

Employer Occupational Brief

A guide to apprenticeship training and on-programme
assessment



Commis Chef

October 2016

Overview of the job role

A commis chef is the most common starting position in many kitchens and in principal the most junior culinary role. A commis chef prepares food and carries out basic cooking tasks under the supervision of a more senior chef. The primary objective of the commis chef is to learn and understand how to carry out the basic functions in every section of the kitchen. Therefore having the opportunity to experience, consider and value each section with a view to choosing an area where they feel most inspired. The learning journey of any chef will vary considerably from one individual to the next; however it is necessary to understand and have experience in the basics that this role provides in order to progress to any future senior chef role.

This employer occupational brief is designed to bring context and expand upon the standard to assist employers and education and training providers to develop the 'on-programme' elements of an apprenticeship. It should be read in conjunction with the assessment plan to ensure full coverage of the requirements is incorporated into the learning and development phase. The statements below are designed to guide and provide examples in a general environment, additional contextualisation will often be necessary to ensure brand / organisational standards are being met.

The detail behind the standard:

	Knowledge 'Know it'	Skills 'Show it'	Behaviours 'Live it'
Culinary (1)	<p>Identify the factors which influence the types of dishes and menus offered by the business</p> <p>A list of factors to include basic knowledge around:</p> <ul style="list-style-type: none"> • Brand/standards of food offer • Costs in relation to quality of produce • Customer choice and customer spend • Availability of commodities • Providence and basic understanding of seasonality 	<p>Contribute to reviewing and refreshing menus in line with business and customer requirements</p> <ul style="list-style-type: none"> • Advise of issues in terms of menu item availabilities and popularity of menu items • Cook to establishment standards- adhering to any nutritional requirements • Respond to feedback from line manager and any customer feedback provided to include complaints 	<p>Show enthusiasm for keeping up to date with business and industry trends</p> <ul style="list-style-type: none"> • Turn up on time • Wear uniform correctly • Undertake professional development as requested or self –managed • Proactively keeps up to date with industry developments, food trends and business objectives through trade publications, social media platforms, colleagues and peers • Looks for opportunities to influence improvements in culinary performance,
Culinary (2)	<p>Recognise how technology supports the development and production of dishes and menu items in own kitchen</p> <ul style="list-style-type: none"> • Define technology and its application within food preparation area 	<p>Use available technology in line with business procedures and guidelines to achieve the best result</p> <ul style="list-style-type: none"> • To use the technology in own kitchen as per manufactures instructions and in 	<p>Use technology and equipment in line with training</p> <ul style="list-style-type: none"> • Seen to be working safely and efficiently and confident in use of technology

	<ul style="list-style-type: none"> Explain some of the benefits in terms of cost savings, efficient working practices and end results of technological application in the area of food preparation/production in terms of producing food; food procurement and monitoring of food storage- within the context of work environment and the wider sector <p>Technology to include:</p> <ul style="list-style-type: none"> Equipment social media and apps software in terms of SOPs and training stock control and ordering 	<p>accordance with health and safety regulations</p> <ul style="list-style-type: none"> Use technology appropriately and as required by the establishment in respect of cooking stated menu items 	<ul style="list-style-type: none"> Actively looks for opportunities to improve the current and future use of technology in the kitchen.
Culinary (3)	<p>Recognise the importance of checking food stocks and keeping the storage areas in good order, know the procedures to carry out and how to deal with identified shortages and food close to expiry date</p> <ul style="list-style-type: none"> Know what checks need to be made on deliveries according to food safety 	<p>Check food stocks, report on shortages, prioritise food that is close to expiry and keep the storage areas in good order</p> <ul style="list-style-type: none"> Check; report and carry out stock checks and demonstrate stock rotation and recording of activities on appropriate documentation 	<p>Has the confidence to promptly deal with sub-standard ingredients, or those nearing their sell by date</p> <ul style="list-style-type: none"> Communication is assertive and timely in situations where ingredients are not of the required quality Be proactive in informing the relevant people about food stocks nearing their sell by date

