to a sampling protocol to meet a regulatory objective.

Human and Animal Food Laboratory Professionals-Entry

Apply safety procedures in lab sampling.	deviation(s) from an existing protocol. (scenario) The laboratory analyst can identify a sampling objective. The laboratory analyst can identify importance of regulatory objectives to the sampling protocol. (e.g. surveillance, compliance, for cause, outbreak, consumer complaint, investigational, import vs domestic) The laboratory analyst can identify components of a laboratory sampling workflow. The laboratory analyst can identify an appropriate sampling workflow. The laboratory analyst can identify elements of a laboratory sample retention policy. The laboratory analyst can give examples of laboratory sampling safety procedures. The laboratory analyst can identify potential risks in laboratory sampling activities. The laboratory analyst can identify why it is important to comply with laboratory sampling safety procedures.	The laboratory analyst can identify an incorrect laboratory sampling workflow. The laboratory analyst can identify improvements to a laboratory sampling workflow. The laboratory analyst can identify improvements to the sample retention policy. The laboratory analyst can give examples of improved laboratory sampling safety procedures. The laboratory analyst can troubleshoot safety issues in a sampling procedure.
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QA/QC	Based Upon Level 5 Competency – Not an all-inclusive list	
	BEHAVIORAL ANCHORS Average Performance	BEHAVIORAL ANCHORS Outstanding Performance

Human and Animal Food Laboratory Professionals-Entry

Definition: Policies and procedures used to assure the representativeness of the test portion. Level 4 Module TLO: Explain how QA/QC policies and procedures can be applied to achieve sample representativeness. Level 5 Module ELOs: 1. Discuss the importance of validating laboratory sampling processes. 2. Discuss the importance of verifying laboratory sampling processes. 3. Explain the importance of quality control for laboratory sampling processes.	The laboratory analyst can recognize the importance of validating laboratory sampling protocols. The laboratory analyst can identify approaches for validation of a laboratory sampling protocol: • Whole sample extraction • Materials with a known amount of analyte of interest or surrogate • Tracers The laboratory analyst can recognize the use of replication in estimating random error. The laboratory analyst is aware of their role in validating laboratory sampling protocols. The laboratory analyst can describe the importance of verifying laboratory sampling protocols. The laboratory analyst can identify performance tests for verifying of a laboratory sampling protocol: • Carryover • Final particle size distribution • Contamination procedures • Cleaning procedures The laboratory analyst can identify approaches to verify laboratory sampling protocols. The laboratory analyst can recognize the use of replication in estimating random error. The laboratory analyst can describe the importance of	The laboratory analyst can recognize appropriate validation data. The laboratory analyst can identify the elements of a validation protocol. The laboratory analyst can describe how to train others to perform validation. The laboratory analyst can recognize an approach to validate a non-selection process. The laboratory analyst can identify a protocol to validate a selection process. The laboratory analyst can identify an approach to isolate error for a specific selection process. The laboratory analyst can evaluate verification data. The laboratory analyst can describe the elements of a verification protocol. The laboratory analyst can describe how to train others to perform verification. The laboratory analyst can identify a need for verifying laboratory sampling protocols: • Changes in personnel • Changes in equipment • Changes in protocol The laboratory analyst can recognize trends in sampling QC data.
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Human and Animal Food Laboratory Professionals-Entry

	incorporating quality control into laboratory sampling protocols. The laboratory analyst can identify quality control tests: • Use replicates to monitor random error • Use blanks to monitor contamination • Measure splits at multiple points in time for analyte integrity • Visual inspection of equipment for mass recovery • Visual check or weight check to verify consistent separation of extraneous material • Compare performance by multiple analysts The laboratory analyst can describe the role of the laboratory in making defensible decisions. The laboratory analyst can recognize elements of evidentiary integrity. The laboratory analyst can identify SQC requirements. The laboratory analyst can recognize QC concerns.	The laboratory analyst can recognize opportunities to better control error. The laboratory analyst can recognize opportunities for additional QC monitoring. The laboratory analyst can state the SQC. The laboratory analyst can recognize QC data that meets SQC requirements. The laboratory analyst can recognize the elements failures in maintaining evidentiary integrity. The laboratory analyst can describe how an inference is made about the decision unit.
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Human and Animal Food Laboratory Professionals-Entry

E-12 Method Resources

Definition: Sources of analytical methods.

Level 2 Course TLO: Explain why recognized methods are used.

Level 3 Course ELOs:

- Communication
 - Explain where to find recognized methods.
- Leadership
 - Identify fit for purpose analytical methods.
- Programmatic
 - Explain the importance of recognized methods in regulatory analytical work.
- Technical
 - Apply fit for purpose analytical methods.

