

1 | Training Duties and Qualifications

Staff Food Safety Training connects what employees need to know with what they actually do. The person in charge (PIC) ensures duty-related food safety training, including allergy awareness. A hired trainer or online course can help teach; the PIC remains responsible for ensuring the duties are met.

Recognize	Understand and apply
Model versus law	This guide uses the FDA Food Code 2026 model; confirm local adoption and any additional credential requirements. Training methods described as practices are not extra laws.
PIC qualification	The default model rule requires the PIC to be a certified food protection manager through an accredited-program test. The regulatory authority, not the owner, determines the stated minimal-risk exception.
Worker preparation	Duty-related training does not require every food employee to pass that manager examination. A qualified PIC does not substitute for a server's allergy knowledge or a cook's measuring skill.
Job-specific goals	A receiver evaluates source, food condition, required temperature, and storage. A cook measures food temperatures. A dishwasher applies the actual sanitizing method. A server needs accurate ingredient communication and relevant reporting knowledge.

A New Assignment Is a New Training Question

An experienced dishwasher moves to receiving. Prior experience supports general hygiene, but it does not establish competence with delivery checks. A practical manager identifies the new controls, explains the decisions, and observes their application. The model duty is proper job-related training; this demonstration is one way to assess it. A universal annual staff test, fixed video, or certificate for every worker is not created by that duty.

Remember: Keep qualification, staff preparation, and operating oversight separate. Each needs its own evidence.

Memory cues and recall practice: page 8.

2 | Skills at the Point of Work

A correct explanation establishes knowledge of a rule. An observed task establishes performance under the observed conditions. Neither replaces the PIC's ongoing oversight. Identify the food safety control, the tools needed, and the evidence that the employee can apply it.

Recognize	Understand and apply
Hygiene	The PIC routinely monitors handwashing. Default: use suitable utensils for ready-to-eat food. Any exception must meet its specific conditions; prior approval is not the only exception route. Observe transitions between tasks, not just a staged explanation.
Temperature control	The PIC has daily oversight of routine food-temperature monitoring during cooking, cooling, holding, and thawing. Cooking checks use appropriate, properly scaled and calibrated devices. Equipment readings and food appearance do not establish a food temperature.
Sanitizing	Clean before sanitizing. For chemical methods, use the applicable label directions and check relevant concentration, pH, temperature, and contact time. For hot-water methods, temperature and exposure time matter. Do not transfer one product's numbers to another.
Tools and technique	A matching sanitizer test device must be available and used correctly. An employee who cannot interpret the correct test needs instruction. A competent employee supplied with the wrong test kit also needs the resource problem corrected.

Why a Passed Quiz Is Not the Last Check

A cook states the correct limit but measures the pan instead of the food. Repeating the number does not fix probe placement. Demonstrate the method, observe practice, and recheck the employee's technique. That is training practice. Continue current food checks afterward: one successful attempt cannot establish the condition of every later batch. Likewise, do not treat a cooler display as a substitute for a food reading.

Remember: Match the assessment to the task and the measuring tool to the product. Keep operational monitoring active.

3 | Allergy Awareness in Real Orders

Allergy awareness includes both major allergen foods and possible reaction symptoms. The nine major categories are milk, egg, fish, Crustacean shellfish, tree nuts, wheat, peanuts, soybeans, and sesame. Other foods can also cause allergies; the list is not a promise about every guest's sensitivities.

Recognize	Understand and apply
Ingredients	A sauce, coating, garnish, or substitution can introduce an allergen. Check current recipes and ingredient labels. Similar appearance, a familiar product name, or last week's information does not establish today's ingredients.
Cross-contact	Allergenic residue can transfer through tools, equipment, or preparation. Effective cleaning and appropriate handling address that risk. Sanitizing targets microorganisms; it does not substitute for removal of allergenic residue.
Possible symptoms	Hives, itchy rash, swelling, nausea, abdominal pain, vomiting, diarrhea, wheezing, or shortness of breath can occur. Severe reactions can be life-threatening. Symptoms do not identify a particular allergen or diagnose a pathogen.
Employee application	For a severe suspected allergic reaction, call 911 immediately for emergency medical help. Alert the PIC without delaying help or waiting for permission. This is public-health/emergency guidance, distinct from the model Code's allergy-awareness training duty; no medication or dosing protocol is taught.