	<p>legislation and organisational procedures and why this is important</p> <ul style="list-style-type: none"> • Knowledge of all types of storage conditions including temperature and conditions (chilled, frozen, ambient) • Know consequences of not checking in terms of self- others and the business 	<ul style="list-style-type: none"> • Communication to appropriate personnel of stock levels and shortages 	
Culinary (4)	<p>Know how to undertake set up, preparation and cleaning tasks to standard whilst working in a challenging, time-bound environment</p> <ul style="list-style-type: none"> • State and explain the principles of safe food handling/COSHH and the need to clean as you go • Explain the importance of undertaking mise-en place 	<p>Work methodically to prioritise tasks, ensuring they are completed at the right moment and to the required standard</p> <p>Undertakes appropriate tasks to include:</p> <ul style="list-style-type: none"> • Mise en place undertaken in a timely fashion and ensures all food preparation allows for requirements of service • Follows and adheres to cleaning schedules 	<p>Demonstrate the ability to identify when tasks are not going to plan and has the confidence to request support when needed</p> <ul style="list-style-type: none"> • Displays maturity and assertiveness in requesting assistance to the business so that the customer does not suffer.
Culinary (5)	<p>Identify correct ingredients and portion sizes for each dish in line with recipe specifications</p> <ul style="list-style-type: none"> • Know how to find a dish specification / recipe for prescribed dish 	<p>Measure dish ingredients and portion sizes accurately</p> <ul style="list-style-type: none"> • Weigh and measure ingredients using accurately functioning tools or equipment 	<p>Pay attention to detail and work consistently to achieve standards</p> <ul style="list-style-type: none"> • Is confident in disregarding/omitting sub-

	<ul style="list-style-type: none"> • Know how to read and understand the specification / recipe for the dishes and ingredients 	<ul style="list-style-type: none"> • Ensure correct volume / number of components are prepared • Ensure consistent portions are prepared and served 	<p>standard ingredients and replacing as appropriate</p>
Culinary (6)	<p>Identify the principles of basic food preparation and cooking; taste; allergens; diet and nutrition</p> <ul style="list-style-type: none"> • Understand basic flavour profiles including seasoning, herbs and spices • Know common food groups and basic requirements for a balanced diet. • Know basic dietary variations such as vegetarian, vegan, religious diets • know the key allergens, how to find information about dish content, and the reasons they must be identified 	<p>Demonstrate a range of craft preparation and basic cooking skills and techniques to prepare, produce and present dishes and menu items in line with business requirements</p> <ul style="list-style-type: none"> • Follow specifications / brand standards to prepare and produce dishes and menu items, on time, ensuring consistency of the finished product. • Bring individual components together to produce a balanced plate, with reference to nutrition, flavour, accompaniments • Prepare, cook and serve dishes and menu items in line with business / brand timing and standards • Cover the food groups, preparation and cooking methods as found in the 'Preparation and cooking range' at the bottom of this document 	<p>Show commitment to developing skills and knowledge; trying out new ingredients and dishes; practicing and reflecting on different preparation and cooking techniques</p> <ul style="list-style-type: none"> • Is aware of own development plan and uses it to increase skills and knowledge • Works with mentor to make recommendations for a dish, try out new ideas or skills • Is confident in reflecting on ingredients and dishes and making recommendations • Carries out research on new ingredients, prep and cooking methods • Evaluates these and decides which are appropriate to the business

<p>Culinary (7)</p>	<p>Identify commonly used knives and kitchen equipment and their specific function</p> <ul style="list-style-type: none"> • Identify the different types of knives in a professional kitchen including cooks knives, boning, filleting, paring, palate, peeler • Know what cuts each are used for and alternative methods • Know the different equipment used in the kitchen and how it is used and operated including: preparation, cooking, processing, finishing and specialist equipment (Ice cream maker/combi oven) • Explain why it is important to use the correct techniques, tools, knives, and equipment when preparing, cooking and presenting food. 	<p>Use correct knives and knife skills when preparing food and use the correct equipment when preparing, cooking and presenting food</p> <ul style="list-style-type: none"> • Use correct knives and equipment for preparation, cooking and finishing of dishes and menu items • Use correct settings and use of equipment when preparing, cooking and finishing dishes and menu items • Adhere to company specifications / brands when preparing / cooking dishes using different knives and equipment 	<p>Demonstrate care and attention when using knives and equipment</p> <ul style="list-style-type: none"> • Encourages colleagues to use knives and equipment safely. • Researches new equipment and ways of using it to compliment current processes.
<p>Culinary (8)</p>	<p>Recognise and understand sources and quality points of common food groups and commodities</p> <ul style="list-style-type: none"> • Meat and poultry, fish, game • Fruit and vegetables • Dairy • Dry goods 	<p>Correctly store and use food commodities when preparing dishes</p> <ul style="list-style-type: none"> • Demonstrate storing food correctly in ambient, chilled and frozen areas • Correctly label foods following organisational requirements – dates, ingredients, allergens 	<p>Consistently use the correct volume and quality of commodities in each dish, maintaining attention to detail</p> <ul style="list-style-type: none"> • Recognises when ingredients are not stored correctly and acts on this appropriately.

