Criteria for

Food Safety Management Systems

Auditor/Lead Auditor Training Course

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Glossary

Successful completion of a Food Safety Management System Auditor/Lead Auditor training course will satisfy the training requirements for SAATCA certification to all grades of Food Safety Management Systems (FSMS) auditor.

Authorization

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Approved by:	SAATCA Board of Directors
Contact Phone:	(012) 349-2763
E-mail:	saatca@saatca.co.za

BACKGROUND TO THIS COURSE

The purpose of this training course is to provide food safety professionals with the skills and knowledge necessary to audit management systems within a food safety context.

Although there is a clear, identifiable trend toward adopting a systematic approach to the regulation of food safety, at present there is little commonality internationally amongst current practices, with a great many different standards and guidance documents in use, including rating systems, point systems and a variety of management systems and management system guidelines.

There are well-publicised problems with the currently available standards and the associated inspection and audit practices:

- The relationship between management system elements, hazard assessment tools and other food safety activities is often confused both by the organization and auditor.
- Generally across all the standards there is inadequate analysis of food safety issues and reliance on a checklist approach.
- Many organizations report inconsistency of ongoing inspections and audits and there are often large variations in the qualification, experience and competence of inspectors and auditors.
- The differences between the approaches to the implementation and assessment of each of these food safety systems based on the various standards may be large or small, but there is a real need for international agreement on equivalence of available standards or the adoption of a single standard.

This course is based on SABS 0330:1999 HACCP, SABS 049 Food Hygiene Management, ISO 9001, ISO 15161, ISO 19011 and the **National Legislation**, but until such time as ISO issues a Food Safety Management System Standard we have taken the position that current audit activity of a food safety management system will often require the auditor or audit team to recognize a wide variety of system components.

ISO 15161 (*Guidelines for the implementation of ISO 9001 for the food and drink industry*) provides an interim arrangement and this is possibly the best guide for the food safety management systems auditor at this point.

The food safety management system auditor's task is likely to be a complex one, at least until a common approach is accepted, with audit activity having to take into account many different systems, practices and procedures that support food safety, compliance to food safety legislation and other food safety requirements.

Whatever is actually in place within an organization, there is a need to recognize that food safety priorities must form the focus of the audit process. For many this will mean a transition from current, inspection-focused practice and require the development of new protocols for food safety management system audits, taking into consideration the new auditing standard (ISO 19011), which outlines a staged audit process.

1. INTRODUCTION

1.1 We, the Southern African Auditor and Training Certification (SAATCA), have developed this document to help you, the Training Course Provider, achieve certification of a ***Food Safety Management Systems (FMS) Auditor/Lead Auditor*** training course.

1.2 Before designing a ***FMS Auditor/Lead Auditor training course*** to meet the requirements of this document you should consider the following:

1.2.1 ISO 15161 and/or SABS 0330 provides industry with a useful guide for managing and reducing the risks to health resulting from food-based operations.

1.2.2 The principal aim of this course is to help students with a food industry background to assess the adequacy of the design, implementation and improvement of a food industry organization's food safety and quality management system against ISO 9001 and SABS 0330 HACCP, using ISO 15161 as a guide, in accordance with ISO 19011.

1.2.3 The focus of this course must be on evaluating the effectiveness of a FMS through interpretation of ISO 9001 and SABS 0330, using ISO 15161 as a guide, in the context of the scope of an organization's management arrangements, its legislative framework and the significant hazards of its operational processes.

1.2.4 We understand that there are a variety of food safety management's system specifications in existence. If you wish to base your course on an alternative specification, this will need to be approved by SAATCA in advance of any presentations.

1.2.5 This course is not intended to be an implementer's course, or one that will create an expert in food safety legislation, or one that will train to an acceptable level a student with no prior knowledge of the standard or of the food industry.

1.2.6 Your training course must be designed and delivered in accordance with the criteria in this document, although you may exercise flexibility in the inclusion of additional learning objectives, additional material, and in the structure and selection of specific training methods used during the course.

1.3 We would be pleased to review your proposed approach and course outline before you begin detailed course development to help ensure that your final training product will meet the requirements in this document. The application fee must be paid before we will review any proposed course outlines.

2. PRIOR KNOWLEDGE REQUIREMENT

2.1 This course is designed for experienced food safety professionals seeking an understanding of the management systems approach to food safety and the skills required to audit effectively against food safety management systems standards.

2.2 Therefore, prior to attending this training course students must:

2.2.1 Have experience working in the food/drink industry, preferably with an understanding of implementing or operating a management system.

2.2.2 Have an understanding of relevant key food safety legislation (this may be specific to their food industry context and location).

2.2.3 Have an understanding of prerequisite programmes.

2.2.4 Have an understanding of Good Manufacturing Practices (GMPs).

2.2.5 Have an understanding of the principles of HACCP (SABS 0330).

2.2.6 You must inform prospective students of the required pre-course knowledge and provide clear guidance for tutors, who find that they have students lacking this prior knowledge, to ensure that this does not adversely affect other students' learning on this course.

3. LEARNING OBJECTIVES

3.1 Learning Objectives describe in outline what students shall be able to do by the end of the course. Students will need to demonstrate acceptable performance in all of these areas in order to complete the course successfully, and you will need to demonstrate a factual and objective approach to the assessment of student performance against the following.

3.2 By the end of the course students will be able to:

Knowledge:

3.1.1 Describe the fundamental purpose of a food safety management system as well as the principles, processes and techniques used for the assessment and management of food safety hazards, including the significance of these for FMS auditors.

3.1.2 Explain the purpose, content and interrelationship of the following: management system standards (the ISO 9000 series); guidance documents (ISO 15161); industry practice; standard operating procedures; and the legislative framework relevant to a FMS.

3.1.3 Explain the role of an auditor to plan, conduct, report and follow up and food safety management systems audit in accordance with 19011 (see 4.3).

Skills:

3.1.4 Interpret the requirements of ISO 9001 (with ISO 15161 as a guide) in the context of an audit an organization's FMS (see 4.4), with particular reference to:

- The effectiveness of the organization's management of risk through its food safety risk assessment programme.
- The capability of an organization to maintain and exceed compliance with legislative requirements.
- The adequacy of the organization's emergency preparedness and response.
- The implementation of operational hazard control, monitoring and measurement.
- The continuous improvement of food safety management system performance.

3.1.5 Plan, conduct, report and follow up a food safety management system audit in accordance with ISO 19011.

4. ENABLING OBJECTIVES – KNOWLEDGE & SKILLS

In order for students to achieve the overall Learning Objectives, they will need to acquire and develop specific ***knowledge*** and ***skills.***

These are specified below as Enabling Objectives and can be considered as steps to the achievement of Learning Objectives.