The Product Changed, but the Name Did Not

A sandwich bread changes suppliers. The new package identifies sesame, although the menu name is unchanged. Review the current ingredients and preparation controls before giving an assurance. Separately, if a guest develops swelling and breathing difficulty after eating, call 911 immediately. Alert the PIC without delaying emergency medical help; the response plan must not require waiting for a manager or an ingredient diagnosis.

Remember: Know the categories, verify the actual ingredients, prevent cross-contact, and recognize possible reactions. List memorization alone is incomplete awareness.

4 | Health Reporting That Can Be Verified

Food employees and conditional employees must be informed of their responsibility to report specified health and activity information to the PIC. Conditional employees include people offered food-employee jobs pending relevant responses or evaluation. Do not wait until a person's first food-handling shift to address this responsibility.

Recognize	Understand and apply
Reportable information	Vomiting, diarrhea, jaundice, and sore throat with fever are reportable symptoms. Specified open or draining infected wounds have location-specific coverage exceptions. Specified diagnoses, past illness, and exposures also require reporting; 'call only when sick' is too narrow.
Useful detail	Provide information needed for the PIC to reduce transmission risk, such as onset dates or a diagnosis without symptoms. A Norovirus diagnosis is reportable even without current symptoms. Reporting does not itself determine exclusion, restriction, or return-to-work clearance.
Verifiable communication	Evidence must establish that all covered people received the reporting information. Annex examples include a reporting agreement or a complete curriculum linked to individual completion records. One specific signed form is not universally required.
Written illness policy	The permit holder must provide a written illness policy, available on request. Include procedures for symptoms, specified diagnoses, exclusion, restriction and reinstatement; reporting/compliance for food and conditional employees and the PIC; and required reports to the authority. This policy does not replace verifiable employee notification.
Evidence limits	A generic orientation signature does not identify the content. A roster alone cannot show whether reporting responsibilities were taught. Asking employees to explain their responsibilities is a useful practical check on understanding.

Two Different Kinds of Proof

One manager produces a signed, complete health-reporting agreement for every covered employee. Another produces the complete reporting curriculum and records showing each covered person completed it. Both methods can support verification. The issue is the communication established, not which document looks more formal. Neither method alone determines whether an employee with a newly reported illness may work.

Remember: Verify who received what information. Use the applicable employee-health rules separately for work-status decisions.

Scored 2022 + December 2024: reporting, verifiable notification, work-status controls and written vomiting/diarrhea cleanup apply; a separate written illness policy is a 2026 addition.

5 | Food Defense and Suspicious Activity

The 2026 Food Code defines food defense around intentional adulteration or tampering. Employees must be aware of food defense as it relates to their duties and report suspicious activity to the PIC. An accidental temperature-control error and suspected deliberate interference are different concerns, even though both require food protection.

Recognize	Understand and apply
Recognize	Teach examples from the employee's work: unusual interference with ingredients, unexplained access to storage, or suspicious handling of exposed service food. A suspicious observation is not proof of a person's intent.
Report	Employees report suspicious activity to the PIC. They do not need to identify a contaminant, prove a motive, or complete an investigation first. Describe observable facts rather than assumptions about a person's appearance or identity.
PIC knowledge	The PIC's knowledge topics include explaining measures used to prevent intentional adulteration, including monitoring operations, ingredients, supplies, and finished products for unusual or suspicious activity.
Local application	Use a workable reporting route and relevant controls for the operation. This provision does not universally require cameras, badges, a particular video, or a fixed investigation sequence. Specific response procedures are operational practices; other applicable emergency duties remain in force.

A Concern Is Not Yet a Conclusion

A receiver notices someone unexpectedly interfering with a food container and reports the observation. The worker does not have to decide whether tampering occurred before reporting. The PIC evaluates the concern and the food's protection using the applicable procedures. Compare a torn case with a witnessed accidental forklift collision: food condition still needs evaluation, but damage alone does not establish intentional adulteration.

Remember: Connect awareness to the job. Report suspicious activity to the PIC without turning employees into investigators or treating suspicion as proof.

6 | Choose Training and Assess the Right Result

Training practice starts with the observed gap and the intended result. CDC training guidance supports checking whether training is the needed solution, selecting methods for the objective, making learning accessible, and providing feedback. These are learning-design recommendations, not added FDA restaurant mandates.