	<ul style="list-style-type: none"> Breads Herbs, spices and seasoning <p>(All of the above in relation to raw, prepared and high risk foods)</p>	<ul style="list-style-type: none"> Demonstrate correct stock rotation procedures Follow food safety systems with regard to colour coding Adhere to company / brand standard / menu specification 	<ul style="list-style-type: none"> Informs the relevant staff member when food commodities fall below the minimum quality standards of the organisation.
Culinary (9)	<p>Identify traditional cuts of; and basic preparation methods for, meat, poultry, fish and vegetables</p> <ul style="list-style-type: none"> Know the primary meat cuts (fillet, loin, rib, chops, T-bone) and secondary cuts (neck, skirt, shoulder, leg, cheek) and offal and the associated preparation methods including: trim, dice, portion, mince, tie, bone, marinate, lard, bard Know the main poultry cuts and portions including breast, leg, wing, whole bird and the associated preparation methods including spatchcock, trimming and cut for saute (classical) Know the different types of fish, cuts and preparation methods including: Darne, Trancon, Fillet, (+ other classics) descaling, skinning, boning, pin boning, marinating 	<p>Apply correct preparation and selection methods when using meat, poultry, fish and vegetables in dishes</p> <p>Dishes must be prepared to brand standard:</p> <ul style="list-style-type: none"> Demonstrate selecting, preparing and cooking meat, poultry, fish and vegetables as found in the 'Preparation and cooking range' at the bottom of this document 	<p>Utilise the correct cuts and preparation methods to produce high quality, technically sound dishes</p> <ul style="list-style-type: none"> Displays a passion for identifying and preparing ingredients to maintain a high standard in all dishes. Recommends different cuts or types of ingredients for dishes as appropriate. Keeps up to date with trends in cuts and types of ingredients through social media, trade publications and other outlets.

	<p>(wet & dry), trimming (using shears / filleting knife), gutting, butterflying</p> <ul style="list-style-type: none"> • Know the different vegetable cuts including French cuts - julienne, mirepoix, macedoine, paysanne, brunoise, baton, jardinaire 		
Culinary (10)	<p>Recognise the impact of seasonality on the availability, quality and price of ingredients</p> <ul style="list-style-type: none"> • Know the seasonality of ingredients used including meat, game, fish, vegetables • Understand how using seasonal produce affects the cost, menu balance, flavour and profile of dishes and the importance of this 	<p>Complete preparation and cooking tasks to a high standard, delivered on time and presented as described within the recipe specification</p> <p>Dishes must be prepared to brand standard:</p> <ul style="list-style-type: none"> • Bring individual components together to produce a balanced plate, with reference to nutrition, flavour, accompaniments • Prepare, cook and serve dishes and menu items in line with business / brand timing and standards • Cover the food groups, preparation and cooking methods as found in the 'Preparation and cooking range' at the bottom of this document 	<p>Has an appreciation of ingredients</p> <ul style="list-style-type: none"> • Researches new or adapted ingredients and makes recommendations. • Suggests new cooking methods where appropriate. • Is enthusiastic about trying new foods and flavours when offered them
Food Safety (1)	<p>Identify the personal hygiene standards, food safety practices and procedures</p>	<ul style="list-style-type: none"> • Maintain a clean and hygienic kitchen environment at all times, 	<p>Demonstrate high personal hygiene standards</p>