4.1 Describe the fundamental purpose of a food safety management system and explain the principles, processes and techniques used for the assessment and management of food safety hazards, including the significance of these for FMS auditors.

4.2 **Knowledge**

4.2.1 Describe the purpose and business benefits of a food safety management system, which includes managing and reducing hazards.

4.2.2 Describe background and general food safety issues, including:

a. The concept of food safety risk management as a strategic business driver.

b. The historical and social aspects of public health and food safety provision.

c. International frameworks and protocols for the safe provision of foods.

d. General food microbiology and hygienic food practices.

e. The typical hazards associated with the full range of food products from primary production to consumption.

f. The application of food safety management principles and relevant management tools and techniques.

4.3 Explain the purpose, content and interrelationship of the following:

- management system standards (the ISO 9001);
- guidance documents (ISO 15161); industry practice;
- standard operating procedures; and the legislative framework relevant to a FMS.

Knowledge

4.3.1 Explain the purpose and intent of the ISO 9001 and how it interrelates with the other ISO 15161 and/or SABS 0330, distinguishing between guidance and requirements.

4.3.2 With regard to ISO 9001 and ISO 15161:

a. Explain the principles of HACCP SABS 0330,

b. the 8 principles of quality management, the process approach and the Plan, Do, Check, Act (PDCA) cycle.

c. Explain the structure, intent and requirements of each clause of ISO 9001 and/or ISO 15161 and/or SABS 0330

d. Explain the benefits of documenting a food safety management system and suggest approaches for doing so in a variety of situations.

e. Explain the difference between legal compliance and conformance with ISO standards, including the significance of these terms when conducting audits.

4.3.3 Outline other applicable food safety management standards and guidance.

4.3.4 Outline the framework of relevant regional, national and local legislation, codes of practice etc., and the interaction between the food organization and the relevant authorities.

4.4 Explain the role of an auditor to plan, conduct, report and follow up an audit in accordance with ISO 19011.

Knowledge

4.4.1 Describe the structure of the FMS certification industry, including:

a) The differences and commonality in the purpose, scope and conduct of 1st, 2nd and 3rd party and regulatory audits.

b) The International Accreditation Forum interpretations and guidelines for 3rd party Certification Bodies (Registrars).

c) The system of accredited certification (registration), including the functions of the Accreditation Bodies and Certification Bodies (Registrars).

d) The existence of private schemes and their differences in content and operation as prescribed by the scheme owners (e.g. BRC, EUREPGAP).

e) The role of SAATCA in the approval of training courses and certification of auditors, including an outline of the SAATCA FMS auditor certification requirements as defined in, *Certification Requirements for Food Safety Management Systems Professionals*.

4.4.2 Describe the role of the auditor, including:

a) The roles and responsibilities of the client, auditors, lead auditors, auditees and guides in accordance with ISO 19011, including the management responsibilities of the lead auditor in managing the audit and the audit team.

b) The need for effective communication with the auditee, for auditor confidentiality, and for auditors to be sensitive to local customs throughout the audit process.

c) The SAATCA code of conduct.

4.3.3 Describe the process of planning an audit:

a) Describe typical forms of pre -audit contact, their purpose and when they might be appropriate.

b) State the purpose of document review/stage one audits and describe a typical document review process and outputs.

c) Explain the purpose and significance of the audit scope, the importance of team competency and selection of team members particularly with regard to specific process knowledge and relevant food safety regulations and legislation.

d) Explain the use, benefits and potential limitations of a process-based checklist (or alternative), and considerations for planning an audit of an activity for which there are no documented procedures.

4.4.3 Describe the process of conducting an audit:

a) Describe the purpose of, typical content of, and attendees typically present at audit meetings, including opening and closing meetings, audit team meetings and auditee feedback/review meetings.

b) Explain the process of, and different methods for, gathering objective evidence during an audit, including the benefits and limitations of sampling.

c) Explain the typical role of top management in an audit and suggest approaches for auditing top management commitment.

4.4.4 Describe the process of reporting and following up an audit:

a) State the purpose and typical content of a non-conformity report, and describe typical systems for grading non-conformity reports, including the implications and further actions required for different grades of non-conformity.

b) Explain the terms correction, corrective action and preventive action and describe the roles and responsibilities for taking and verifying corrective action.

c) Identify types of objective evidence that may be required to demonstrate effective implementation of corrective and preventive action.

d) Explain the purpose of ongoing surveillance visits.

Skills

4.4.5 Determine the legislative and regulatory items appropriate to specific food and drink activities and the appropriate activities for an organization to maintain compliance with legislative and regulatory requirements.

4.4.6 Evaluate the appropriate attribution of risk to identified hazards and the effectiveness of the organization's management of risk through its food safety risk assessment programme.

4.4.7 Determine appropriate operational control(s) for specific food safety hazards and evaluate the implementation of operational risk control, monitoring and measurement.

4.4.8 Identify potential emergency situations for specific food and drink activities and evaluate the appropriate planning and capability of an organization to respond to emergency situations.

4.4.9 Evaluate the capability of an organization to maintain compliance with legislative requirements.

4.4.10 Identify appropriate monitors and measures for the operational control of specific food safety hazards and evaluate the organizations measures of performance for management system activity.

4.4.11 Evaluate the continuous improvement of food safety management system performance and evaluate performance improvement.

4.5 Plan, undertake and report an audit of a food safety management system in accordance with ISO 19011

Lead Auditor Skills

4.5.1 Undertake the role of an auditor and/or audit team leader to plan an audit:

a) Identify the pre-audit information required to plan the duration and resources needed to conduct the on-site audit and write an audit scope.

b) Prepare an on-site audit plan that is appropriate to the sequence and interaction of the organization's processes, their food safety hazards aspects, and produce a process-based audit checklist (or alternative).

c) Perform a document review or stage one audit in order to assess whether documentation meets the requirements of ISO 9001/ISO 15161/SABS 0330 and to determine whether adequate arrangements are in place to justify proceeding with the implementation audit.

4.5.2 Undertake the role of an auditor to manage and conduct an audit to evaluate an organization's effective implementation of processes, procedures and methodologies for conformance with ISO 9001 in a food industry context, including those areas described in 4.4 above:

a) Participate in and demonstrate ability to control opening and closing meetings.

b) Make sense of the information gathered in the context of ISO9001/ISO15161/SABS 0330 and the audit organization by:

- gaining an understanding of its processes, including their purpose, inputs, outputs, controls and related performance indicators
- selecting sufficient and relevant samples
- reviewing appropriate documents
- differentiating between documentation and records
- exercising objectivity in the review of evidence collected.

c) Demonstrate effective interpersonal skills and interview techniques through ability to:

- build rapport with the auditee
- use appropriate types of questions and listen effectively
- make notes, use a checklist effectively and follow audit trails
- provide feedback to the auditee
- be sensitive to the needs and expectations of the auditee, including the local customs and culture.

