
Guidance for Developing Good Operating Practice Procedures: Training, Education and Competency

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Amendment 1

1 Purpose / Scope

Write up your purpose and scope for Training, Education and Competency.

Example: To ensure all persons involved in food production, processing, handling and supervision have the appropriate competency to carry out the responsibilities within the scope of their role to achieve the safety and suitability of food.

See also:

- Personal Hygiene and Behaviour

This topic has been covered in a separate guidance document.

2 Authorities and Responsibilities

Write up who is responsible for Training, Education and Competency. Think about managers, supervisors and other people as may be necessary, including any contracted parties.

Examples: The operator is responsible for ensuring all persons who enter the premises (including contractors, suppliers and visitors) are aware of their health and hygiene responsibilities, and ensuring that food handlers and their supervisors have the necessary skills and knowledge to protect the food from contamination or deterioration as appropriate to the work they perform.

Specific responsibilities are assigned as follows [include specific details against a job title or role]. [Specify who] is responsible for ensuring any staff under their supervision are appropriately trained, and that relevant records are kept.

If food safety training is undertaken specify [by whom], [for which staff] and [what is covered in the training]

If there are specific education requirements, specify [what these are], which staff require it and what the requirements are.

3 Control Measures

Write up how you ensure training, education and competency requirements are met.

Consider at least the following points:

- how you ensure all persons who enter the premises (including contractors, suppliers and visitors) are aware of their responsibilities for health and hygiene, e.g.:
 - ensuring all visitors, suppliers and contractors who visit the site have been inducted and agreed to the conditions of entry (e.g. the standard for personal hygiene, behaviour and cleanliness. Refer to separate guidance for Personal Hygiene and Behaviour).
- how you ensure all food handlers and their supervisors are competent to perform the work they are responsible for, including any specific responsibilities for food safety and suitability, e.g.:
 - identifying the competency requirements for each role or critical task, including any that MAF has specified;
 - identifying any gaps in competency that need to be filled;
 - ensuring that staff perform only tasks for which they are competent;
 - determining the appropriate means by which to meet the competency requirements (e.g. by induction, buddy systems, internal training, external courses (Unit Standards));
 - ensuring any mandated training requirements are met (i.e. for specific high risk operations); and
 - ensuring you are able to demonstrate that these competency requirements have been met (e.g. establishing and maintaining training records).
- how you ensure competency is kept up to date and remains relevant to your operation and the work performed, e.g.:
 - develop a training schedule;
 - conduct refresher and/or modular training as relevant (e.g. toolbox sessions);

- ensure there is an effective performance management / personal development programme in place; and
- re-assess competency whenever there are significant changes to your business operation (e.g. new products or processes, etc).

4 Monitoring

Write up how you check that your training, education and competencies requirements are being met.

Consider the following checks:

- observation (e.g. to confirm that staff are doing the right things);
- check understanding (e.g. test knowledge on completion of training; ask open questions; ask staff to demonstrate how they perform a particular task or otherwise meet their requirements for safety and suitability); and
- review training tools and documents and check that they are being followed and still relevant to your business.

5 Corrective Action

Write up how you correct any problems that monitoring identifies, or that you otherwise become aware of.

Include how you cover the following:

1. Defining the extent of the problem (i.e. what has happened, why it happened, and whether any product has been affected);
2. Restoring control (i.e. take immediate action to fix the problem) e.g. address the issue with the staff member concerned and if necessary remove them from the particular task until they can demonstrate they are competent);
3. Handling of affected things (e.g. preventing any unsafe product from being used - see the separate guidance for Complaints, Non-conforming Product, Corrective Action and Recall); and

4. Preventing re-occurrence (e.g. amend the training given to staff (the procedures and/or method of training delivery as necessary); review the schedule of training and consider additional training or refresher training for staff, etc.).

6 Documentation and Record Keeping

Determine what records you need to keep for this procedure. These will help you to introduce and maintain consistent good practices, and to demonstrate to your verifier (auditor) that you are sufficiently controlling those factors that can impact on the safety and suitability of the food.

Assess any records you already have, and introduce any additional records you need for the monitoring and corrective action activities you specify in your procedure. When monitoring, you may have an option to either:

- record every check; or
- indicate that checks have regularly been carried out (e.g. throughout a week) and only record the results of a specific check where something went wrong. In these instances, always make a record of what you did to put things right (the corrective action).

Keep blank record forms handy for staff to use and let people know where they are. Keep completed record forms together where they can be found easily for your regular internal verification checks.

For your [general programme requirements](#) refer to the guidance document on the appropriate risk-based programme or plan which can be found on the Food Safety website.