

PROFESSIONAL COOK 1

Program Guide 2010



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INTRODUCTION

Rationale

In the Graduation Program 2004, Trades and Technology is one of the eight Focus Areas that students explore in Planning 10. (For more information about the Graduation Program 2004, Focus Areas, and Planning 10, see www.bced.gov.bc.ca/graduation/grad2004.htm)

Accelerated Credit Enrolment in Industry Training (ACE IT) is an industry training certification program for BC secondary school students. (See www.itabc.ca) The program enables students to earn both graduation credit and credit for technical training associated with an Industry Training Program. ACE IT complements these existing career programs:

- Secondary School Apprenticeship (SSA), which provides opportunities to start the work-based component of an apprenticeship
- Career Preparation

ACE IT involves industry recognized technical training that provides a standardized skill and knowledge set for a particular trade, so that post-secondary training providers and employers know what to expect from ACE IT graduates. The ACE IT Program helps graduates make a smooth transition to either the workplace or an appropriate post-secondary program. Industry Training Authority records the technical training, which is recognized by post-secondary institutions in BC that offer further technical training in the related trade.

Industry training increases the relevance and practical application of the secondary school curriculum by linking directly with the world of work. This Program Guide contains the same learning Competencies and content tasks found in a college Professional Cook 1 technical training program. ACE IT students write the same ITA Professional Cook 1 Certificate of Qualification exam as all other apprentices in the trade, and must achieve a minimum mark of 70 percent to pass.

Goals for ACE IT Certificate of Qualification Technical Training

The goals of ACE IT are to:

- provide students with a smooth transition from school to work
- enhance students' existing trade-specific job-readiness skills, or provide opportunities for the development of new skills
- provide students with the opportunity to obtain a Level 1 technical training certification or equivalent in a given trade
- help prepare students to enter the world of work with the skills, attitudes, and sense of responsibility necessary to be successful

Introduction to the Program Guide

All ACE IT Program Guides cover the knowledge, skills, and attitudes that provide students with a solid foundation in a trades subject area. The Program Guides set out what students are expected to know and be able to do, and contain the legally required content standards for students in BC secondary schools. Objectives discussed in this Program Guide are equivalent to Prescribed Learning Outcomes (PLO's) found in other Ministry curriculum documents. Schools have the responsibility to ensure that students achieve all Learning Objectives in this Guide. However, schools have flexibility in determining how the delivery of content can best take place.

This Guide uses the following terms in discussing student learning: Blocks, Subjects, Learning Objectives, and Key Competencies.

1. **Blocks**
 - Blocks can be described as the overall sections or units required for a Level 1 program in this trade area.
2. **Subjects**
 - Blocks are then divided into Subjects or General Areas of Competency (GAC's) and have specific competencies or learning tasks associated with them.
3. **Objectives**
 - Objectives are a concise summary of the learning to be achieved for a Subject and are equivalent to Prescribed Learning Outcomes.
4. **Key Competencies**
 - In each Learning Objective, the Key Competency constitutes the theoretical and practical study and/or tasks to be completed.

Classroom Assessment

Teachers are encouraged to develop assessment methods that best capture student performance as they progress and complete the program. For the effective assessment of Level 1 or equivalent Competencies, methods of classroom criterion-referenced assessment and evaluation are needed to track progress and measure student achievement. Methods range from the very broad to very specific achievement specifications that indicate student progress against the standard.

Assessment evidence can be collected using a wide variety of methods, including:

- observation and comment (written, oral, practical)
- student self-assessments and peer assessments
- quizzes and tests (written, oral, practical)
- samples of student work
- projects

Student evaluation is generated from information collected through school-level assessment activities. Teachers use their experience, insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to the Competency.

Some of the Competencies require a specific demonstration of the learning tasks, while others may require a demonstration of cognitive knowledge. Some of the learning resources

available include written competency tests, structured practical activities and oral questions that teachers may wish to use.

Safety Considerations

One of the fundamental requirements of the workplace is an understanding of safe work practices and procedures. This understanding is not limited to cognitive knowledge. Rather, it must be translated into actions and behaviours that students apply on a daily basis. This knowledge and experience should endure after students' time in the classroom.

As students begin to experience a more complex environment with tools and equipment in which operational dangers are inherent, essential safety procedures must become second nature and be reinforced throughout students' time in a workshop, or on a job site.