4.5.3 Undertake the role of an auditor to report and follow up the audit:

a) Evaluate objective evidence gathered and correctly identify conformance and non-conformance with requirements.

b) Recognise and report positive audit findings and opportunities for improvements.

c) Write a meaningful and accurate summary report of the audit including graded non-conformity reports based on objective evidence obtained during the course of the audit.

d) Make recommendations for certification/supplier approval based on audit findings.

e) Present audit findings and recommendations to the client.

f) Evaluate proposals for corrective action and differentiate between correction, corrective and preventive action.

g) Establish what follow-up activities will be required after the audit.

5. TRAINING METHODS

5.1 Training must be highly participative to allow all students to practise new skills and apply new knowledge to enhance their learning.

5.2 Therefore the training methods you select should involve and engage students throughout the duration of the course:

5.1.1 Students must participate in skills -based practical activities for a minimum of 50% of the course duration.

5.1.2 All students must practise the skill-based elements of the course (defined in sections 3 and 4) through participation in appropriate practical activities.

5.1.3 Knowledge-based sessions may be tutor led, but your course must allow interaction with students, so that tutors can test learning and students can clarify their understanding, as required.

5.1.4 Skill-based content must be covered through the participation of all students in appropriate practical activities.

5.1.5 Skills content may be supported by tutor input sessions to address the underpinning knowledge requirements, e.g. best practice techniques for running meetings, interview techniques, etc.

5.3 Your course must include methods for monitoring each student's achievement of the Learning Objectives, for providing timely feedback to students and for individual coaching (where necessary).

5.4 Any training aids that you use, such as videos that are directly relevant, may be used to supplement the training by the tutors. These may be commercial training videos or videos produced during the course to record and review the performance of students.

5.5 You may not devote more than three hours of the total course time to these non-interactive, passive training aids.

5.6 Timekeeping, planning and programme management are essential elements in the performance of an audit and, although we recognise that effective training is responsive to students' needs, deviations from the timetable must be managed so that all learning objectives are adequately covered and students are kept informed of significant changes.

5.7 Tutors must set a good example to students and maintain good discipline and timekeeping throughout the course.

6. COURSE CONTENT

6.1 At the beginning of the course you must provide the students with a description of the Learning Objectives, course structure, format and programme, student responsibilities and the assessment processes and assessment criteria.

6.2 The course must cover:

6.2.1 All aspects defined in Clause 3 Learning Objectives and amplified in Clause Enabling Objectives.

6.2.2 Local requirements, culture, practices or approaches to auditing and the application of ISO 9001 and ISO 15161 and SABS 0330, and food safety requirements/legislation appropriate for each country in which the course is presented.

6.2.3 You must demonstrate that your course meets this requirement for each national/regional context in which it is presented.

6.2.4 The course must cover the benefits of certification as an SAATCA FMS auditor, including brief details of the SAATCA *FMS Management Systems Professional* certification scheme, and provide students with details of how to contact SAATCA and apply for certification.

7 COURSE DURATION

7.1 The minimum course time is **40 hours**, over 5 consecutive days unless agreed in advance and in writing by SAATCA.

7.2 However, we recognise that it may be possible to cover the **Learning and Enabling Objectives** in a shorter time when there are fewer students and you may build this flexibility into your course programme.

7.3 Regardless of training methods and student numbers, it is unlikely that the requirements of these SAATCA criteria can be achieved where the overall duration is less than **36 hours**.

7.4 Although not mandatory, we recommend that this course be residential.

7.5 All students must be in attendance for the full duration of the course in order to successfully complete it.

8. TUTORS & STUDENTS

8.1 Student numbers:

8.1.1 The maximum number of students per course is 20.

8.1.2 The minimum number of students per course is 4.

8.1.3 Where the number of students is 11 to 20 inclusive, the course must be run with two designated tutors, both of whom must be present for the full duration of the course. At least one tutor must satisfy the requirements for a Lead or Food Safety Management System Auditor.

8.1.4 Additional resources or trainee tutors may be used for specific activities, however the two designated tutors remain responsible for the entire presentation,

8.1.5 Where the number of students is 4 to 10 inclusive, the course may be run with one designated tutor, who must be present for the full duration of the course. That tutor must satisfy the requirements for a Lead Food Safety Management System Auditor

8.1.6 Tutors must have knowledge of the specific local regulatory requirements in which the course is presented.

8.5 Tutors for this course must demonstrate competence in key attributes:

8.5.1 Competence in Training; by satisfying the Lead Food Safety Management System Auditor requirements as appropriate.

8.5.2 Competence in Auditing against ISO 9001 & HACCP SABS 0330:1999 in a food industry context; by demonstrating auditing competence as a currently certified Lead Food Safety Management System Auditor as meeting the requirements for such certification.

9. VARIATIONS

9.1 We will consider requests for variations to any of these criteria, or in respect of any special circumstances. In this situation you should submit a **written** request to us immediately the requirement for the variation becomes apparent.

9.2 We will consider the following when evaluating any request for variation:

9.2.1 Reasons for the requested variation.

9.2.2 Proposed modifications to the training.

9.2.3 The impact on the learning and assessment processes and how this will be managed.

10. Student Assessment & Examination

We regard the assessment and examination of students to be a very important part of this course. SAATCA Food Safety Management System Auditor examination papers must be APPROVED by SAATCA

The benefits are many:

Students receive feedback on their performance during the course, helping them to identify their strengths and weaknesses and accelerate their learning.

- **You** benefit from providing an added-value course.
- **SAATCA** can be confident that it certifies potentially competent auditors, based on the student assessment that you perform.
- **Industry** benefits from competent auditors.

10.1 In order to satisfactorily complete the course each student must:

10.1.1 **Complete all elements of the course:** covering all Learning and Enabling Objectives.

10.1.2 **Pass the Continuous Assessment:** Students must demonstrate acceptable levels of performance in the **Learning Objectives**

10.1.3 Some of these requirements will be tested in the examination, but you must incorporate the testing of skills –based Learning Objectives into formal continuous assessment processes.

10.1.4 **Pass the written Examination:** One of the SAATCA Approved set of FMS papers supplied by the Course Provider: Students must sit one of the current issues of

SAATCA Approved FMS papers. The FMS examination paper must have three sections. (Multiple choice, Essay questions and scenarios.

10.1.5 All questions should be attempted, a maximum of 100 marks is available, and the pass mark is 70. The Course Provider should provide students with guidance on examination technique before the examination.

10.1.6 The Course Provider must develop 2 examination papers and model solutions together with a specimen paper with answers, and submit these for our approval before their use.

