

# GLOBAL CULINARY CERTIFICATION

## CERTIFIED CULINARY EDUCATOR



The holder of this badge is a professional with an in-depth knowledge of the culinary industry and a proven track record in teaching, training and people development. This individual has experience in working in a professional kitchen and is currently engaged in a full-time, part-time or voluntary educator role.

### 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>Session</b> refers to a programme, training programme or training sessions, as applicable to the role which may be college/training provider or work place based.
	<b>CORE SKILLS</b>
<b>C1</b>	<b>Demonstrate effective communication skills</b>
	Adapt communication style to a variety of audiences
	Engage and motivate participants
	Demonstrate good questioning techniques
	Address questions and receive feedback in a professional manner
	Deliver feedback to participants in an engaging and motivating manner
	Maintain effective working relationship with peers, line manager, line manager's peers and department managers, as required and applicable
	Encourage team work among participants to avoid potential tension/conflict during the delivery of <b>sessions</b>
<b>C2</b>	<b>Demonstrate excellent time management and time keeping skills</b>
	Prepare materials and resources in readiness for the sessions
	Start and finish sessions on time
	Ensure that all planned topics are covered during the sessions
	Incorporate sufficient time for participant discussions into the sessions
	Schedule time to speak to participants without impacting on study or work schedules
	Schedule sessions without creating unnecessary impact on physical and human resources, if applicable
	Allocate time to participants in fair and equal measures
<b>C3</b>	<b>Work in a collaborative manner to ensure the effective delivery of sessions</b>
	Work with others to facilitate the design and effective implementation of the sessions. This may include:
	- Preparation of content >> to ensure they reflect industry practice and needs
	- Availability of training equipment/materials
	- Scheduling of the sessions
	- Promotion and recruitment of the session/training programme, if relevant
	- Workplace circumstances that need to take priority: 'business comes first', if relevant
	- Matters relating to individual participants (attendance, performance, personal circumstances etc)
<b>C4</b>	<b>Make decisions and solve problems related to own area of responsibility</b>
	Select the most suitable delivery to suit a variety of learning styles
	Make fair assessment decisions, while ensuring consistency in grades/results
	Manage participant concerns, complaints and appeals in a fair and transparent manner, in line with establishment/organisation standards
	Report and/or escalate concerns, complaints and appeals, as necessary

<b>C5</b>	<b>Apply creativity and innovation</b>
	Make sessions relevant, up-to-date and interesting for participants
	Use current and relevant workplace examples to help illustrate the topic of the session
	Network with educators and industry experts to find and share ideas
	Incorporate <b>innovation</b> into the sessions
	Apply modern technology and teaching techniques in the sessions
	<b>Innovation</b> includes latest technology, food trends, new products, cooking styles and techniques, recipes and/or ethnic cuisines.
<b>C6</b>	<b>Motivate and coach to deliver results</b>
	Demonstrate an understanding of different motivation and teaching techniques that could be applied during sessions and explain their impact on the participants
	Ability to apply a range of teaching styles
	Adapt own teaching style to create the most effective learning environment for participants, as individuals, but also as a group
<b>C7</b>	<b>Demonstrate effective financial skills</b>
	Demonstrate a working knowledge of food costs and their impact on the department budget
	Prepare detailed costing for sessions
	Plan sessions to manage food waste effectively
<b>C8</b>	<b>Demonstrate effective use of resources</b>
	Create lesson plans using resources and materials available
	Design the structure of the sessions to maximise value for participants and the establishment/organisation
<b>C9</b>	<b>Promote sustainable practices in the kitchen</b>
	Describe how the following sustainable practices <u>could</u> be applied in practical sessions:
	- Reducing food waste
	- Recycling waste/packaging
	- Selection of kitchen equipment based on sustainability features (eg 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
	Identify any practices which are already applied/in place in own establishment, if applicable

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	<b>ROLE SPECIFIC SKILLS</b>
<b>R1</b>	<b>Identify and respond to individual learning needs</b>
	Carry out initial assessment of each participant to establish level of skills and experience
	Develop an understanding of each participant to create the most suitable learning experience
<b>R2</b>	<b>Prepare to deliver sessions</b>
	Respond to individual needs by creating relevant session plans which enable participants to achieve individual goals and/or meet business requirements
	Prepare and place food or resource orders, if relevant
	Prepare evaluation/feedback forms
<b>R3</b>	<b>Deliver sessions</b>
	Use teaching techniques which enable participants to maximise their potential
	Demonstrate the impact of the sessions (eg business results for a company or progression for training organisation)
	Carry out post session self-evaluation
	Seek feedback from participants to establish impact of session delivered and to identify areas for improvement
	Consistently achieve the required standard for teaching and learning
<b>R4</b>	<b>Assess and evaluate participants' work and make recommendations for improvement</b>
	Support participants to achieve their learning objectives
	Make consistent assessment decisions
	Deliver feedback to participants in an engaging and motivating manner
<b>R5</b>	<b>Demonstrate in-depth knowledge of current legislation, health and safety requirements and relevant by-laws</b>
	Keep knowledge up-to-date by engaging with relevant networks and forums. Examples may include:
	- Subscribe to newsletters, online forums, discussion boards and alerts
	- Attend conferences, industry events and training sessions
	- Link up with peers, mentors or industry buddies
	- Stay in touch with suppliers, customers and professionals in the culinary profession
	- Review own training materials and resources to reflect changes to legislation, requirements and/by-laws

<b>R6</b>	<b>Demonstrate a working knowledge of technology relevant to the role</b>
	Demonstrate presentation skills using technology (eg PowerPoint, wireless equipment etc)
	Demonstrate an understanding and/or working knowledge of relevant technology applied in the kitchen including:
	- Point of sales technologies
	- Dedicated software packages (reporting, procurement etc)
	- IT hardware
	- Kitchen equipment
	- Social media
	Use social media to search for trends and recipes to incorporate into sessions

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	<b>PROFESSIONAL DEVELOPMENT</b>
P1	<b>Demonstrate in-depth knowledge of career pathways within the hospitality industry, including progression opportunities for current role</b>
	Identify career opportunities and possible pathways to those opportunities within the culinary profession and the hospitality industry
	Describe opportunities for progression from current role (ie next steps)
P2	<b>Undertake a range of training or learning activities to maintain occupational currency in:</b>
	- teaching and learning
	- culinary arts
	Identify <b>training or learning needs</b> or aspirations specific to current role
	Participate in <b>training or learning activities</b>
	Provide evidence of training or learning undertaken
	Reflect how knowledge gained from training or learning activities has informed own teaching practices
	Network with educators and industry experts to keep knowledge up-to-date
	<b>Training or learning activities</b> refers to on-the-job training, workshops, seminars, conferences, courses, competitions and mentoring.
	<b>Training or learning needs</b> refers to the development of skills and knowledge related to culinary arts and/or teaching and learning. These may include:
	- Product knowledge and food trends
	- Understanding of new developments, IT systems and equipment
	- Changes to legal or industry regulations such as health and safety and food safety
	- Changes to establishment standards
	- Development of soft skills such as communication and teamwork
	- Teaching, learning and educational philosophies
	- New methods of teaching or learning.
P3	<b>Apply knowledge/skills gained from training or learning activities to improve own teaching/training practices</b>
	Identify opportunities to apply new knowledge/skills learnt
	Describe how new knowledge/skills learnt have been put into practice and their impact:
	- Changes made to operating in own role
	- Impact of the changes on own performance
	- Impact of the changes on the lessons/training sessions