Teachers need to be highly aware of safety issues while students are involved in maintenance, repair, replacement, servicing, or production activities. Safe work practices and procedures include:

- modelling correct procedures at all times
- teaching specific instructions on safe and correct use and handling of equipment and tools
- teaching clear and specific instruction on how to use, handle, and dispose of waste or hazardous materials, and modelling these procedures in daily practice
- verifying that all equipment, tools, and utensils are in good repair and suitably arranged for effective and safe student use
- supervising students at all times and in a correct manner
- verifying that facilities provide adequate lighting for detailed work
- verifying that ventilation and air circulation are appropriate to the task
- clearly defining and teaching hazard and accident awareness and avoidance techniques in the work area
- teaching industry-specific safety standards and procedures (in accordance with [WHMIS](#), the Workplace Hazardous Materials Information System)
- verifying that students can demonstrate knowledge and operational behaviours that indicate their understanding of the information in appropriate school-based activities
- establishing a safe learning environment by ensuring that working practices have safety as a priority while students complete their personal projects. This would include:
 - establishing rules and routines
 - ensuring that students wear appropriate clothing and safety equipment
 - referencing [WorkSafeBC](#); Workers' Compensation Board (WCB) standards, regulations, and procedures; and Occupational Health and Safety Regulation content
 - selecting pertinent tasks that reflect Level 1 Learning Objectives appropriate for the skills and abilities of the students
 - modelling safe work practices and attitudes

Workplace Hazardous Materials Information System

WHMIS is implemented through coordinated and interlocking federal, provincial, and territorial legislation. The [Hazardous Products Act](#) (HPA) and the [Controlled Products Regulations](#) (CPR) require Canadian suppliers (including importers and distributors) to provide supplier labels and material safety data sheets (MSDSs) for controlled products that are sold or imported for use in Canadian workplaces.

Current industry WHMIS standards and practice must be embedded in instruction.

Employability Skills

Employability skills are generic skills that all students need to make a successful transition to the workplace. These skills complement technical workplace skills. The [Conference Board of Canada](#) organizes these skills into three categories: fundamental skills, personal management skills, and teamwork skills.

Fundamental skills form the basis for further skills development. They include communication skills such as reading and understanding information, as well as listening to others and sharing information. Information management, the application or use of numbers, and problem solving are other fundamental skills.

Personal management skills comprise positive attitudes and behaviours that determine student potential for growth. They include demonstration of responsibility, adaptability, continuous learning, and working safely in all situations.

Teamwork skills are required for students to contribute productively in any environment. Teamwork skills include working with others on projects and tasks.

Employability skills are introduced in [Planning 10](#) to all students. The Competencies in this Program Guide provide students with the opportunity to observe, develop, or demonstrate a variety of the skills that are essential for employment in today's economy. Further information about employability skills can be found at www.conferenceboard.ca/topics/education/default.aspx.

It is important that teachers embed employability skills within their curriculum delivery.

CONSIDERATIONS FOR ACE IT PROGRAM DELIVERY

This section of the Program Guide contains additional information to help educators develop their school practices and plan their program delivery to meet the needs of the students and the requirements of the ITA.

Addressing Local Labour Market Information and Needs

There are more than 140 recognized trades and industry career choices in BC. [Labour Market Information](#) (LMI) gives clear details about specific occupations. This includes the nature of work, main duties, working conditions and wages, employment prospects, and education and training requirements. Usually this information addresses local, regional, and national work opportunities and trends.

For teachers, schools, and districts developing ACE IT programs, it is important to know the demand for specific occupations before training students. A trade that is in demand in one region may not be in demand in another part of the province. Local industry associations are a good source for obtaining information at the local or regional level. Program planners can research BC labour market information on the following government website: <http://www.aved.gov.bc.ca/labourmarketinfo/welcome.htm>.

Facilities, Equipment, and Resources

To deliver ACE IT programs in BC schools, training sites must provide the required facilities, equipment, and resources.

The requirements include:

- safe facility and healthy working environment
- appropriate quality and quantity of tools, equipment, supplies, materials, and safety equipment for effective instruction
- appropriately selected learning resources (Note: If a school partners with a post-secondary training provider, consultation is advised to ensure continuity or sequential use of learning resources.)

Additional information about tool and equipment requirements for program delivery is provided in the ITA Program Outlines and the National Occupation Analysis (NOA) available on the Red Seal website: www.red-seal.ca.

Program-specific information can be found on the appropriate NOA lists, such as:

- www.red-seal.ca/carpenter
- www.red-seal.ca/automotiveservicetech
- www.red-seal.ca/cook

ACE IT PROGRAM DELIVERY

For districts to offer ACE IT programs, and be funded by the ITA, they must submit an ACE IT application to ITA and receive approval. The ACE IT application process is described in the ACE IT Program Guide on the Educator webpage: www.itabc.ca. School authorities should develop and maintain active partnerships with both industry and post-secondary institutions that have experience in delivering the relevant industry training program.