11. COURSE PUBLICITY & ADVERTISING

11.1 Your course advertising and promotional literature must not state or imply that this course satisfies more than the training requirements for certification as an SAATCA FMS auditor.

APPENDIX

Auditing Food Safety Risk and Controls

We expect your course to test students' ability to audit an organization's risk assessment of product and process and determine the appropriate controls for the specific hazards.

Simple examples limited to physical/foreign object risks will not suffice and we expect to see some basic technical aspects such as chemical or microbiological hazards in the case studies and examples you select, even if this is at a simple level.

Learning Objectives & Enabling Objectives in Session Plans & Continuous Assessment

The steps below shows how the overall Learning Objectives of a course cascade down to facilitate the formal assessment of student performance, and the linkages between the Learning Objectives, Enabling Objectives, session plans and formal assessment of student knowledge and skills.

1. Overall Course Objectives.
The overall Learning Objectives summarise the overall aim of the course. At the beginning of the course students must be informed that they need to achieve all of these Learning Objectives and must be informed of the way in which their achievement will be assessed, i.e. through an examination and continuous assessment of knowledge and skills.
2. Session Plans.
The Learning Objective(s) for each session of the course should be stated in tutor notes. These Learning Objectives may be supported by knowledge and skills-based Enabling Objectives. A sample session plan is provided below.

3. Assessing Student Achievement of Learning Objectives.

Formal assessment of student achievement of the Learning Objectives must be included at appropriate points in the course. Each student's achievement of these objectives must be assessed through written or practical work, validated objectively by the tutor(s) against set criteria (e.g. marking schemes). Students must achieve each of the Learning Objectives to pass the course.

Examples of formally assessed written work include:

Analyses of case study scenarios; production of audit plans/programmes; production of audit checklists; producing non-conformance reports.

Student output shall be measured against set criteria, e.g. model answers or marking schemes.

Examples of formally assessed practical assignments include:

Conducting audit interviews; conducting audit meetings; managing an audit team. The performance of students in these activities must be measured against set criteria. These criteria could be based on the Enabling Objectives.

Note that the knowledge-based objectives are formally tested in the examination but may also be included in the formal continuous assessment process to facilitate feedback to students and aid learning.

Note also that not every Learning Objective will be tested on a daily basis. It may be useful for course designers to write a conformance matrix to ensure that student achievement of the Learning Objectives have been included and formally assessed during the course.

4. Recording Student Achievement.

Each student's performance in the Learning Objectives must be recorded on his/her continuous assessment form. Students must be informed if their performance in any Learning Objective is unacceptable and be provided with opportunities to improve.

ANNEXURE A

FOOD SAFETY: UNDERSTANDING & IMPLEMENTATION

1. INTRODUCTION

Food Safety Management System understanding and implementation training course shall provide learners with a thorough understanding of the history and development of ISO 22000, key terms, definitions and the ISO standardized high level structure..

- **The TCP shall:**
  a) present the body of knowledge of understanding and implementation in such a way that learners are able to identify the key requirements and benefits of ISO 22000; and
  b) encourage learners to critically analyze their own performance as a means for developing effective management system skills.

2. GENERAL

These criteria is intended for use by registered (SAATCA) training course providers (TCP's) for a Food Safety Management System understanding and implementation training course.

3. PRIOR KNOWLEDGE REQUIREMENT

There are no prior knowledge requirements for this training; however, it is advisable for learners to have knowledge of Annex SL. The learning duration for this training will be three (3) days

4. LEARNING OBJECTIVES

A learner who successfully completes the course shall be able to demonstrate achievement of the learning objectives detailed in the flowing paragraphs.

4.1 Define food safety management system or ISO 22000:2018

4.2 What are the benefits of an effective FSMS to the organization?

4.3 What is the purpose and intent of a food safety management system?

4.4 List the names and publication dates of the different food safety management system standards, supporting guidance documents with special reference to those referenced in ISO 22000:2018.

4.6 List the main role players in the development of national and international management system standards.

4.7 Explain the difference between normative and informative information in standard and guidance documents.

4.9 Explain the purpose and the role of the Food Safety Management System.

4.9 Explain the fundamental principles and concepts of Food Safety Management Systems

4.10 Explain the principles of HACCP at the operational level.

4.10 Explain the organisation's food safety policy in accordance with the requirements of ISO 22000:2018.

4.11 Explain the requirement of the ISO 22000:2018 food safety management system standard.

4.12 List the required documented information that needs to be maintained and retained in terms of ISO 22000:2018.

4.13 Differentiate between the requirements to maintain and retain documented information.

4.14 How to monitor, measure and analyse the food safety management system

4.15 Explain continual improvement process for food safety management system.

4.16 Explain how to plan the implementation of ISO 22000:2018

4.17 How to manage food safety, security and specifies the essentials of a food safety management system.

4.18 Explain the differences between key terms such as: Critical Control Points (CCPs), Operational Prerequisite Programmes (OPRPs) and Prerequisite Programmes (PRPs).

5. COURSE CONTENT

Early in the delivery of the course, the TCP shall provide to the learners a description of the course format, learner responsibilities, how the learners will be evaluated, and the basis for each type of evaluation.

The course content shall cover:

5.1 All aspects defined under Learning Objectives; and

5.2 Local requirements, culture, practice or approaches to auditing and the application of ISO 22000 as appropriate.

6. OTHER

All other requirements are the same as the generic TCP requirements for Lead Auditor courses.

THE END OF FSMS CRITERIA: UNDERSTANDING & IMPLEMENTATION

ANNEXURE B

FOOD SAFETY: INTERNAL AUDITORS

1. INTRODUCTION

The Food Safety Management System auditor training course shall provide training for potential auditors and audit team leaders in the principles and practices of auditing food safety management systems and of audit team management, as described in ISO 19011: 2011, Guidelines for auditing management systems;

The primary focus of the training course shall be on training learners to audit food safety management systems against the requirements of the ISO 22000:2018 standard and the organization's own food safety management processes.

The TCP shall:

a) present the body of knowledge of auditing in such a way that learners are able to identify and understand good auditing practice; and

b) encourage learners to critically analyse their own performance as a means for developing effective auditor skills.

2. PRIOR KNOWLEDGE REQUIREMENT

2.1. Knowledge assumed to be in place – ISO 22000: 2018

2.1.1. A pre-requisite must be indicated to the learner and enforced by the TCP namely that the learner has completed a course of at least three (3) days related to understanding and implementation to the applicable standard, namely ISO 22000:2018 before enrolment to the internal auditing course**.**

3. GENERAL

These criteria are intended for use by SAATCA and SAATCA registered auditor training course providers (TCP's) for a food safety management system internal auditor training course.