	<p>required, understand the importance of following them and consequences of failing to meet them</p> <ul style="list-style-type: none"> • State the current food safety legislation with relation to personal hygiene standards and behaviour • Explain the importance of following these practices and procedures • Understand the risks to food safety • Know the types of contamination and cross-contamination of food and surfaces and how they can occur • Know the vehicles of food contamination • Know the types of food poisoning and how food poisoning organisms can contaminate food • Know the common symptoms of food poisoning • Explain the factors which enable the growth of food poisoning organisms • Explain the effects of personal hygiene and behaviour on food safety and what should be avoided 	<p>complete kitchen documentation as required</p> <ul style="list-style-type: none"> • Demonstrate correct cleaning procedures in the kitchen environment • Complete all cleaning schedules and related documentation • Communicate to appropriate staff where necessary on cleaning products, documentation and equipment • Reduce contamination risks associated with workflow procedures • Clean all surfaces and equipment using clean and suitable cloths with other equipment and correct chemicals and wipe down in between tasks • Dispose of waste promptly, hygienically and appropriately • Avoid unsafe behaviour that could contaminate the food you are working with 	<ul style="list-style-type: none"> • Wears clean uniform every shift • Completes all mandatory training as requested in a timely manner • Sets a good example to colleagues by exhibiting high personal hygiene standards • Encourages colleagues to follow high personal hygiene standards
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	<ul style="list-style-type: none"> • Know own role in spotting and dealing with hazards, and in reducing the risk of contamination • Explain the importance of identifying food hazards promptly • Know the potential impact on health if hazards are not spotted and dealt with promptly • Understand and explain the importance of risk assessments • Understand and know the implications of non-compliance of food safety legislation and the role of enforcement officers • Explain the importance of keeping work areas and environment clean and tidy, and tools, utensils and equipment in good order, clean condition and stored correctly • Know the methods and frequency of cleaning and maintenance of equipment, surfaces and 	<ul style="list-style-type: none"> • Keep necessary records up-to-date 	
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	<p>environment and how they affect food safety in the organisation</p> <ul style="list-style-type: none"> • State the actions that should be taken in response to spotting a potential hazard • Know the types of food waste which can occur in the organisation and how it should be safely handled in the organisation • Know the main types of pests and infestation that may pose a risk to the safety of food, how they can occur, how to recognise, them and how to prevent them • Know and understand the consequences and main symptoms of allergen and intolerant contamination • Know the legal requirements for a food business in applying a food safety management system based on 		
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	<p>the Codex principles of HACCP, and allergen control management</p> <ul style="list-style-type: none"> • Explain the consequences to you, the customer and the organisation of not following correct food safety practices 		
Food Safety (2)	<p>Know how to store, prepare and cook ingredients to maintain quality, in line with food safety legislation</p> <ul style="list-style-type: none"> • Explain the organisation's food safety management system • Explain how to safely store ingredients in accordance with food safety legislation • State the different types of storage and the correct temperatures in these areas • Explain the organisation's procedure on allergens 	<p>Store, prepare and cook ingredients correctly to deliver a quality product that is safe for the consumer</p> <ul style="list-style-type: none"> • Correctly complete documentation in relation to food safety legislation • Show evidence of positive Environmental Health Reports • Provide customers with accurate allergen information • Follow storage procedures to prevent cross-contamination • Prepare, cook and hold food safely 	<p>Follow safe working practices when storing, preparing and cooking ingredients to maintain their quality and safety</p> <ul style="list-style-type: none"> • Takes part in all available food safety related training and development • Encourages colleagues to follow safe working practices when storing, preparing and cooking ingredients • Displays a positive interest in food safety audits and inspections both internally and externally