Partnership Delivery Model

In many cases, program development and delivery takes place through a cooperative partnership between school authorities and a post-secondary institution. In the partnership delivery model, classes can be taught at the school and/or the post-secondary institute in a delivery ratio on which the partners agree.

ITA Designated Training Status Provider

Schools can deliver ACE IT programs by applying to become an ITA designated training provider. In this model, a school would deliver the ACE IT program without the support of a post-secondary partner. Such a school, however, must become an ITA designated training provider by meeting the standards for overall program design, facilities, tools and equipment, supplies and materials, assessment, and teacher/instructor qualifications. This designated status is established by an ITA team that reports its findings and makes a recommendation to the ITA.

Teacher/Instructor Qualifications

A description of the qualifications required to teach the program is included in the ITA Program Outline for Professional Cook 1.

ITA Assessment

Assessment involves both practice and theory. Final assessments such as ITA examinations or standardized practical assessments must be coordinated and scheduled with the post secondary partner or, in the case of designated programs, ITA directly. All ITA examinations are invigilated by ITA and must be requested in advance according to ITA examination request guidelines. Schools delivering ACE IT programs will be provided a school report, to complete for each student, to submit the ITA.

MINISTRY COURSES AND CODES FOR PROFESSIONAL COOK 1

The Ministry has designated the following six courses for schools to deliver a Professional Cook 1:

- Cook Training Level 1 11A
- Cook Training Level 1 11B
- Cook Training Level 1 11C
- Cook Training Level 1 12A
- Cook Training Level 1 12B
- Cook Training Level 1 12C

The course codes to be used are CKT 11A, CKT 11B, CKT 11C, CKT 12A, CKT 12B, and CKT 12C. Each of these is a 4-credit course.

WORK-BASED TRAINING

Work-based training is an integral part of an industry training program. Under the ACE IT delivery model, it is recommended that students engage in either SSA or Work Experience 12. School authorities offering ACE IT programs become the sponsor for the ACE IT student.

SECTION 1: SKILLS CHART AND TIME ALLOTMENT

Occupational Analysis Chart

PROFESSIONAL COOK 1 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
OCCUPATIONAL SKILLS A.	Trade knowledge	Describe personal attributes and professionalism in the workplace	Describe roles and responsibilities in the workplace	Describe food service occupations	Describe foodservice training programs and certification pathways	Describe the history of the profession and emerging trends
	Safety Standards	Describe workplace hazards (WHMIS) (prerequisite)	Describe general safety practices	Describe basic first aid procedures	Describe basic fire safety procedures and regulations	Describe WorkSafe BC regulations in the workplace
	Sanitary Standards	Describe food safety procedures (FOODSAFE Level 1 prerequisite)	Describe the principles of Hazard Analysis-Critical Control Points (HACCP)	Describe general food handling and storage procedures	Describe the causes and prevention of food borne illnesses	Describe the procedures to maintain workplace sanitation and personal hygiene
	Production Procedures	Identify kitchen knives and common types of hand tools and their uses	Describe the maintenance and safety precautions of kitchen knives and hand tools	Identify common types of kitchen equipment and their use, cleaning, and maintenance	Demonstrate the correct use of the Metric and Imperial measuring systems	Convert recipes, calculate and adjust recipe yields
		Describe the general principles of cooking and baking				
	Menu Planning	Identify menu styles and formats	Correctly utilize common menu terminology	Describe a balanced menu		
	Ordering and Inventory	Describe receiving procedures	Identify storage temperatures and procedures	Describe the principles of reducing waste, re-using, and recycling materials	Identify correct waste management procedures	
	Ingredients and Nutritional Properties	Describe the principles of seasoning and flavouring	Identify seasoning and flavouring ingredients	Describe general types of ingredients and their origins	Describe the nutritional elements of food and their importance to good health	