4. LEARNING OUTCOMES

A learner who successfully completes the course shall be able to demonstrate achievement of the learning objectives detailed in the following learning outcomes below.

4.1 Concepts of management system auditing

A learner who successfully completes the course shall be able to:

4.1.1 Describe the function of first party audits and the varying role of the auditor and the auditee.

4.1.2 Summarize the SAATCA Criteria for Certification of Food Safety Management System Auditors.

4.1.3 Explain the SAATCA Auditors' Code of Conduct.

4.1.4 Formulate and/or correctly interpret the objectives of an audit.

4.1.5 Generate audit findings.

4.1.6 Formulate an audit conclusion.

4.2 Standards and Other Normative Documents

A learner who successfully completes the course shall be able to:

4.2.1 Understand the background to the development of standards.

4.2.2 Describe the main role players in the development of National and International standards.

4.2.3 Describe the difference between auditable requirement standards and guidance documents.

4.2.4 Describe food safety management system standards.

4.2.5 Provide the information necessary to answer questions from the auditee on the rationale for some of the changes from the 2005 to the 2018 version and be able to describe, in broad terms, the relevance of the ISO Directives, Annex XL and the so called “high level structure” that has influenced a number of the changes.

4.2.6 Describe the ongoing process of change in the food safety management system standards, the impact that changes in the ISO 22000:2018 standards may have on the audit process, and the need for auditors to keep up to date with these developments.

4.2.8 Explain the purpose, content and interrelationship of ISO 19011.

4.2.9 Explain the purpose, content and interrelationship of other normative documents including those published by the International Accreditation Forum (IAF) related to food safety management systems.

4.3 Knowledge and Application

A learner who successfully completes the course shall be able to:

4.3.1 Describe the principles of auditing.

4.3.2 Explain the purpose of auditing a food safety management system

4.3.3 Explain the business benefits of auditing a food safety management system.

4.3.4 Explain the synergy and concepts of auditing of food safety management systems related to Plan Do Check Act (PDCA), the process approach and risk based thinking.

4.3.5 Explain the benefits of internal auditing food safety management systems within the organization.

4.3.6 Explain the differences in auditing food safety management systems and legal compliance audits

4.3.7 Explain the context of “documented information” as described in the ISO 22000:2018 family of standards and differentiate between the requirements to maintain and retain documented information.

4.3.8 Suggest approaches to verify the enhancement of food safety performance in order to determine conformity to: a) the achievement of the intended outcomes of the FSMS, b) the effectiveness of the FSMS as required by the standard, and c) through monitoring and measurement of food safety performance.

4.3.9 Principles include ethical conduct, fair presentation, due professional care/ good stewardship, independence and an evidence-based approach.

4.4 Audit Responsibilities

A learner who successfully completes the course shall be able to:

4.4.1 Explain the need for confidentiality and impartiality during all phases of the audit process.

4.4.2 Explain the etiquette of audit practice and the need for auditors to be sensitive to local customs and obey any rules and regulations of auditees, especially where issues of health and safety are involved.

4.4.3 Describe and undertake the responsibilities of an auditor.

4.4.4 Differentiate between the scope of an audit and the scope of the food safety management system.

4.4.5 Describe the basis on which certain clauses of the ISO 22000:2018 requirements may be deemed as "not applicable"

4.5 Audit Process

4.5.1 Planning the Audit

A learner who successfully completes the course shall be able to:

4.5.1.1 Describe the use of an audit programme and an audit plan. Explain the differences between the two.
4.5.1.2 Describe the use of audit programming and planning with reference to 1st party auditing of food safety management systems.
4.5.1.3 Identify the information required to effectively plan the duration and the resources required to conduct an audit.
4.5.1.4 Identify information required to effectively plan multiple site audits or audits of integrated management systems.
4.5.1.5 Explain the purpose and significance of the audit scope, the importance of audit team competency and the selection of audit team members, particularly with regard to knowledge of the relevant industry, regulations and legislation.
4.5.1.6 Explain and understand the objectives of audit sampling, the risk associated with sampling as well as knowledge and understanding of sampling techniques.

4.5.1.7 Explain the use, benefits and potential limitations of an audit checklist.

4.5.1.8 Produce tailored checklists for use during an audit.

4.5.1.9 Identify considerations for planning an audit of an activity for which there are no documented procedures, auditing by electronic means or virtual audits.

4.5.2 Performing the Audit

A learner who successfully completes the course shall be able to:

4.5.2.1 Evaluate, through auditing, an organisation's effective implementation of processes, procedures and methodologies to conform to the requirements of ISO 22000:2018 with emphasis on the following two features.

a) the organization's need to demonstrate its ability to consistently provide products and services that meet customer and applicable statutory and regulatory requirements

b) the organization's intentions to enhance customer satisfaction through the effective application of the system, including processes for improvement of the system and the

assurance of conformity of products and services to customer and applicable statutory and regulatory requirements.

4.5.2.2 Perform an audit in accordance with the principles, processes and methodology as described in ISO 19011

4.5.2.3 Manage opening and closing meetings and understand the purpose of holding regular meetings with the audit team and auditee during the audit.

4.5.2.4 Take notes during the audit process sufficient to provide objective evidence of system conformity as well as nonconformity with the criteria against which the audit is being conducted.

4.5.2.5 Demonstrate effective interpersonal skills and interview techniques including an ability to listen and question.

4.5.2.6 Demonstrate sensitivity to the needs and expectations of the auditee, including local customs and culture

4.5.2.7 Present audit findings and recommendations to the auditee.

4.5.2.8 Collect and analyse evidence during the audit, relate specific situations to the appropriate elements of the standard, and exercise objectivity in the review of evidence collected.

4.5.2.9 Explain the methodology of audit findings summarizing conformity and detailing nonconformity.

4.5.2.10 Explain the purpose of ongoing surveillances and audits.

4.6 Detailed audits of food safety management systems conforming to ISO 22000:2018

4.6.1 Explain the typical role of top management in an audit and suggest approaches for auditing top management leadership and commitment.

4.6.2 Explain the context of the organization as described in ISO 22000:2018 and suggest approaches to determine conformity of the organization's understanding of internal and external issues.

4.6.3 Explain the concepts of the involvement of interested parties as described in ISO 22000:2018 and suggest approaches to determine conformity of the organization's understanding of the identification and needs of interested parties.

4.6.4 Explain the audit methodology to determine the implementation of PDCA, Process Approach and Risk Based Thinking in the organization's food safety management system.

4.6.5 Explain the audit methodology to evaluate the organization's food safety policy and food safety objectives in accordance with the requirements of ISO 22000:2018.

4.6.6 Explain the audit methodology to determine the organization's actions to address risks and opportunities.

4.6.7 Explain the audit methodology to determine the organization's provision of resources in terms of its business strategy and in accordance with the requirements of ISO 22000:2018.

