

WORLDCHIEFS

# GLOBAL CULINARY CERTIFICATION

HANDBOOK



# WORLDCHIEFS GLOBAL CULINARY CERTIFICATION

## WORLDCHIEFS CERTIFIED COMMIS CHEF



The holder of this badge is a professional cook who has experience of working in a food service operation. They are part of a kitchen brigade and responsible for performing a variety of basic cooking and baking tasks, under the supervision of a professional chef.

THIS DOCUMENT SHOULD BE READ IN CONJUNCTION WITH THE  
**WORLDCHIEFS GLOBAL CULINARY CERTIFICATION INTRODUCTION  
HANDBOOK**

### WHAT THE DIFFERENT COLOURS MEAN

**Skills required:** Skills required to achieve a badge are shown in black colour.

**Examples:** For each skill required, a range of examples are provided to illustrate how the relevant skill can be demonstrated. Examples are shown in blue colour.

Examples are a list of activities which are likely to be carried out when undertaking the role the badge relates to. The list of examples is **not** exhaustive. Individuals are **not** required to demonstrate every skill listed and there may be other relevant skills which are not listed, but can be accepted.

**Definitions:** Key terms, which are used to illustrate the skills required and/or the examples, are explained in light blue colour.

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	<b>CORE SKILLS</b>
<b>C1</b>	<b>Adhere to professional workplace standards</b>
	Be polite and approachable
	Be punctual
	Keep up to date by reading the staff noticeboard/memos
	Attend staff and department meetings
	Explain the importance of maintaining the privacy and security of guests
	Be professionally presented: clean and ironed uniform for every shift which meets safety and hygiene standards
	Maintain good personal hygiene at all times
	Take pride in their work
	Maintain integrity and honesty
<b>C2</b>	<b>Work effectively as part of own team</b>
	Show respect for others
	Display and maintain a positive attitude to work
	Cooperate with colleagues to deliver guest experience in line with the requirements of the kitchen and the establishment
	Provide feedback to peers and line manager
	Be able to receive constructive feedback
	Use feedback to improve the quality of food and food service for guests
<b>C3</b>	<b>Communicate effectively with colleagues and guests</b>
	Act in a polite and helpful manner, both with colleagues and when interacting with guests
	Provide information in a clear and timely manner in person, by telephone, in written form or by e-mail
<b>C4</b>	<b>Demonstrate effective time management and organisational skills</b>
	Plan daily tasks in line with the needs of the kitchen
	Complete tasks to meet deadlines
	Respond and adapt to changing daily requirements
<b>C5</b>	<b>Provide customer service</b>
	Process food orders
	Anticipate guest needs
	Respond to guest requests

<b>C6</b>	<b>Make decisions and solve problems in own section</b>
	Select and use correct quality and quantity of ingredients
	Select and use the correct type of equipment
	Identify any issues or faults with ingredients and/or equipment and take necessary action
	Handle guest requests and feedback, including complaints, and escalate them to line manager, as necessary
<b>C7</b>	<b>Demonstrate a basic awareness of portion control, food costs and the importance of profitability</b>
	Explain the importance of the efficient use of ingredients and consumables
	Use ingredients and consumables in a cost effective manner
<b>C8</b>	<b>Demonstrate a basic awareness of sustainable practices in the kitchen</b>
	Have an understanding of how the following practices can contribute to protecting the environment:
	- Reducing food waste
	- Recycling waste/packaging
	- Economic use of power and electricity
	- Consideration of carbon footprint: the environmental impact of getting goods to the establishment (eg food miles)
	- Consideration of animal welfare

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	<b>ROLE SPECIFIC SKILLS</b>
R1	<b>Demonstrate an understanding of own role and its relevance to the establishment</b>
	Explain key activities that are part of own role
	Explain how the kitchen contributes to the effective running of the establishment
R2	<b>Ensure the relevant kitchen area is ready for service</b>
	Check daily requirements including guest numbers and any special requirements
	Check that required stock (ingredients) are available to be used
	Make sure the kitchen area is clean and ready for mise en place
R3	<b>Select and use kitchen equipment in a safe manner</b>
	Identify the correct <b>equipment</b>
	Ensure all <b>equipment</b> is clean and in good working order
	Use all <b>equipment</b> safely, in line with manufacturers' instructions
	Clean <b>equipment</b> safely
	Store <b>equipment</b> correctly
	<b>Equipment</b> refers to kitchen knives and other utensils, stoves, ovens, steamers, mixing machines and other types of general food production equipment.
R4	<b>Complete mise en place</b>
	Prepare correct equipment, ready for use
	Prepare ingredients in readiness for further preparation, cooking and presentation
	<b>Mise en place</b> refers to the basic preparatory work that is required in order to complete further cooking, baking tasks and presentation.
R5	<b>Produce and present simple dishes to standards set by the establishment</b>
	Follow <b>recipes</b> to prepare to cook a variety of <b>simple dishes</b>
	Identify, select and use appropriate ingredients
	Select the correct equipment
	Use appropriate <b>cooking methods</b>
	Operate cooking stations and equipment safely and effectively, under supervision
	Produce and present a variety of <b>simple dishes</b> to establishment standards, using a range of <b>cooking methods</b> and ingredients
	<b>Recipe</b> refers to a set of instructions for preparing a particular dish. Recipes to include the name of the dish, number of portions, ingredients, quantities, timings, <b>cooking methods</b> and techniques, equipment and presentation requirements.

