

## T1 TRAINING PROGRAMS

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**Training is delivered and updated as required to ensure that personnel understand and are competent in the procedures necessary to protect the safety and suitability of food. Training is delivered at an adequate frequency to ensure personnel understanding remains current.**

**Employee Training** The individual contribution of everyone in the plant is essential to the overall success of any food safety program.

Job-specific training is the process by which workers are:

- Made aware of why correct completion of their individual tasks is so important to food safety
- Informed of their individual roles and responsibilities
- Instructed how to carry out those tasks correctly.

Begin training by emphasizing the relationship between employee tasks and the hazards that can cause foodborne illness. This may include an overview of biological, chemical and physical hazards associated with the food being packed/processed. Employees must be able to easily connect the relevance of what is being presented to the jobs they are being asked to do.

For example, each piece of equipment and/or sanitation task should have a comprehensive, but simply stated, list of procedures that must be followed for cleaning, sanitation, and inspection of walls, equipment, food contact surfaces, utensils and floors (an SSOP). Training should review these procedures as they relate to the employees being trained. Throughout the training, employees should understand that their contribution to the cleaning and sanitation program is critical to the safety of the food product.

Training should also include proper mixing, use, handling, and storage of cleaning and sanitation chemicals; use of personal protective equipment (PPE); and where to find and how to read Material Safety Data Sheets (MSDS).

Explain how to complete required documentation and its importance to food safety.

Each employee must have easy access to all written SSOPs that are applicable to his or her roles and responsibilities.

Training must not be restricted to new employees. Established employees, including managers and supervisors, should also receive ongoing training at least annually or when there are changes to the cleaning and sanitation procedures. It is important that backup personnel also receive the same training for tasks they might be required to perform on a fill-in basis.

**Training Delivery** For training to be credible to employees, it should be delivered by qualified individuals who have practical experience in cleaning and sanitation. Trainers should also be able to relate their knowledge/experience to the specific learning needs of individual trainees.

Adults learn best when the learning approach is participatory, problem-centred and relevant to their immediate circumstance. Skills and information that are immediately applicable to the job are most often remembered. Encourage active participation in training sessions by drawing on the trainee's experience. Respectfully listen and respond to trainees' questions and concerns.

Use a variety of teaching strategies to accommodate different learning preferences. For example:

- Visual—illustrations, drawings or designs; video presentations or pictures showing examples of “good” and “bad” practices; colour codes to highlight information; printed materials (e.g., copies of SSOPs, handouts, copies of presentations); wall charts; notes
- Auditory—verbal presentations such as lectures, presentations or oral reports; group discussions; verbal exchanges; real-life scenarios; one-on-one instruction
- Tactile—hands-on demonstrations; hands-on experience to learn a task; trying new things without a lengthy explanation; application exercises.

Restrict training sessions to one or two concepts per session. Several shorter sessions are much easier than one long session where employees cannot possibly absorb all the information presented. Reinforce points. Give positive feedback whenever possible. At the next session, review topics from the most recent session, and discuss how what was learned has been put into practice and what barriers have been encountered.

Each presentation should be in a language understood by the employee.

Symbols and pictures can help overcome language barriers.

The physical environment in which instruction takes place can also affect learning positively or negatively. Take into consideration the room temperature, the arrangement of the room, the time of day, the brightness of the room, the noise level and potential distractions.

In the workplace, reinforce what has been taught with posters, signs and other visual aids placed in strategic, high-traffic locations. Managers and supervisors should also encourage trainees to put into practice what they have learned, offer encouragement for what is done correctly and patiently correct what has been done incorrectly.

**Records** All GMP training must be recorded. Records should include:

- The name of the trainee
- Trainee acknowledgment of the training by initials or signature
- The content of the training
- The date of the training
- The name of the trainer.