	<ul style="list-style-type: none"> • State the factors involved in ensuring food is safe through the preparing and cooking stages • Describe the impact of not following food safety legislation on you, the customers and the organisation • Explain the importance of, and methods for, separation of raw and cooked foods, separation of finished dishes • Know the temperature danger zone, why food needs to be kept at specified temperatures and how to ensure this • Know the procedures to follow when dealing with stock including deliveries, • Explain the organisation's guidelines on storage, date marking and stock rotation, and why it is important to consistently follow them 	<ul style="list-style-type: none"> • Check food before and during operations for any hazards, and follow the correct procedures for dealing with these • Prevent cross-contamination, such as between raw foods, foods already cooking/reheating and ready-to-eat foods • Use methods, times, temperatures and checks to make sure food is safe 	<ul style="list-style-type: none"> • Keeps up to date with food safety legislation developments through social media, trade publications and other outlets.
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<p>People (1)</p>	<p>Understand how personal and team performance impact on the successful production of dishes and menu items</p> <ul style="list-style-type: none"> • Explain how own working practices and that of team impact on food production and service and the customer experience • Describe the impact of poor individual performance from an individual on a team • Explain the impact of poor team performance on the business and the customer experience • Describe the benefits and impact of a high performing team in respect of food production and meeting customers' expectations of the food experience 	<p>Work effectively with others to ensure dishes produced are of high quality, delivered on time and to the standard required</p> <ul style="list-style-type: none"> • Demonstrate effective team work via on-going observation and peer and line management statements and if available performance reviews • Work effectively and efficiently at all times to ensure customers receive high quality dishes in a timely manner following brand standards/specifications • Source evidence of positive feedback from colleagues, customers, social media feedback, industry accolades, industry peers (select as appropriate). 	<p>Take pride in own role through an enthusiastic and professional approach to tasks</p> <ul style="list-style-type: none"> • Leads by example • Encourages colleagues to be professional in all aspects of the job role • Approaches all tasks with a commitment to excellence to further the company and themselves • Is proactive in seeking out new positions or opportunities internally to expand and develop skills
<p>People (2)</p>	<p>Know how to communicate with colleagues and team members from a diverse range of backgrounds and cultures</p>	<p>Use suitable methods of communication and operate in a fair and equal manner that demonstrates effective team working</p> <ul style="list-style-type: none"> • Demonstrate team work through working well with colleagues 	<p>Listen to and respect other peoples' point of view and respond politely</p> <ul style="list-style-type: none"> • Expresses themselves clearly and patiently

	<ul style="list-style-type: none"> • Explain what effective communication methods are and how to communicate with colleagues and team members • Understand the concept of equality and diversity and treating people with respect • Be aware of colleagues from different backgrounds and cultures and communicate appropriately with them 	<ul style="list-style-type: none"> • Display professional conduct and good time-keeping and • Show a willingness to cover for others and respond flexibly to rota requirements 	<ul style="list-style-type: none"> • Demonstrates a high level of consideration for other people's opinions • Is able to deliver replies to questions, comments or requests that are balanced and considered • Displays positive body language
People (3)	<p>Understand the importance of training and development to maximise own performance</p> <ul style="list-style-type: none"> • Explain what training is and the importance of personal development in terms of improving knowledge and skills • Explain current levels of performance and identify areas of development and what is required to address skills and knowledge gaps 	<p>Develop own skills and knowledge through training and experiences</p> <ul style="list-style-type: none"> • Demonstrate progress on personal development plan and reflect and evaluate the impact of learning • Seeks feedback and receives feedback in a positive manner and acts upon it appropriately • Regularly review your performance through your organisation's procedures 	<p>Welcome and act on feedback to improve personal methods of working, recognising the impact that personal performance has on the team. Recognise own personal growth and achievement</p> <ul style="list-style-type: none"> • Is committed to constantly improving own performance, skills and knowledge • Takes responsibility for own development to supplement internal training and development • Regularly uses social media, internet, trade publications to

			<p>enhance own professional development</p> <ul style="list-style-type: none"> • Displays maturity in receiving feedback that may be constructive and acts on it in a positive manner
People (4)	<p>Know how to support team members when the need arises</p> <ul style="list-style-type: none"> • Explain how to respond to requests of assistance from colleagues • Explain the importance of being supportive- whilst ensuring own work priorities are met • Describe how you would recognise that colleagues needed assistance • State why it is important to support team members and the implications if you didn't 	<p>Support team members to produce dishes and menu items on time to quality standards</p> <ul style="list-style-type: none"> • Demonstrate effective team work and support by gathering peer feedback that preparation and service timelines are met on a consistent basis • Assist team members where required without being asked 	<p>Respond positively to instruction and be aware of team members who may need support to get menu items out on time without compromising quality</p> <ul style="list-style-type: none"> • Pro-actively identifies when colleagues need support and offers it without hesitation • Recognises the relationships between departments and works to enhance these
People (5)	<p>Have an understanding of professional behaviours and organisational culture</p> <ul style="list-style-type: none"> • Define professional behaviours such as timekeeping; need for full attendance; following company standards along the 	<p>Perform role to the best of own ability in line with the business values and culture</p> <ul style="list-style-type: none"> • Demonstrate team working and professional conduct- checking 	<p>Behave in a manner in line with the values and culture of the business</p> <ul style="list-style-type: none"> • Attends work related events when requested • Contributes to meetings where appropriate