PROFESSIONAL COOK 1 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
STOCKS, SOUPS AND SAUCES B.	Stocks	Identify types of stocks and their uses	Select ingredients for stocks	Describe the principles of stock making	Prepare white stocks	Prepare brown stocks
		Describe stocks used in world cuisines				
	Thickening and Binding Agents	Describe types and properties of thickening and binding agents	Select the correct thickening and binding agents	Prepare thickening and binding agents		
	Soups	Describe the basic types of soups	Identify and select ingredients for soups	Prepare clear soups	Prepare cream soups	Prepare purée soups
	Sauces	Describe the principles and methods of sauce making	Describe leading types of sauces	Select appropriate uses for types of sauces	Prepare white sauces	Prepare blonde sauces
		Prepare brown sauces	Prepare purée sauces	Prepare emulsion sauces		
VEGETABLES AND FRUITS C.	Vegetables	Identify and correctly store common varieties of vegetables	Describe the properties and cooking potential of vegetables	Cut and process common vegetables	Describe the basic principles of vegetable preparation	Describe basic vegetable finishing procedures
		Blanch, steam, and boil vegetables	Sauté and stir-fry vegetables	Deep-fry and pan-fry vegetables	Bake and roast vegetables	Grill and broil vegetables
	Fruit	Identify and correctly store fruit	Describe the properties and cooking potential of fruit	Cut and process common types of fruit	Prepare fruit using a variety of methods	Prepare fruit juices
STARCHES D.	Potatoes	Identify and correctly store potatoes	Describe the properties and cooking potential of potatoes	Cut and process potatoes	Describe the basic principles of potato preparation	Describe basic potato finishing procedures
		Steam and boil potatoes	Bake and roast potatoes	Deep-fry and pan-fry potatoes	Purée and mash potatoes	Sauté potatoes

PROFESSIONAL COOK 1 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
STARCHES	Pastas and Farinaceous Products	Identify and store dry pasta and noodles	Cook dry pasta and noodles	Identify types of sauces for dry pasta and noodles	Prepare pasta and noodle dishes	
	Rice, Grains, and Legumes	Identify and store common types of rice	Describe basic methods for cooking rice	Cook rice using basic methods	Prepare rice dishes	
MEATS E.	Cut and Process Meats	Describe the muscle and bone structure of meat	Describe the grading, inspection, and storage of beef	Identify primal cuts of beef	Identify secondary cuts of beef	Trim and portion cut beef, pork, lamb, and veal
	Cook Meats	Describe the basic principles of meat cooking	Describe basic cooking methods for meat	Identify suitable cuts of meat for various cooking methods	Prepare meats for cooking	Identify correct doneness of cooked meats
		Bake and roast meats	Sauté and stir-fry meats	Broil and grill meats	Deep-fry and pan-fry meats	Braise and stew meats (brown stews)
POULTRY F.	Cut and Process Poultry	Identify types of poultry	Describe the grading, inspection, and storage of chicken and turkey	Identify cuts of chicken and turkey	Portion cut chicken and turkey	
	Cook Poultry	Describe basic principles of poultry cooking	Describe basic cooking methods for poultry	Identify suitable cuts of poultry for various cooking methods	Prepare chicken and turkey for cooking	Identify correct doneness of cooked chicken and turkey
		Bake and roast chicken and turkey	Sauté and stir-fry chicken and turkey	Broil and grill chicken and turkey	Deep-fry and pan-fry chicken and turkey	Poach and simmer chicken and turkey
		Braise and stew chicken and turkey				
SEAFOOD G.	Cut and Process Seafood	Describe types, storage, and quality indicators for fish	Describe types, storage and quality indicators for shellfish	Cut and process round and flat fish	Clean and process shrimp and prawns	Clean and process molluscs
	Cook Fish	Describe basic principles of fish cooking	Identify basic cooking methods for fish	Identify suitable cuts of fish for various cooking methods	Prepare round and flat fish for cooking	Identify correct doneness of cooked fish

PROFESSIONAL COOK 1 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
SEAFOOD		Bake and roast fish	Sauté and stir-fry fish	Broil and grill fish	Deep-fry and pan-fry fish	Steam and poach fish
	Cook Shellfish	Describe basic principles of shellfish cooking	Describe basic cooking methods for shellfish	Identify suitable types of shellfish for various cooking methods	Prepare shellfish for cooking	Identify correct doneness of cooked shellfish
		Bake and roast shellfish	Sauté and stir-fry shellfish	Broil and grill shellfish	Deep-fry and pan-fry shellfish	Steam and poach shellfish
GARDE MANGER H.	Dressings, Condiments and Accompaniments	Describe types of salad dressings and uses	Identify ingredients used in salad dressings	Describe basic principles of salad dressing preparation	Prepare salad dressings	
	Salads	Describe types of salads and their components	Identify types of salad ingredients	Select and store salad ingredients	Prepare simple salads	Prepare buffet salads and set up a salad bar
	Sandwiches	Describe types of sandwiches and their ingredients	Identify ingredients used in sandwich preparation	Set up a sandwich station	Prepare hot and cold sandwiches	
EGGS, BREAKFAST COOKERY, AND DAIRY I.	Egg Dishes	Describe the grading, handling and storage of eggs	Describe the composition of eggs	Describe the basic cooking methods for eggs	Prepare eggs using a variety of methods	Prepare egg dishes and omelettes
	Breakfast Accompaniments	Describe breakfast accompaniments	Prepare breakfast meats	Prepare hot and cold cereals	Prepare pancakes, waffles, and French toast	Prepare breakfast items in quantity
	Dairy Products and Cheeses	Identify types of dairy products and their uses	Describe the properties of dairy products	Select and store dairy products and cheese	Describe types of cheese	Cook with dairy products and cheese
BAKED GOODS AND DESSERTS J.	Principles of Baking	Describe ingredients used in baking	Describe the types and properties of leaveners	Describe basic mixing methods and principles	Describe general production procedures used in baking	Describe storage procedures for finished products
	Pastries	Describe basic pastry and pie doughs	Describe basic pie preparation	Prepare basic pies		