Human and Animal Food Laboratory Professionals-Entry

Foundations	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Foundational knowledge related to analytical testing in the laboratory. Level 4 Module TLO: Describe foundational knowledge related to analytical testing. Level 5 Module ELOs: • Define recognized methods. • Identify sources of recognized methods. • Discuss the importance of using recognized methods. • Describe the importance of method validation. • Describe the importance of method verification.	The laboratory analyst has knowledge of basic lab techniques and knowledge supporting method applications • Basic math • Basic statistics • Mass, volume, etc. Metrology • Basic supporting chemistry or biology • Basic microbiology • Underlying theoretical basis for equipment • Understanding of supporting technology and tools • How to use a spreadsheet • Basic computer skills The laboratory analyst has knowledge of test methods. • Sources of recognized methods ○ FDA ○ USDA ○ AOAC ○ Health Canada • Importance of using recognized methods • Sources for references • Regulations and laws The laboratory analyst has an awareness of method suitability.	The laboratory analyst can problem solve. • Troubleshoots equipment, instruments, and methods • Recognizes outliers • Suggestions for improvements The laboratory analyst participates in method management. • Assist with method validation and verification studies • Understand the concept of matrix extension • Integrate QMS principles with analytical testing • Sources of validation guidelines • Assist on method suitability • What constitutes a minor or major change to the method • Knowledge of advanced instrumental techniques The laboratory analyst can assist in training of basic lab techniques.

Human and Animal Food Laboratory Professionals-Entry

	• Validation • Verification • Fit for purpose The laboratory analyst adheres to QMS principles.	
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Method Selection	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The process by which a laboratory determines suitable analytical methods. Level 4 Module TLO: Discuss the process by which a laboratory determines suitable analytical methods. Level 5 Module ELOs: • Define QMS terms related to methods. • Describe criteria for methods selection. • Identify fit for purpose method. • Describe the reason for modification to a recognized method.	The laboratory analyst has an awareness of the existence of an established method selection process. The laboratory analyst has an awareness of laboratory QMS. • Define terms ○ Reference materials ○ Proficiency testing ○ Validation ○ Verification ○ Fit for purpose The laboratory analyst can discuss the importance of having a method selection process. The laboratory analyst has knowledge of the criteria for selecting a method. • Fit for purpose • Data reporting requirements • Sampling requirements • Regulatory requirements • Analyte levels • Target analyte • LOD and LOQ requirements • Legally defensible results	The laboratory analyst can assist in the method selection process. • Method to determine analytical suitability • Standard Method Performance Requirements (SMPR) The laboratory analyst recognizes resources. • Customer requirements • Availability of equipment • Required capacity • Trained analysts • More generic method availability • Budget The laboratory analyst uses knowledge of criteria for selecting a method. • Elements of method modification • Validation study • Verification where appropriate • Matrix validation The laboratory analyst recognizes QMS requirements. • Proficiency testing • Availability of controls and reference materials

Human and Animal Food Laboratory Professionals-Entry

E-13 Public Health (One Health Approach)

Definition: Foundational information recognizing the interconnections between people, animals, plants and their shared environment and the practices used to detect, prevent, and respond to illness and disease.

Level 2 Course TLO: Describe the role of public health stakeholders.

Level 3 Course ELOs:

- Communication
 - Describe the laboratory role in public health.
- Leadership
 - Discuss the analyst's role in the protection of public health.
- Programmatic
 - Explain the importance of laboratory results to regulatory agencies.
- Technical
 - Produce analytical results for public health use.

Foundations	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Foundational knowledge related to public health principles. Level 4 Module TLO: Discuss foundational knowledge related to public health principles. Level 5 Module ELOs: • Explain the relationship between the One Health approach and public health. • Define One Health. • Discuss the role of laboratories in public health. • Define the analyst's role in public health. • Illustrate how food safety is part of public health. • Relate how human and animal food laboratories impact public health. • Explain the impact of animal health on human food sources.	The laboratory analyst has knowledge of what public health is. • Why public health exists • The goal of public health • How public health applies to the population • Agencies involved in public health activities • The difference between public health and personal health • Their role • Impact on global health • One Health Approach (impact of environment and animal health on food safety) The laboratory analyst has knowledge of the public health system and the laboratory's role. • Discuss the role of their lab in the public health system (ex. prevent foodborne illness, zoonotic disease detection and prevention) • Knowledge of laboratory role in response (emergency response,	The laboratory analyst recognizes the functions of human and animal food safety laboratories in the public health system. The laboratory analyst can assist others to expand their knowledge of public health principles.