4.6.8 Explain the audit methodology to determine the organization's conformance to the requirements for documented information (including electronic documentation) as contained in ISO 22000:2018. Differentiate between the requirements to maintain and retain documented information.

4.6.9 Explain the methodology to audit the organization's operations including planning and control.

4.6.10 Explain the audit methodology to confirm the organization's control of product and process nonconformities.

4.6.11 Explain the audit methodology to confirm the organization's evaluation of its performance and in meeting its objectives.

4.6.12 Explain the methodology to audit and evaluate the effectiveness of the organization's processes for internal audit and management review.

4.6.13 Explain the methodology to audit the organization's improvement processes including these related to nonconformity and corrective action.

4.7 Reporting and Following Up the Audit

A learner who successfully completes the course shall be able to:

4.7.1 Summarize and record the results of an audit and demonstrate the ability to produce concise and accurate reports.
4.7.2 Evaluate objective evidence gathered and correctly identify conformity and nonconformity with requirements.
4.7.3 Explain the context of audit findings becoming nonconformities and their grading
4.7.4 Write nonconformity reports based on objective evidence obtained during the course of the audit and explain the three components when recording an audit finding as a nonconformity
4.7.5 Describe the identification of opportunities for improvement and describe the risks faced by the auditor in this process.
4.7.6 Make recommendations on the conformance and acceptability of a management system to the top management of the organization based on objective evidence obtained during the audit.
4.7.7 Explain how the results of the audit can be used within the organization
4.7.8 Describe the processes to evaluate proposals for corrective and preventive actions in response to nonconformities recorded during an audit, and understand the process for evaluating the effectiveness of corrective and preventive actions taken.

8. COMPETENCE REQUIREMENTS FOR FOOD SAFETY MANAGEMENT SYSTEM AUDITORS AND AUDIT TEAM LEADERS

A learner who successfully completes the course shall be able to:

8.1 Understand the concepts and the definition of competence given in various ISO and IEC standards.

8.2 Identify the competence requirements for food safety management system internal auditors involved in 1st audits. Such competence requirements shall include:

8.2.1 The competence and registration requirements of the SAATCA auditor criteria

8.2.2 The desired personal behaviours of auditors based on the guidance given in ISO 19011.

8.3 Understand the methods used to determine competence together with their usefulness and limitations for evaluating knowledge and skills.

9. COURSE CONTENT

Early in the course presentation the TCP shall provide to the learners a description of the course format, learner responsibilities, how the learners will be evaluated, and the basis for each type of evaluation. The course content shall cover:

9.1 All aspects defined under Learning Objectives; and

9.2 Local requirements, culture, practice or approaches to auditing and the application of ISO 22000:2018 as appropriate.

10. OTHER

All other requirements - same as generic TCP requirements for Lead Auditor courses

1.1. Certification Criteria: Food Safety Management System

Item	Certification Requirements	Grades			
		Provisional Auditor	Internal Auditor	Auditor	Lead Auditor
1.1.1.	**Auditor Training**				
a	Formal / informal training courses on the relevant regulations (1 day min)	Yes	Yes	Yes	Yes
b	Basic food microbiology if not previously covered in basic qualification (1 day min)	Yes	Yes	Yes	Yes
c	PRP/GMP training (2 day min)	Yes	Yes	Yes	Yes
d	Advanced HACCP implementation (Codex based) 3 days training.	Yes	Yes	Yes	Yes
e	Training relating to the audit criteria/standard - min 3 days or as specified by the scheme e.g. ISO 22000, BRC, SQF, FSSC22000 etc.	Yes	Yes	Yes	Yes
1.1.2.	**Auditing Experience**	Days	Days	Days	Days
a	Number of Food Safety Management System audit days applicants need to have participated in, acquired under the direction and guidance of a Lead Auditor.	0	10	20	15 10 on site 5 off site Additional
b	Duration of an audit day, measured in hours	0	6	6	6
c	Number of Food Safety Management System audit hours experience required. All of these hours shall have been spent on site, acquired under the direction and guidance of a Lead Auditor.	0	60	120	90 60 on-site 30 off-site Additional

END OF FSMS INTERNAL AUDITOR CRITERIA

ANNEXURE: C

1. Certification Criteria: HACCP auditor

Item	Certification Requirements	Grades			
		Provisional Auditor	Internal Auditor	Auditor	Lead Auditor
1.1	**Auditor Training**				
a	Formal / informal training courses on the relevant regulations (1 day min)	Yes	Yes	Yes	Yes
b	Basic food microbiology if not previously covered in basic qualification (1 day min)	Yes	Yes	Yes	Yes
c	PRP/GMP training (2 day min)	Yes	Yes	Yes	Yes
d	Advanced HACCP implementation (Codex based) 3 days training.	Yes	Yes	Yes	Yes
e	Training relating to the audit criteria/standard - min 3 days or as specified by the scheme e.g. SANS 10330	Yes	Yes	Yes	Yes
1.2	**Auditing Experience**	Days	Days	Days	Days
a	Number HACCP audit days applicants need to have participated in, acquired under the direction and guidance of a Lead Auditor.	0	10	20	15 10 on site 5 off site Additional
b	Duration of an audit day, measured in Hours	0	6	6	6
c	Number of HACCP audit hours experience required. All of these hours shall have been spent on site, acquired under the direction and guidance of a Lead Auditor.	0	60	120	90 60 on-site 30 off-site Additional

2. Purpose of the HACCP auditor

A HACCP auditor will be able to:

- Apply the principles of establishing a Hazard Analysis Critical Control Points program in a food processing facility.
- Understand the benefits of a Hazard Analysis Critical Control Points program.
- Participate in the setting up and establishment of a Hazard Analysis Critical Control Points program.
- Maintain and evaluate the operation of the program.

3. Demonstrate an understanding of the background and benefits of HACCP.

3.1 The prime motivation for the evolution and acceptance of Hazard Analysis Critical Control Points throughout the world is demonstrated.

3.2 Described the integration of international and national standards within HACCP and the benefits that may be derived from the establishment of a Hazard Analysis Critical Control Points program.

3.3 Explained the ways in which Hazard Analysis Critical Control Points contributes to due diligence in the workplace.

3.4 Explained the importance of Hazard Analysis Critical Control Points to the food processing industry and its contribution to the prevention of food poisoning.

3.5 Explained the consequences of food poisoning and the cost to the individual, the manufactures and the economy.

3.6 Described the pro-active, rather than reactive nature of problem solving in a Hazard Analysis Critical Control Points program.

3.7 Described the ways in which a Hazard Analysis Critical Control Points program facilitates the identification of areas for improvement in the production processes.