	<p>lines of reporting illness and absence; booking holidays, wearing of company uniform; attending agreed events such as arranged training.</p> <ul style="list-style-type: none"> • Describe what it is like working at the organisation and the importance of working as part of a team • Describe the impact of own behaviours on the team and the impact of unprofessional/negative behaviours on team working 	<p>attendance at work; behaviours in team activities such as team meetings.</p> <ul style="list-style-type: none"> • Respond appropriately to instructions and show can request information when required and asks questions to seek clarification and further guidance • Support others by asking where help is required when own tasks are completed • Accelerate work pace when required and exceed normal working requirements as necessary 	<ul style="list-style-type: none"> • Encourages colleagues to display the values and culture of the business in day to day activities • Visibly displays a positive attitude when dealing with customers
People (6)	<p>Recognise how all teams are dependent on each other and understand the importance of teamwork both back and front of house</p> <ul style="list-style-type: none"> • Explain basic team roles and state own job role requirements and the job role requirements of others • Understand how adhering to role responsibilities and targets impacts on the team and work productivity in a positive way 	<p>Develop good working relationships across the team and with colleagues in other parts of the organisation, and deal with challenges and problems constructively to drive a positive outcome</p> <ul style="list-style-type: none"> • Demonstrate how you regularly develop good working relationships What did you do? Why did you do that? What was the outcome? How would you approach that situation in 	<p>Communicate and behave effectively to help team members achieve the best result for the customers and the business</p> <ul style="list-style-type: none"> • Expresses themselves clearly and patiently • Listens effectively • Thinks laterally with regard to problem solving • Works collaboratively with colleagues

	<ul style="list-style-type: none"> • Explain the relationship with other departments and the requirement to communicate across departments • Explain levels of communication with other departments- and what they need to know about the work of the other departments in order to deliver a good service to the customer/service user 	<p>the future if there wasn't a positive outcome</p> <ul style="list-style-type: none"> • Identify potential challenges in the working environment and how they can overcome such challenges • Seek feedback from others on what they are like as a team member and what they could do to improve 	
Business (1)	<p>Understand the basic costing and yield of dishes and the meaning of gross profit</p> <ul style="list-style-type: none"> • Describe why menu items need to be costed and the importance of working to budgets • State what targets are expected to be met in terms of portion control and wastage • Define the term yield • Explain gross profit and its relevance to planning food production operations • State work site gross profit % targets and what the impact is of not meeting those targets • Understand waste management and how it is embedded in the organisation 	<p>Follow instruction to meet targets and effectively control resources</p> <ul style="list-style-type: none"> • Work to specified standards- following organisational standards in terms of preparing menu items in accordance with business/customer needs • Adhere to recipes'/specifications as required • Maintain any appropriate documentation such as wastage records • Demonstrate effective waste management • Undertake any recycling and correct disposal of waste 	<p>Be financially aware in approach to all aspects of work</p> <ul style="list-style-type: none"> • Works resourcefully with all equipment • Proactively contributes maximising yields and gross profit • Sets an example to colleagues when working efficiently with all ingredients • Has an up to date working knowledge of costs in a kitchen environment

		<ul style="list-style-type: none"> Carry out contingency planning activities where certain ingredients are not available what are suitable alternatives and substitutes 	
Business (2)	<p>Understand the principles of supply chain and waste management</p> <ul style="list-style-type: none"> Describe the supply chain in terms of basic principles and that of the organisation they are working in Provide a brief description of providence and importance of working with nominated suppliers and tendering for suppliers on a regular basis Explain the impact of wastage on P&L and not making full use of produce by creative and efficient menu planning Explain the principles of waste management and recycling including poor production, ruination of food items, poor stock control stock. State how effective waste management can lead to efficient working practices and yield 	<p>Follow procedures regarding usage and waste of resources</p> <ul style="list-style-type: none"> Demonstrate following of specifications and correct food production techniques to meet GP requirements Complete all documentation in relation to usage and wastage 	<p>Set an example to others by working in ways which minimise waste</p> <ul style="list-style-type: none"> Consistently works efficiently with ingredients, resources and equipment Has an up to date knowledge of current suppliers Identifies areas where wastage can be minimised even further