Human and Animal Food Laboratory Professionals-Entry

	regulatory actions including recalls) • Part of a team The laboratory analyst recognizes Food Safety as a part of public health. • Link illnesses in different locations to a single source • Human and animal food is a basic need • Outstanding quality human and animal food promotes good health • Animal food impacts animal health which impacts human and animal food sources • Human and animal food can be a disease outbreak vector • Removing contaminated human and animal food reduces public health impact • Foodborne illnesses may lead to secondary illnesses • Unsafe human and animal food is a public health issue • Awareness limits the spread of pathogens The laboratory analyst has knowledge of the impact of human and animal food laboratories on Public Health. • Testing identifies problems and prevents reoccurrences • Decreases the potential for an epidemic or a pandemic • Human and animal food laboratories hold unique expertise in human and animal food safety and human and animal food security	
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Human and Animal Food Laboratory Professionals-Entry

	- Increased public awareness of human and animal food safety - Human and animal food laboratories are connected to human and animal food regulatory agencies - Human and animal food laboratories are primary responders to foodborne outbreaks	
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Laboratory and public health agency interaction	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The relationship of laboratories and regulatory agencies when making public health decisions. Level 4 Module TLO: Describe how laboratories interact with regulatory agencies. Level 5 Module ELOs: - List the regulatory actions taken based on laboratory results. - List the public health decisions made based on laboratory results. - Recognize the importance of maintaining legal defensibility. - Differentiate between traceforward and traceback. - Define the role of surveillance in public health decisions.	The laboratory analyst can describe regulatory action support. - Foodborne investigation - Provide data for regulatory action - Part of a system for outbreak response, surveillance, compliance, and recalls - Public health lab networks - Actions defined in law - Follow chain of command The laboratory analyst can describe scientific support. - Know that agencies provide technical assistance (interpreting analysis reports of lab results, technical chemistry biology in statutes and rules) - Sources of official methods - Method development The laboratory analyst can describe interactions in public health - Describe the role of epidemiology, lab (regulatory/clinical) and regulatory field staff in addressing public health issues	The laboratory analyst is aware of how FSMA and IFSS encourages collaboration between regulatory agencies - Good communication - Inter-agency relationships The laboratory analyst can describe mechanisms to support resource sharing and integration. - MOUs - Partnership agreements - Funding - Contract labs - Cooperative agreements The laboratory analyst can describe the roles and responsibilities of different agencies in human and animal food safety system - List public health partners - Associations that include regulatory, industry, and academia partners The laboratory analyst can enhance interagency networking. - Interaction with analysts from other agencies

Human and Animal Food Laboratory Professionals-Entry

Outbreak	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Multiple cases of illness related to human and animal food contamination. Level 4 Module TLO: Give examples of the importance of testing in human and animal food related events. Level 5 Module ELOs: • Discuss the different types of outbreaks. • Explain the importance of human and animal testing to prevent outbreaks. • Explain the importance human and animal testing in an outbreak situation.	The laboratory analyst can discuss testing that your laboratory has performed for a human and animal food related event. • Results provide a link to the source of human/animal illness • Faster turn-around time equals fewer illnesses, eg prioritize sample processing • Different types of events that can occur(terrorist, radiological, microbial, chemical) • Prevent additional cases The laboratory analyst can discuss how testing is related to enforcement. • Results provided to support regulatory action eg recall	The laboratory analyst has an awareness of enforcement. • Awareness of the potential for litigation • Analyst may be called upon to testify The laboratory analyst can discuss public health implications. • Surveillance and monitoring • Consult with epidemiologists • Acute and chronic illness • Provide information to medical/veterinary personnel to treat those affected • Give an example of a case of broad public health significance • Routine testing of human and animal food can prevent outbreaks from occurring. • How disease can be introduced from the animals or the environment (i.e., avian flu)

Human and Animal Food Laboratory Professionals-Entry

E-14 Quality Management Systems

Definition: The organizational framework that defines the quality policy, objectives, and procedures.

Foundations		
Description: The building blocks of a quality management system. Terminal Competency: Discuss the role of quality in the laboratory. Enabling Competencies: 7. Describe the purpose of the quality management system. a. Data acceptance b. Mutual reliance c. Legally defensible d. Transparency e. Consistency f. Efficiency g. Customer service h. Accuracy 8. Describe the components to achieve quality objectives. a. Documents and records i. SOPs ii. Job aids iii. Document control iv. Quality manual v. Quality policy b. Organizational structure i. Quality culture ii. Resources iii. Organizational chart iv. Roles and responsibilities (Quality mgr, Quality staff, customer)	c. Personnel i. Follow procedures ii. Training classes iii. Training requirements iv. Competency verification v. Employee code of conduct training vi. Ethics training vii. Staff qualifications d. Equipment i. Maintenance ii. Calibration iii. Acquisition iv. Qualifications plan e. Purchasing i. Procurement ii. Inventory iii. Evaluation f. Information management i. Confidentiality ii. Security iii. Information integrity g. Occurrence management i. Nonconformances ii. Root cause and corrective action h. Process control i. Sample receipt ii. Chain of custody iii. Sample testing iv. Traceability v. Verification and validation vi. Measurement of uncertainty vii. Quality indicators viii. Reporting	i. Assessment i. External and internal audits ii. Proficiency testing j. Process improvement i. Risk Management ii. Continuous improvement cycle iii. Change management iv. Management review v. Preventive actions k. Customer service and satisfaction i. Customer feedback ii. Meeting customer expectations iii. Service standards l. Facilities and Safety i. Workplace safety ii. Waste management iii. Emergency management iv. Facility security v. Laboratory environment 9. Describe how quality management system is applied. a. Used for accreditation b. Used for certification c. Used to demonstrate reliability d. Used to meet requirements for funding e. Used to meet standards/program requirements f. Provides a standard for assessment of process and performance

Human and Animal Food Laboratory Professionals-Entry

E-15 Regulatory Programs

Definition: The regulatory framework and activities that ensure safe human and animal food.