4. Demonstrate an understanding of the principles of a Hazard Analysis Critical Control Points (HACCP) program

4.1 Demonstrate the reasons for conducting a hazard analysis and the objectives of the analysis.

4.2 Explained the role that CCP's perform in a Hazard Analysis Critical Control Points program.

4.3 Demonstrate the need to establish critical limits for each CCP and the function that these perform.

4.4 Detailed the necessity of establishing a monitoring system is explained and the mechanisms that should be included in the system.

4.5 Described the objectives and functions of a corrective action plan for a food processing facility.

4.6 Demonstrate the need for the establishment of verification procedures and their functioning.

4.7 Give reasons why an adequate documentation and record keeping system should be established and the information that should be recorded are detailed.

5. Prepare to implement a HACCP system.

5.1 Explained the importance of obtaining management commitment to the process.

5.2 A HACCP team is assembled and the roles are allocated to each member.

5.3 The significance of the Codex Aliment Arius and the integration of these principles in the planning are demonstrated.

5.4 Described the necessity of constructing a food processing flow diagram.

5.5 Explained the importance of integrating good manufacturing practices within the HACCP program.

5.6 Explained the importance of establishing a timeline and quantifying the resources necessary to implement the HACCP program.

6. Describe the implementation of a HACCP system in a food processing facility.

6.1 Explained the importance of following the sequence and principles of the seven HACCP implementation steps and the possible implications, should these are not followed.

6.2 Explained the benefits of utilising case studies of similar interventions for the establishment of a HACCP program.

6.3 Described the procedures to determine the critical control points or operational steps where the source of hazards and their elimination/prevention may be controlled.

6.4 Described the procedures for the establishment of the critical limits, within which the effective parameters for the controlling of each CCP in the process.

6.5 Explained the establishment of a monitoring system, including the procedures for the inspection and notation of non-conforming products.

6.6 Discuss the formation of a corrective action program and the establishment of remedial procedures to ensure the minimising of reoccurrences.

6.7 Explained the setting up of a simple documentation and record keeping system for recording all significant statistics and comments.

7. Validate and verify the HACCP program.

7.1 Explained the differences between validation and verification of a HACCP program.

7.2 Described the function that performance audits play in the verification of HACCP programs.

7.3 Explained the importance of conducting regular tests to ensure that the various programs are verified.

7.4 Explained the necessity of utilising specific sampling ratios and procedures.

7.5 Described the ways in which existing pre-requisite programs may be incorporated in the verification process.

7.6 Explained the importance of evaluating the quantity and frequency of non-compliances in the validation of the HACCP program.

7.7 Described the suitability of the existing hazard analysis and the indicators that determine whether additional hazard analysis's should be conducted.

7.8 Explained the importance of validating the status of consumer confidence and the methods to asses.

8. Demonstrate an understanding of the possible obstacles and limitations to the implementation of a HACCP system.

8.1 Described the importance of management commitment and the negative effects that a lack of support may ensue.

8.2 Explained the necessity of training the responsible personnel prior to implementing a HACCP program and the possible consequences of neglecting training.

8.3 Described the importance of ensuring that a realistic budget is allocated for the implementation and maintenance of a HACCP program and the results when financial constraints are imposed.

8.4 Explained the implications that an absence of pre-requisite programs in a food processing facility have on the implementation and maintenance of a HACCP program.

8.5 Described the lack of infrastructural facilities and the effects that this may have on the successful implementation of a HACCP program.

ANNEXURE: D

1. Certification criteria: PRP/GMP auditor

Item	Certification Requirements	Grades			
		Provisional Auditor	Internal Auditor	Auditor	Lead Auditor
1.1	**Auditor Training**				
a	Formal / informal training courses on the relevant regulations (1 day min)	Yes	Yes	Yes	Yes
b	Basic food microbiology if not previously covered in basic qualification (1 day min)	Yes	Yes	Yes	Yes
c	PRP/GMP training (2 day min)	Yes	Yes	Yes	Yes
d	HACCP (1 day min) course.	Yes	Yes	Yes	Yes
e	Training relating to the audit criteria/standard (3 days)	Yes	Yes	Yes	Yes
1.2	**Auditing Experience**	Days	Days	Days	Days
a	Number of PRP audit days applicants need to have participated in, acquired under the direction and guidance of a Lead Auditor.	0	10	20	15 10 on site 5 off site Additional
b	Duration of an audit day, measured in hours	0	6	6	6
c	Number of PRP audit hours experience required.	0	60	120	90 60 on-site 30 off-site Additional

2. Purpose of this criteria

Learners who demonstrate competence as described in the outcomes of this criteria will be able to implement good manufacturing practices in food processing.

- Demonstrate an understanding of the relationship between quality management systems and good manufacturing practices.
- Demonstrate an understanding of the related aspects of good manufacturing practices.
- Demonstrate an understanding of the policies and procedures for the maintenance of a GMP program
- Monitor compliance to good manufacturing practices in the workplace.
- Apply good manufacturing practice in the workplace

2. Demonstrate an understanding of the relationship between quality management systems and good manufacturing practices.

2.1 The benefits of instituting good manufacturing practices are explained as applicable to a food processing facility.

2.2 The necessity of integrating GMP with other quality management systems is explained in terms of the benefits to be derived from both.

2.3 The relationship and differences between quality control and quality assurance are detailed in accordance with specified requirements.

2.4 Explained the role that a supplier quality assurance (SQA) program plays in terms of the achievement of GMP.

2.5 Explained the importance of utilising good laboratory practices in the ensuring of GMP in accordance with specified requirements.

2.6 Explained the necessity of including a hygiene management system in the GMP program using an industry example.

2.7 Described the concept and basic principles of a HACCP program in accordance with specified requirements.

2.8 Explained the role that the various quality management systems play in the achievement of GMP is in accordance with specified requirements.

2.9 The objectives and scope of a typical TQM program are detailed in accordance with specified requirements.

3. Demonstrate an understanding of the related aspects of good manufacturing practices.

3.1 Described the overriding objective of minimizing the contamination of foodstuffs and the potential sources of contamination in a food processing facility in terms of good manufacturing practices.

3.2 Explained the necessity of complying with international standards of hygiene and other food safety regulations is in accordance with specified requirements.

3.3 A basic insight is given into the personal hygiene provisions of the national food safety regulations.

3.4 Detailed the reasons for conducting pre-employment medical examinations using examples of chronic contagious illnesses that preclude suffers from working in a food handling environment.

3.5 Described the role that cleaning and sanitation programs play in minimizing contamination in terms of a food processing environment.

3.6 Detailed the various Acts that regulate the food processing and production industry e in terms of their relevance to different sectors of the food industry.