	<p><b>Dish</b> refers to a starter, main course or dessert made up of several components which has been produced and presented, ready to be served to guests within a restaurant setting and/or at a table (eg served on a plate or suitable equivalent). Take away, street food or food produced to be consumed 'on the go' does not qualify as a 'dish' for the purpose of the certification.</p> <p><b>Simple dishes</b> refers to menu items which require the use of basic stocks, sauces and/or dressings and which may include soups, salads, dishes made from egg, meat, fish, vegetable or game, pastry and desserts.</p> <p><b>Cooking methods</b> refers to the various ways of using cookery skills including sautéing, pan-frying, deep frying, boiling, poaching, steaming, baking, roasting, grilling, smoking, curing, and water-bath cooking.</p>
<b>R6</b>	<b>Apply the principles of food safety</b>
	Explain personal responsibilities
	Maintain personal hygiene required for handling food
	Keep the work area(s) and equipment clean and hygienic, using appropriate cleaning methods
	Keep food safe from microbial, chemical, physical and allergenic hazards
	Follow safe food handling practices and procedures, including safe work flow, to reduce contamination risks
	Follow standard procedures for receiving deliveries and for storage of food items
	Explain the importance of temperature control for storage and cooking of food to avoid food spoilage
	Follow correct procedures for receiving deliveries and storing food items
	Maintain accurate records
	Apply the principles of <b>HACCP</b> within own role
	<p><b>Food safety</b> refers to the safe handling, preparing and storing food to prevent it from becoming contaminated and causing food poisoning and reduce the risk of individuals becoming sick from foodborne illnesses.</p> <p><b>HACCP</b> refers to Food Safety Management Systems based on the principles of Hazard Analysis Critical Control Point according to appropriate directives or regulations.</p>
	<i>Note: Applicants are required to have achieved a Food Safety or HACCP or Sanitation certificate achieved in the last five years on completion of a formal assessment which confirms that the holder of the certificate has demonstrated the skills and knowledge required to consistently ensure effective food safety.</i>
	<i>Food Safety or HACCP or Sanitation unit(s) or module(s) achieved as part of a culinary training programme may also be accepted instead of a separate certificate provided that the programme was completed in the last five years.</i>
<b>R7</b>	<b>Demonstrate a working knowledge of legislation and health and safety requirements which relate to own area of responsibility</b>
	Work in a way which meets relevant and current industry, legislative and company requirements and regulations

R8	Demonstrate a working knowledge and safe use of technology used in the kitchen appropriate to the role
	Use digital communication technology to carry out role, for example emails, handheld device and/or software and social media
	Demonstrate a competent and safe use of kitchen equipment which has built-in digital or smart technology, under the supervision of line manager

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	<b>PROFESSIONAL DEVELOPMENT</b>
P1	<p>Have a basic understanding of career pathways within the culinary profession, including progression opportunities for current role</p> <p>Provide a broad overview of the structure of the establishment</p> <p>Identify career opportunities within the culinary profession, relevant to own role</p> <p>Describe opportunities to progress from current role (ie next steps)</p>
P2	<p>Undertake a range of training or learning activities to acquire new or update existing skills and knowledge</p> <p>Identify <b>training or learning needs</b> specific to own role</p> <p>Participate in <b>training or learning activities</b></p> <p>Provide evidence of training or learning undertaken</p>
	<p><b>Training or learning activities</b> refers to on-the-job training, workshops, seminars, conferences, courses, competitions and mentoring.</p> <p><b>Training or learning needs</b> refers to the development of skills and knowledge related to culinary arts which may include:</p> <ul style="list-style-type: none"> <li>- Product knowledge and food trends</li> <li>- Understanding of new developments, IT systems and equipment</li> <li>- Changes to legal or industry regulations such as health and safety and food safety</li> <li>- Changes to establishment standards</li> <li>- Development of soft skills such as communication and teamwork.</li> </ul>
P3	<p>Apply knowledge/skills acquired from training or learning activities to improve working practice</p> <p>Identify opportunities to apply new knowledge/skills learnt</p> <p>Describe how new knowledge/skills learnt have been put into practice</p>