Level 2 Course TLO: Describe the regulatory framework and activities that ensure safe human and animal food.

Level 3 Course ELOs:

- Communication
 - Describe the regulatory programs supported by the laboratory.
- Leadership
 - Define regulatory program partners.
- Programmatic
 - Identify laboratory policies and procedures required to meet regulatory program needs.
- Technical
 - Explain how analytical work supports regulatory programs.

Regulatory Participants	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The members of a regulatory system and their roles. Level 4 Module TLO: Describe the participants in the regulatory system. Level 5 Module ELOs: • Describe federal, state, local regulatory interactions. • Identify regulatory framework stakeholders. • Describe how various laboratories within the framework collaborate with each other.	The laboratory analyst can identify agencies with regulatory jurisdiction. • Federal: FDA and USDA • State • Local • Tribal The laboratory analyst can identify other participants. • CDC • Lab epi environmental health participants • Networks and associations • Industry representatives • Public health agencies • Law enforcement	The laboratory analyst can discuss the interplay between the regulators and other participants. • Clinical versus human and animal food laboratories • Public health and epi in support of regulatory activities • Law enforcement in criminal versus civil cases The laboratory analyst can discuss the interplay between the federal, state, local, and tribal agencies. • Overlapping jurisdictions • Collaborate on investigations

Human and Animal Food Laboratory Professionals-Entry

	- Elected officials - Consumer groups The laboratory analyst understands that federal, state, local and tribal laboratory networks collaborate in the interest of public health.	- Collaborate on outbreak response - Sharing of data - Sharing laboratory methods of analysis - Collaborate on developing best practices - Leverage training opportunities
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Regulatory Activities	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The primary functions performed by government human and animal food safety regulators. Level 4 Module TLO: Discuss key regulatory activities. Level 5 Module ELOs: - Identify the components of a regulatory system. - Distinguish between inspection and investigation. - Explain the importance of evidence in enforcement action. - Identify laboratory analyst role in the regulatory structure.	The laboratory analyst has knowledge of regulatory programs. - Retail - Manufactured food - Shellfish - Dairy - Animal food - Produce The laboratory analyst can describe the role of the laboratory in support of regulatory programs. - Identify analytical methods that are applicable to regulatory activities - Method development - Laboratory analysis of human and animal food for key parameters - Reporting - Analytical findings are used as evidence The laboratory analyst has a basic understanding of each of the components found in the regulatory framework. - Surveillance - Monitoring - Evaluate results/risk assessment - Sample collection - Compliance	The laboratory analyst can describe the intrarelationship of the broad components of the regulatory framework - How Surveillance leads to compliance - How Compliance may or may not lead to enforcement - Enforcement activities may include additional surveillance - Response activities may include additional surveillance - Recovery may include the development of additional regulatory requirements

Human and Animal Food Laboratory Professionals-Entry

	○ Routine inspection of human and animal food producing establishments ○ Education (compliance assistance) ○ Analytical findings assist in determining compliance • Enforcement ○ Evidence is gathered to build a case ▪ Testifying in court ○ Determine and issue an enforcement action ▪ Legal defensibility • Response ○ Inspections and investigations ○ Traceback and traceforward ○ Recalls ○ Outbreaks ▪ Epidemic versus pandemic ▪ Local versus statewide ▪ Multi-state • ICS • Recovery	
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Legal Authorities and Limitations	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The laws and regulations that define agency responsibilities and limitations. Level 4 Module TLO: Explain legal authorities. Level 5 Module ELOs: • Recognize the difference between interstate and intrastate commerce jurisdictions. • Define the basis of regulatory authority.	The laboratory analyst understands the jurisdiction of regulatory agencies. • Human and animal food is regulated by federal and state agencies • FDA and USDA are the primary federal regulatory agencies for human and animal food ○ Federal agencies have interstate commerce jurisdiction	The laboratory analyst has knowledge that each state can regulate differently. • Model legislation might be created at the Federal level and incorporated in state legislation • States can create their own independent legislation • Laboratories might not have explicit authority in legislation or rules