Recognize	Understand and apply
Diagnose the need	An incorrect explanation suggests missing knowledge. A correct explanation with poor technique suggests a skill gap. Missing supplies, unsuitable tools, or inadequate capacity require resource or process changes. Several causes can coexist.
Select the method	Choose discussion or cases for reasoning and observed practice for skills. Live online sessions allow immediate questions; self-paced lessons allow individual schedules and pacing. Neither format is always best. Check language, reading demands, and technology access.
Practice with feedback	Show the task, allow practice, identify the specific error, and check another attempt. An attempt completed through trainer prompts is useful learning but limited evidence of independent performance. This sequence is a practical option, not a mandated script.
Match the assessment	An explanation or written scenario can assess knowledge and reasoning. An observed task assesses performance under the observed conditions. Attendance, a completion screen, and a confidence rating do not by themselves prove either skill or sustained workplace control.

Pause the Video, Apply the Skill

Employees view a short thermometer demonstration live online or on their own schedule. Pause after probe placement: have each explain the location choice, then practice taking a reading and receive feedback. The pause has a purpose, not a fixed number of minutes. The online lesson supports access; the observed task checks the skill. A completion screen alone cannot establish correct measurement.

Remember: Choose instruction for the gap and evidence for the goal. Do not make a record claim broader than the assessment.

7 | Keep Skills Current and Review Efficiently

Training does not end the PIC's routine and daily oversight duties. Current measurements and observations establish current control. A past attendance record or successful demonstration cannot prove the condition of today's food. Respond to failures and verify that the correction works.

Recognize	Understand and apply
Refresh for a reason	New duties, changed labels, recipes, equipment, procedures, or observed gaps can trigger review. Preparing staff before independent work is good practice. Do not postpone a needed update until a calendar anniversary.
Keep the scope honest	The general duty does not create a universal annual staff test or certificate. Local rules, credentials, or specific plans may add requirements. Separate those from the restaurant's chosen refresher schedule.
Useful records	As a practical method, identify the employee, content or task, date, method, assessed result, and unresolved follow-up. Participation is not a knowledge score; a knowledge score is not demonstrated skill. Apply relevant record requirements without inventing universal retention years.
Course review	Recall a rule and its conditions, check the guide, and apply it to a new situation. Explain why plausible alternatives fail. Practice hands-on tasks with feedback. Revisit weak topics rather than memorizing option letters. This study method does not guarantee an exam result.

The Result Changed After Training

A trained team begins cooling larger batches. Current checks show the established method is no longer controlling the process. Address the affected food and the capacity problem, then prepare staff for the revised method and verify it. The old record can truthfully show prior training; it cannot show that the new process works. Record the new assessment only after it actually occurs.

Remember: Prepare people, verify the relevant skill, monitor real work, and revisit the cause when results change.

CHAPTER 15 | REMEMBER THE DIFFERENCE

Knowing, Doing and Checking Are Different

Explain it. Show it. Check the next real attempt.

This is a teaching method, not a required FDA training script. The objective duty is appropriate training for the employee's work, including allergy awareness, with required PIC oversight.

Knowledge vs. skill	Naming the correct temperature shows recall. Placing a suitable probe correctly and interpreting the result shows task performance. A passed quiz does not establish every practical skill.
Employee vs. PIC	The employee performs the control and reports required information. The PIC ensures relevant training and oversight. Hiring a trainer does not remove the PIC duty; not every employee must hold the manager credential under the model training duty.
Rule vs. restaurant method	The rule states the required result. A color-coded station, exact log layout or practice schedule is an implementation choice unless a specific applicable rule or approved plan requires it. Teach which is which.
Attendance vs. verification	A completed video documents participation, not proof of understanding. Ask for an explanation and observe the task. Check whether the real failure was knowledge, technique, missing tools or an impractical work setup.

Use it on shift: A cook can recite a limit but probes the pan instead of the food. Demonstrate correct placement, let the cook perform it, and verify the next attempt. Repeating the number alone will not fix that skill gap.

Cover the answers. Explain the reason.

Does a new station need a fresh training check? Yes. Match the employee's preparation to the duties now assigned; prior experience may not cover them.

How should you review a missed quiz answer? Name the controlling fact, state the rule with its conditions, explain why the closest alternative fails, then apply it to a different food or shift example.

Review: earlier guide pp. 1-2, 4-7. **Sources:** 2-103.11(D)-(Q); Annex 3, 2-103.11; 2-103.11(R). Explain/show/check and retrieval practice are Peak Shift learning methods.

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