3.7 The importance of maintaining an appropriate pest control program in and around a food processing facility is explained including the methods of monitoring the effectiveness of the program.

3.8 Explained the necessity of adhering to the various building requirements as applicable to specific food processing environments.

3.9 The equipment and facilities maintenance schedules are described to ensure that the equipment and facilities of a food processing plant are kept at optimum operating and sanitary levels.

3.10 Described the methods for monitoring a specific process control as applicable to a particular food production facility.

4. Demonstrate an understanding of the policies and procedures for the maintenance of a GMP program.

4.1 Described the operational structure of a total quality management system as applicable to own workplace.

4.2 The benefits of a TQM are explained as opposed to individual non-integrated quality systems.

4.3 The procedures for the examination and auditing of the quality management systems are described according to standard operating procedures (SOPs)

4.4 The procedures for the recording of the performances of the quality management systems are described according to standard operating procedures (SOPs).

4.5 The procedures for the comparison of performance results against the optimum and the evaluation of these are described according to standard operating procedures (SOPs).

4.6 The procedures for the maintenance and verification of the TQM system are described according to standard operating procedures (SOPs).

5. Monitor compliance to good manufacturing practices in the workplace.

5.1 Compliance to the personal hygiene program is monitored as an integrated component of good manufacturing practices (GMP) according to standard operating procedures (SOPs).

5.2 Compliance to the cleaning and sanitation program is monitored as an integrated component of good manufacturing practices (GMP) according to standard operating procedures (SOPs).

5.3 Compliance to the pest control program is monitored as an integrated component of good manufacturing practices (GMP) according to standard operating procedures (SOPs).

5.4 Compliance to the equipment and facilities maintenance program is monitored as an integrated component of good manufacturing practices (GMP) according to standard operating procedures (SOPs)

5.5 Compliance to the production and process control program is monitored as an integrated component of good manufacturing practices (GMP) according to standard operating procedures (SOPs)

6. Apply good manufacturing practise in the workplace.

6.1 Standard reports are compiled and administered according to standard operating procedures (SOPs).

6.2 Non-conformance reports are analyzed and corrective measures initiated according to standard operating procedures (SOPs)

6.3 Internal audits are conducted and reports are compiled as a member of the audit team according to standard internal auditing procedures

6.4 Policy and procedure documentation are maintained for the work area according to standard operating procedures (SOPs)

6.5 Deviations from normal operating performance are reported according to standard operating procedures (SOPs)

6.6 Appropriate corrective measures are selected and implemented to address areas of non-conformance according to standard operating procedures (SOPs)

ANNEXURE: E

1. Certification Criteria: Hygiene Inspections Auditor:

NB: This criteria is in process of review.

Item	Certification Requirements	Grades		
		Provisional Auditor	Internal Auditor	Auditor
1.1	**Auditor Training**			
a	Formal / informal training courses on the relevant regulations (1 day min)	Yes	Yes	Yes
b	Basic food microbiology if not previously covered in basic qualification (1 day min)	Yes	Yes	Yes
c	PRP/GMP training (1 day min)	Yes	Yes	Yes
d	Training relating to the audit criteria/standard (3 days)	Yes	Yes	Yes
1.2	**Auditing Experience**	Days	Days	Days
a	Number of Hygiene Inspection audit days applicants need to have participated in acquired under the direction and guidance of a Lead Auditor.	0	10	20
b	Duration of an Hygiene Inspection audit day, measured in hours May be reduced to 2 hours minimum for applicable industries e.g. Hotel/kitchen inspections, milk sheds. However the total audit hours must be achieved	0	6	6
c	Number of Hygiene Inspection audit hours experience required.	0	60	120

ANNEXURE: F

1. **Certification Criteria: Food & Beverage Safety Auditor based on R638**

Item	Certification Requirements	Grades		
		Provisional Auditor	Internal Auditor	Auditor
1.1	**Auditor Training**			
a	Formal / informal training courses on the relevant regulations (1 day min)	Yes	Yes	Yes
b	Basic food microbiology if not previously covered in basic qualification (1 day min)	Yes	Yes	Yes
e	Food or Beverage Safety Practices & Procedures in the food or beverage manufacturing environment (2 days)	Yes	Yes	Yes
1.2	**Auditing Experience**	Days	Days	Days
a	Number of Food/Beverage Safety audit days applicants need to have participated in acquired under the direction and guidance of a Lead Auditor.	0	10	20
b	Duration of an Food/Beverage Safety audit day, measured in hours May be reduced to 2 hours minimum for applicable industries e.g. Hotel/kitchen inspections, milk sheds. However the total audit hours must be achieved	0	6	6
c	Number of Food/Beverage Safety Inspection audit hours experience required.	0	60	120

2. Purpose of Food & Beverage Safety Auditor

A food & Beverage Safety auditor is able to:

- Demonstrate an understanding of food or beverage safety practices and procedures in a food or beverage manufacturing environment,
- Identify critical control points or CCP's in a food or beverage manufacturing environment,
- Identify good manufacturing practices.

3. Demonstrate an understanding of food or beverage safety practices and procedures.

3.1 Explain the standard operating procedures and the importance of food or beverage safety for the consumer, employer and employee.

3.2 Described and identified according to standard operating procedures the factors that can influence food or beverage safety.

3.4 Sources of food or beverage contamination influencing the human health and preventative measures against them are identified according to standard operating procedures.

3.5 Identify Factors refer to contamination by micro-organisms, food or beverage poising, cold chain, illegal additions to food or beverage products, foreign objects due to negligence, cleaning and sanitising procedures, personal hygiene, equipment and environment hygiene.

3.6 Explained the importance of identifying critical control points in a food or beverage manufacturing environment according to standard operating procedures.

3.7 Explained the importance of personal hygiene, health and presentation regarding food or beverage safety according to standard operating procedures.

3.8 Explained the effect of a food or beverage manufacturing facility failing to apply food or beverage safety

3.9 Explained the importance of prevention of contamination rather than end product testing

4. Identify critical control points or (CCPs) in a food or beverage manufacturing environment

4.1 Identified sources of microbiological contamination according to health and product safety principles.

4.2 Identified practices or procedures against cross contamination within the manufacturing environment.

4.3 Identified sources of physical and chemical contamination according to health and product safety principles.

4.5 Identified preventative actions and procedures against food poisoning and spoilage.

4.6 Explained the importance of temperature control of food or beverage products during storage and manufacturing.

4.7 Explained the importance of controlling and recording of product and process parameters.

5. Identify good manufacturing practices.

5.1 Identified good manufacturing practices for manufacturing procedures.

5.2 Pests are identified and procedures to prevent infestation are explained according to standard operating procedures.

5.3 Waste from the cleaning process is handled and stored or dispatched according standard operating procedures.