Human and Animal Food Laboratory Professionals-Entry

	- States have unique authority to regulate human and animal food in individual states - State agencies have intrastate commerce jurisdiction - Where does the laboratory fit in to a specific program The laboratory analyst has knowledge of relevant terminology. - Civil and criminal - Statutes - Rules - Laws - Acts - Regulations - Guidance - Interstate commerce - Intrastate commerce The laboratory analyst has knowledge of how laws and regulations are developed. - Legislation is created by elected officials - Legislation defines the agency that is given regulatory jurisdiction - To implement legislation, rules are created by regulatory agencies	The laboratory analyst has knowledge of where to find regulations applicable to a specific program.
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Stakeholder Outreach	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The role of laboratory communication with stakeholders. Level 4 Module TLO: Discuss stakeholder outreach. Level 5 Module ELOs: Explain how laboratory testing contributes to stakeholder decision making.	The laboratory analyst has an awareness of mechanisms to disseminate information. - Public relations - Subject matter experts - Agency spokesperson - Town hall meetings - Recall notices to consumers	The laboratory analyst can discuss the value of laboratory networks. - Identify Laboratory networks - Understand the concept of leveraging - Build relationships with regulatory colleagues

Human and Animal Food Laboratory Professionals-Entry

	- Information resources The laboratory analyst has an awareness of collaboration on regulatory issues. - Communicate with partners/stakeholders - Between agencies and across jurisdictions - Interagency agreements - Regulatory education - Changes/additions to laws and rules and fees are disseminated to industry groups - Advisory groups - Public hearings	The laboratory analyst has an awareness that laboratory test results and information are used to support regulatory activities. The laboratory analyst has an awareness that laboratory test results and information are used by regulatory programs in the education of stakeholders.
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Laboratory Policies and Procedures	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The authorities and processes that describe how laboratories function. Level 4 Module TLO: Discuss laboratory policy and procedures. Level 5 Module ELOs: - Explain important aspects of regulatory test methods. - Explain how elements of sample testing support evidence development.	The laboratory analyst has knowledge of method fit for purpose. - Different sample types - Surveillance versus investigation - Method validation for a specific matrix - Documentation of method modification - Use of established methods The laboratory analyst has knowledge of documentation protocols. - Error correction protocol - Procedure to request deviations - Worksheets are subject to FOIA (open records law) The laboratory analyst understands outcome of data. - Importance of quality control - Results are testimony	The laboratory analyst can utilize critical thinking skills to provide feedback on laboratory policies and procedures. - Identify weaknesses in procedures - Ask for clarification of policies and procedures The laboratory analyst has an awareness that human and animal food sample testing may be performed at federal, state, and local levels using the same test methods. The laboratory analyst has an awareness that relevant lab accreditation at the state or local level allows for trust and acceptance of test data by federal agencies such as FDA and USDA.

Human and Animal Food Laboratory Professionals-Entry

	• Test results are impartial; the regulated community deserves unbiased treatment • Importance of timeliness The laboratory analyst has knowledge of evidence development. • Samples are evidence • Records are evidence • Standard operating procedures provide legal defensibility • Chain of custody • Authorizations to perform work The laboratory analyst has knowledge of communicating laboratory information. • Protocol for reporting preliminary results • Authorization to give opinions on testing performed • Confidentiality of information is a legal requirement • Social media is verboten • Samples may be proprietary	
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Human and Animal Food Laboratory Professionals-Entry

E-16 Regulatory Sampling

Definition: The reasons samples are collected in regulatory human and animal food programs.

Level 2 Course TLO: Describe the importance of human and animal food regulatory sampling.

Level 3 Course ELOs:

- Communication
 - Describe the critical components of a sampling process.
- Leadership
 - Articulate condition of laboratory samples during receipt.
- Programmatic
 - Describe the importance of regulatory program quality criteria.
- Technical
 - Determine condition of the laboratory sample.

Sample Planning	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The process regulatory programs use to establish sampling objectives. Level 4 Module TLO: Discuss the relationship between the program and the laboratory to meet sampling objectives.	The laboratory analyst has an awareness of sampling program. • Correct lab contacts • Sampling plan The laboratory analyst has an awareness of collection materials. • Sample containers • Supply inventory • Sampling tools	The laboratory analyst has knowledge of the details of sampling program. • Sampling plan • Which lab/lab capability • Sampling requirements, right type • Concept of representative samples, sub-samples, test sample, retain sample