<p>Business (3)</p>	<p>Recognise potential risks in the working environment, how to address them and the potential consequences of those risks</p> <ul style="list-style-type: none"> • Explain potential hazards within food preparation areas • Describe risks in work environment and how to mitigate such risks • Understand the impact of not correctly identifying potential risks and hazards and having appropriate contingencies 	<p>Undertake all tasks with due care and attention, reporting risks in the appropriate manner</p> <ul style="list-style-type: none"> • Works efficiently and safely throughout work shifts • Where risks have been identified- reports as per standard requirements meeting legal requirements 	<p>Is vigilant and aware of potential risks within the kitchen environment and takes action to prevent them</p> <ul style="list-style-type: none"> • Reports risks before they become a hazard • Encourages colleagues to work in a safe manner at all times
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Annex B: Preparation and cooking range

The following is a comprehensive range of food groups, the range of foods within that group and the preparation and cooking methods that a commis chef apprentices should aspire to achieve. In terms of coverage apprentices should have knowledge around each of the groups and range below and in practical terms employers must establish the right level of inclusion to demonstrate competence across the standard. For example, it is not necessary to prepare every food range in every food group, groups such as offal might naturally have less coverage than vegetables for example. It is, however, necessary to ensure every food group is addressed, whether they are part of an employer's usual menu or not. This may involve masterclasses, visits to other employers or suppliers, or classroom skills development to ensure adequate coverage.

Employers and education and training providers must ensure that the minimum requirements are met for the log of dishes in the end assessment, but this should not be the totality of the learning and development – it is designed as a snapshot to show a variety of foods and techniques have been applied.

Food group	Group range	Preparation methods	Cooking methods
Fish	<ul style="list-style-type: none"> white fish – round (for example, cod, whiting or hake) white fish – flat (for example, plaice, sole or turbot) oily (for example, salmon or mackerel) 	<ul style="list-style-type: none"> filleting (removing pin bones, rib bones and spine) cutting (darne, goujon, suprême, tronçon, délice, paupiette) skinning trimming coating (for example, with flour, breadcrumbs or batter) marinating/adding dry rubs descaling 	<ul style="list-style-type: none"> frying (deep and shallow) grilling poaching baking steaming stewing
Shellfish	<ul style="list-style-type: none"> prawns shrimp mussels clams 	<ul style="list-style-type: none"> cleaning shelling washing coating cutting 	<ul style="list-style-type: none"> boiling frying (deep and shallow) grilling steaming poaching
Meat	<ul style="list-style-type: none"> Beef Lamb Pork 	<ul style="list-style-type: none"> cutting (slicing and dicing) seasoning/marinating trimming 	<ul style="list-style-type: none"> sealing grilling (over fire/under fire) griddling

		<ul style="list-style-type: none"> • boning • tying • tenderising • portioning • marinading/adding dry rubs • stuffing/filling 	<ul style="list-style-type: none"> • frying (shallow and stir) • braising • stewing • roasting • steaming • boiling • resting • combining cooking methods
Poultry	<ul style="list-style-type: none"> • Chicken • Duck • Turkey 	<ul style="list-style-type: none"> • checking and preparing the cavity • seasoning/marinating • trimming • cutting (portion, dice and cut) • stuffing/filling • coating • tying and trussing • battering out • brining 	<ul style="list-style-type: none"> • grilling (over fire and under heat) • griddling • roasting • poaching • frying (deep, shallow, sauté and stir) • steaming • braising • confit • combining cooking methods
Game	<ul style="list-style-type: none"> • furred – e.g. venison, rabbit • feathered – e.g. pheasant, pigeon 	<ul style="list-style-type: none"> • checking and preparing the cavity • seasoning • cutting (portion and dice) • stuffing/filling • trussing 	<ul style="list-style-type: none"> • sealing • grilling • griddling • sautéing • roasting • frying (shallow and deep) • braising • stewing • combining cooking methods
Offal	<ul style="list-style-type: none"> • liver • kidney • sweetbread • cheek 	<ul style="list-style-type: none"> • cutting and slicing • marinating/seasoning • coating with flour • skinning • trimming 	<ul style="list-style-type: none"> • grilling • griddling • shallow frying • boiling • braising