Human and Animal Food Laboratory Professionals-Entry

Level 5 Module ELOs: • Differentiate regulatory program requirements. • Discuss laboratory resources required to accommodate a sampling plan. • Discuss the relationship between sampling data quality criteria and fit for purpose decisions. • Identify sample retention requirements.	The laboratory analyst has knowledge of sample documentation. • Concept of chain of custody • Sample submission form The laboratory analyst can generally describe the sample retention requirements.	• Sample size • Labeling requirements • Awareness of time limited samples • Resource costs involved in getting a sample to the lab • Reason for collection (decision unit) • Sample acceptance/rejection criteria The laboratory analyst has knowledge of the documentation process. • Tampering/adulteration • Sample documentation requirements (photos) • Temperature controls The laboratory analyst has an awareness of GOODsamples. The laboratory analyst has an awareness of the concept of data quality objectives as it relates to fit for purpose. The laboratory analyst can describe in detail the sample retention requirements. The laboratory analyst has knowledge of sample retention requirements. • Understand the sample retention schedule • Determine which samples are to be disposed of • Confirm that the compliance process is completed • Sample retention requirements are documented The laboratory analyst has an awareness that sample records are retained according to records retention requirements.
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Human and Animal Food Laboratory Professionals-Entry

Sample Collection	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Elements of the sample collection process. Level 4 Module TLO: Discuss the sample collection process. Level 5 Module ELOs: - Discuss the elements of sample collection. - Discuss how to maintain sample integrity from collection to submission.	The laboratory analyst has knowledge of sample integrity. - Aseptic - Prevention of cross-contamination - Tampering The laboratory analyst can describe sampling requirements. - Follow SOPs - By official personnel with specific training - Chain of custody - Awareness of sampling program - Awareness of sampling guidelines - Collected based on sampling plan - Proper size - How many sub-samples need to be collected	The laboratory analyst has an awareness of GOODsamples. The laboratory analyst can suggest improvements. The laboratory analyst can provide advice.

Sample Submission	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: How regulatory samples are provided to the laboratory. Level 4 Module TLO: Explain the sample submission process. Level 5 Module ELOs: - Discuss the process for assessing sample acceptability. - Relate acceptance criteria to regulatory program quality requirements. - Relate acceptance criteria to sample quality criteria.	The laboratory analyst has an awareness of sample custodian roles and responsibilities. - Adhere to chain of custody - Maintain storage and environmental controls - Verify sample integrity/tampering - Receipt and routing - Follow SOPs The laboratory analyst has an awareness of sample documentation. - Sample submission form - Assignment of unique lab ID - Ensure documentation matches the sample - Labeling	The laboratory analyst can perform troubleshooting. - How to handle broken containers - How to handle submission errors The laboratory analyst can participate in process improvement. - Assist with sample receipt process - Give advice to submitters The laboratory analyst has an awareness of the mechanisms by which the laboratory communicates with customers. - Chain of command

Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst has an awareness of sample requirements. • Accept and reject criteria • Preservation requirements • Temperature check • Sample collection under proper conditions • Packaging requirements • Sterility controls • Prevention of cross contamination • Expedite time limited samples • Inspector submitted The laboratory analyst has an awareness of sample handling. • Aliquot/splitting of samples • Sample plan • Waste The laboratory analyst has an awareness of sample transport. • Shipping • Carrier • Proper shipping coordination • Shipping and transport regulations	• Identifying and documenting corrective action needs for customers • Providing feedback on sample issues • Education/technical assistance of inspection staff
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Human and Animal Food Laboratory Professionals-Entry

E-17 Safety

Definition: The condition of being free from danger, risk, or injury.

Level 2 Course TLO: Describe safe laboratory practices.

Level 3 Course ELOs:

- Communication
 - Explain safe laboratory practices.
- Leadership
 - Demonstrate safe laboratory practices.
- Programmatic
 - Explain the importance of safe laboratory practices.
- Technical
 - Apply safe laboratory practices.

Laboratory safety	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Foundational knowledge related to laboratory safety. Level 4 Module TLO: Discuss laboratory safety. Level 5 Module ELOs:	The laboratory analyst can list a number of general safety practices. • Role and responsibility of employees • Safety plans ○ Inspections • Waste management	The laboratory analyst can explain general safety practices. The laboratory analyst can explain the elements of an emergency response plan.

Human and Animal Food Laboratory Professionals-Entry

• Explain general safety practices. • Explain the emergency evacuation plan. • Explain the main principles of a biosafety plan. • Explain the main principles of a chemical hygiene plan. • Explain spill response process.	• Spill clean-up and protocols • Handwashing • Safe work practices • Safety tools • PPE • First aid/CPR/AED training • Security • Maintenance schedules for fire extinguishers, safety equipment, eye wash station, showers • Required training • Documentation • Safety committee The laboratory analyst can list some of the elements of an emergency response plan. • Evacuation • Role and responsibility of employees • Spill clean-up • PPE • Safety tools • First aid • Security • Drills • Active shooter scenario procedures • Required training • Documentation The laboratory analyst can list some of the elements of a biological safety plan. • Role and responsibility of employees • Waste management • Biosafety cabinet operations • Spill clean-up and protocols • Safe work practices • Safety tools • PPE • Security • Required training • Documentation	The laboratory analyst can explain the elements of a biological safety plan. The laboratory analyst can explain the elements of a chemical safety plan. The laboratory analyst can suggest safety process improvements. The laboratory analyst can demonstrate safety leadership. • Assist on safety audits • Participate on safety committee • Conducting safety training • Participate as a floor warden • Take the lead during a safety incident if supervisor is out
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Human and Animal Food Laboratory Professionals-Entry

	• Safety laws ○ SDS ○ Select agent laws ○ Proper labels and labeling The laboratory analyst can list some of the elements of a chemical safety plan. • Role and responsibility of employees • Waste management • Fume hood operations • Spill clean-up and protocols • Safe work practices • Safety tools • PPE • Gas cylinder safety • Security • Required training • Exposure monitoring • Documentation • Safety laws ○ Right to know law ○ SDS ○ Proper labels and labeling	
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Facility	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: The impact of building design on laboratory safety. Level 4 Module TLO: Describe how the physical environment impacts safety. Level 5 Module ELOs: • Discuss the elements of a safety floor plan. • Describe the impact of utility interruptions. • Discuss laboratory storage measures. • Discuss laboratory security measures	The laboratory analyst can list items in building design that impact safety. • Exits • Specific evacuation routes • Doors • Handicapped accessibility • Blocking aisles and spacing • Fire marshal requirements • Building maintenance • Floods • Fire suppression system • Security • Safety equipment	The laboratory analyst can recognize the impact of building design on workflow. • Specific biosafety requirements • Outstanding security rooms The laboratory analyst can recognize the impact of building design on staff. • Communication between buildings during fire drills or evacuations • Co-location with non-laboratory analysts • Number of floor wardens

Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst can recognize the impact of utility interruptions. • Airflow and air quality • Air monitoring systems • Back-up power generation • Emergency power The laboratory analyst can recognize the purpose of various storage types. • Enough storage space • Chemical storage • Separation of storage • Refrigeration • Explosion-proof storage rooms • Secure sample storage • Waste	The laboratory analyst can identify and report safety issues/risks related to building design. The laboratory analyst can suggest process improvement related to building design. The laboratory understands that when possible, engineering controls to remove a hazard is preferable to the use of PPE to prevent a harm from a hazard.
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Personal Protective Equipment (PPE)	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Articles worn to protect laboratory personnel. Level 4 Module TLO: Describe personal protective equipment. Level 5 Module ELOs: • Explain the importance of PPE. • Select PPE for function.	The laboratory analyst can explain when to use PPE. • To prevent harm from a hazard • Job hazard analysis, MSDS/MDS, SOP will identify hazards and appropriate PPE • PPE being used properly • PPE is available The laboratory analyst can list types of PPE. • Personal Clothing ○ Long pants ○ Closed toed shoes ○ Lab Coats ○ Lab Aprons • Gloves	The laboratory analyst understands that when possible, re-engineering a process to remove a hazard is preferable to the use of PPE to prevent harm from a hazard.

Human and Animal Food Laboratory Professionals-Entry

	○ Chemical Resistant ▪ Glove choice depends upon the chemical resistivity of the glove material ▪ Glove choice depends upon allergic sensitivity to glove materials ○ Heat Resistant ○ Cut and Puncture Resistant • Eye and Face Protection ○ Safety Glasses ○ Goggles • Respirators The laboratory analyst can describe requirements for respirator use. • Respirator choice dependent upon employers assessment of the hazard • May require fit testing • OSHA 1910.134 governs respirator selection and use	
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Safety Equipment	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Equipment designed to mitigate the effects of laboratory hazards. Level 4 Module TLO: Describe laboratory safety equipment. Level 5 Module ELOs: • Explain the importance of safety equipment.	The laboratory analyst can describe the function of required safety equipment. • Fire extinguishers • Eyewash stations • Safety showers • Fire blankets • First aid kits • PPE	The laboratory analyst can assist with improvement to use/location of safety equipment.

Human and Animal Food Laboratory Professionals-Entry

• Select safety equipment for function. • Illustrate use of safety equipment.	• Chemical and biosafety hoods • Lifting tools • Safety carts (compressed gas) • Reagent carts • Safety stools • Ladders • Air flow monitor The laboratory analyst can utilize all required safety equipment. • Fire extinguishers • Eyewash stations • Safety showers • Fire blankets • First aid kits • PPE • Chemical and biosafety hoods	
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Human and Animal Food Laboratory Professionals-Entry

E-18 Waste Management

Definition: The collection, transport, processing, disposal, and monitoring of laboratory waste materials.

Level 2 Course TLO: Explain laboratory waste management.

Level 3 Course ELOs:

- Communication
 - Describe laboratory waste management procedures.
- Leadership
 - Report waste management concerns.
- Programmatic
 - Describe laboratory waste management requirements.
- Technical
 - Apply laboratory waste management procedures.