		<ul style="list-style-type: none"> blending and mincing 	<ul style="list-style-type: none"> poaching combined cooking methods baking steaming 'bain marie' sautéing
Vegetables	<ul style="list-style-type: none"> roots bulbs flower heads fungi seeds and pods tubers leaves stems vegetable fruits 	<ul style="list-style-type: none"> washing peeling re-washing chopping traditional French cuts including – Julienne, Brunoise, Macédoine, Jardinière and Paysanne slicing trimming grating turning 	<ul style="list-style-type: none"> blanching boiling roasting baking grilling braising frying (deep, shallow and stir) steaming stewing combining cooking methods
Sauces	<ul style="list-style-type: none"> thickened gravy (jus lié) roast gravy (jus rôti) curry gravy white sauce (béchamel) brown sauce (demi glace) velouté purée butter sauce (beurre blanc, beurre noisette) emulsified sauce 	<ul style="list-style-type: none"> weighing/measuring chopping simmering boiling 'make roux' passing/straining/blending skimming whisking 	<ul style="list-style-type: none"> adding cream reducing adding thickening agents adding other ingredients (e.g. alcohol)
Stock	<ul style="list-style-type: none"> vegetable brown white fish 	<ul style="list-style-type: none"> weighing/measuring browning/roasting simmering boiling 	N/A

		<ul style="list-style-type: none"> • reducing • skimming • straining 	
Soup	<ul style="list-style-type: none"> • puree • broth/potage • finished with cream • velouté 	<ul style="list-style-type: none"> • weighing/measuring • chopping • simmering • boiling • 'make roux' • passing/straining • blending/liquidising • sweating vegetable ingredients • skimming 	<ul style="list-style-type: none"> • adding cream • garnishing
Rice	<ul style="list-style-type: none"> • long • short • round • brown 	<ul style="list-style-type: none"> • washing/soaking 	<ul style="list-style-type: none"> • boiling • frying • braising • steaming • stewing • baking
Pasta / noodles	<ul style="list-style-type: none"> • shaped pasta • flat pasta • dried pasta • fresh pasta • stuffed pasta 	N/A	<ul style="list-style-type: none"> • Blanching • Straining • Mixing • Boiling • Baking • combining cooking methods
Egg dishes	<ul style="list-style-type: none"> • Chicken eggs • Duck eggs • Quail eggs • 	<ul style="list-style-type: none"> • beating 	<ul style="list-style-type: none"> • boiling • frying • griddling • poaching • scrambling • baking

Vegetable protein	<ul style="list-style-type: none"> • soya • Quorn • seitan • tofu - both firm and soft 	<ul style="list-style-type: none"> • soaking • washing • stewing • straining 	<ul style="list-style-type: none"> • boiling • braising • steaming • deep frying • roasting • baking • frying • sautéing
Bread and dough	<ul style="list-style-type: none"> • enriched dough • soda bread dough • bread dough • naan dough/pitta dough • pizza dough 	<ul style="list-style-type: none"> • weighing/measuring • sieving • mixing/kneading • proving • knocking back • shaping 	<ul style="list-style-type: none"> • baking • frying • glazing • icing • filling • decorating
Pastry	<ul style="list-style-type: none"> • short • sweet • suet • choux • convenience 	<ul style="list-style-type: none"> • weighing/measuring • sifting • rubbing in • creaming • resting • piping • rolling • cutting/shaping/trimming • lining 	<ul style="list-style-type: none"> • baking • steaming • deep frying • combining cooking methods
Cakes, Sponges, Biscuits, Scones	<ul style="list-style-type: none"> • Cakes • Sponges • Biscuits • Scones 	<ul style="list-style-type: none"> • Weighing/measuring • Creaming/beating • Whisking • Folding • Rubbing in • Greasing • Glazing • Portioning 	<ul style="list-style-type: none"> • Baking • Trimming/Icing • Spreading/Smoothing • Dusting/Dredging/Sprinkling • Mixing

		<ul style="list-style-type: none"> • Piping • Shaping • Filling • Rolling • Lining • Kneading 	
Cold and hot desserts	<ul style="list-style-type: none"> • ice cream • mousse • egg based • batter based • sponge based • fruit based • pastry based 	<ul style="list-style-type: none"> • slicing • creaming • folding • moulding • mixing • aeration • addition of flavours/colours • puréeing • combining • portioning • chilling 	<ul style="list-style-type: none"> • boiling/poaching • stewing • baking • combination cooking • steaming • frying • filling • glazing • piping • garnishing