Human and Animal Food Laboratory Professionals-Entry

Foundations	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Foundational knowledge related to the storage, treatment, transport, and disposal of biological and chemical waste. Level 4 Module TLO: Describe waste management in a laboratory. Level 5 Module ELOs: - Discuss the importance of waste management. - Describe biological waste management procedures. - Describe chemical waste management procedures. - Identify types of waste.	The laboratory analyst of what waste is. - SDS - Source of waste The laboratory analyst can list types of waste. - Chemical - Biological - Radiological - Recycling - Trash The laboratory analyst has knowledge of hazardous waste storage. - Roles and responsibilities - Segregate waste - Labeling waste - Determine if it needs to be treated or decontaminated - Awareness of storage limits - Place waste in collection locations in the lab - Inventory - Waste containers The laboratory analyst has knowledge of disposal process. - Documentation	The laboratory analyst can perform hazardous waste consolidation. - Assist in maintaining storage limits The laboratory analyst can assist with documentation. - Complete manifest - Assist in maintaining inventory The laboratory analyst can solve problems. - Responding to a spill - Recognition of deviations The laboratory analyst can assist with risk assessment.

Laws/Regulations	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Legal and regulatory requirements related to waste management. Level 4 Module TLO: Describe legal/regulatory requirements related to waste management. Level 5 Module ELOs:	The laboratory analyst can follow SOPs. - Location of SOPs - Labeling requirements - PPE - Training - Compliance with laws and regulations - Track volume and disposition	The laboratory analyst understands the importance of following laws, regulatory requirements, and procedures. - Identify state and local requirements - Identify federal requirements - Identify regulatory requirements (ISO)

Human and Animal Food Laboratory Professionals-Entry

Explain the main waste management regulatory requirements.	The laboratory analyst can access and interpret SDS. The laboratory analyst has knowledge of roles and responsibilities. - Knows identity of hazardous waste custodian - PPE - Training - Labeling - Support others in following the policies The laboratory analyst can report observed deficiencies. The laboratory analyst can follow exposure monitoring plan. Recognize the necessity of authorized waste management contractors.	- Violations risk losing certifications - Know legal requirements for appropriate waste streams - Help implement changes with new regulations The laboratory analyst can suggest improvements to the system. The laboratory analyst can guide others in following the policies. The laboratory analyst can assist in audits. - Assist with risk assessments
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Transportation/Storage	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Moving and holding biological and chemical waste. Level 4 Module TLO: Describe the management of biological/chemical waste. Level 5 Module ELOs: - Describe transportation of waste. - Describe waste handling. - Describe the importance of labeling waste. - Differentiate among waste streams. - Recognize waste storage limits.	The laboratory analyst can follow SOPs. - Autoclaving procedures - Labeling - Decontamination - Treatment/neutralization - Spill response The laboratory analyst has knowledge of waste handling. - Where to put the waste - Differentiate types of waste - Differentiate waste stream - Storage - Disposal - Isolation - Inventory - Documentation and tracking	The laboratory analyst can assist with SOP development. - Articulate the basis of procedures and policies - Assist in writing or modifying SOPs - Describe the system of SOPs The laboratory analyst can assist with waste management. - Assist with inventory documentation - Be proactive so that capacities are not exceeded - Troubleshoot The laboratory analyst can assist with continuous improvement. - Suggest improvements

Human and Animal Food Laboratory Professionals-Entry

	The laboratory analyst has knowledge of waste handling compliance. • Roles and responsibilities • Training • Awareness of laws and requirements • Report deviations or non-conformance	• Improvement of the workflow • Assist in resolution of deviations or non-conformance • Assist with audits
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Equipment/Supplies	Based Upon Level 4 Competency – Not an all-inclusive list	
	BA Average Performance	BA Outstanding Performance
Definition: Items and tools used in waste management. Level 4 Module TLO: Give examples of items and tools used in waste management. Level 5 Module ELOs: • Match the proper container to the type of waste. • Identify PPE used in waste management. • Describe disposal of contaminated PPE. • Identify equipment used in waste management.	The laboratory analyst has knowledge of disposal tools. • Charts with location of waste containers • Material pickup charts/schedules • Waste inventory • Shipping containers • Tracking logs • Documentation The laboratory analyst has knowledge of SOPs. • Safety procedures • Preventive maintenance schedule for autoclaves, cabinets, and hoods The laboratory analyst has knowledge of safety tools. • PPE • Spill kits • Handling materials • Signs and labels • Waste containers • Neutralization materials • Decontaminate agents • Explosion proof containers • Area wipes of benches • MSDS/SDS The laboratory analyst has knowledge of safety equipment. • Autoclaves • Chemical fume hood • Biosafety cabinet • Chemical storage cabinets	The laboratory analyst can suggest improvements. • Preventive actions • Suggest new tools or equipment • Critique tools and equipment • Assist in modifying SOPs

Human and Animal Food Laboratory Professionals-Entry