Suggested Schedule of Time Allotment for Professional Cook 1

		Theory	Practical	Page
Block A: Occupational Skills	10% of Time			
	Trade Knowledge	✓		20
	Safety Standards	✓	✓	22
	Sanitary Standards	✓	✓	24
	Production Procedures	✓	✓	26
	Menu Planning	✓	✓	28
	Ordering and Inventory	✓		29
	Ingredients and Nutritional Properties	✓		30
Block B: Stocks, Soups and Sauces	13% of Time			
	Stocks	✓	✓	31
	Thickening and Binding Agents	✓	✓	33
	Soups	✓	✓	35
	Sauces	✓	✓	37
Block C: Vegetables and Fruits	7% of Time			
	Vegetables	✓	✓	39
	Fruit	✓	✓	42
Block D: Starches	7% of Time			
	Potatoes	✓	✓	44
	Pasta and Farinaceous Products	✓	✓	47
	Rice, Grains and Legumes	✓	✓	49
Block E: Meats	13% of Time			
	Cut and Process Meats	✓	✓	51
	Cook Meats	✓	✓	53
Block F: Poultry	10% of Time			
	Cut and Process Poultry	✓	✓	56
	Cook Poultry	✓	✓	58
Block G: Seafood	7% of Time			
	Cut and Process Seafood	✓	✓	61
	Cook Fish	✓	✓	63
	Cook Shellfish	✓	✓	66
Block H: Garde Manger	10% of Time			
	Dressings, Condiments and Accompaniments	✓	✓	69
	Salads	✓	✓	71
	Sandwiches	✓	✓	73

**Block I: Eggs, Breakfast
Cookery, and Dairy**

5% of Time

Egg Dishes
Breakfast Accompaniments
Dairy Products and Cheeses

Theory	Practical	Page
✓	✓	75
✓	✓	77
✓	✓	79
✓	✓	81
✓	✓	83
✓	✓	85
✓	✓	87
✓	✓	89
✓	✓	91
✓	✓	93

**Block J: Baked Goods and
Desserts**

10% of Time

Principles of Baking
Pastries
Desserts
Quick Breads
Cookies
Yeast Products

Block K: Beverages

1% of Time

Beverages

Exams

7% of Time

Workplace Entry Program Total Hours: 180
Institutional Entry Program Total Hours: 840

**SECTION 2: PROFESSIONAL COOK 1 - PROGRAM
OUTLINE**

Block A: Occupational Skills

Subject: *Trade Knowledge*

Learning Objective:

Cooks need to understand the personal and professional expectations of various occupations in the trade as well as the training and certification programs available throughout their career.

A competent professional cook should be able to:

- Describe personal attributes and professionalism in the workplace
- Describe roles and responsibilities in the workplace
- Describe food service occupations
- Describe food service training programs and certification pathways
- Describe the history of the profession and emerging trends

Key Competencies

Describe personal attributes and professionalism in the workplace

Describe roles and responsibilities in the workplace

Describe food service occupations

Describe food service training programs and certification pathways

Describe the history of the profession and emerging trends

Course content

Industry expectations
Employer expectations
Work ethics
Time management
Job satisfaction

Apprentice's role
Supervisor's role
Employee attendance and punctuality
Employee evaluation

Food service positions
Career ladder
Skill levels
Roles and responsibilities

Professional cook training programs
Educational requirements
Apprenticeship
Obtaining Certificates of Qualification
Trades qualification examinations
Certified Chef de Cuisine

History of the profession
Key figures
Current trends

Achievement Criteria

Assessment Method

Theory

Given a written test:

Criteria

The learner will answer questions covering the course content related to trade knowledge, scoring a minimum of 70% correct.

Block A: Occupational Skills

Subject: Safety Standards

Learning Objective:

There are many hazards present in the kitchen and cooks must have a good working knowledge of recommended safety and fire prevention procedures.

A competent professional cook should be able to:

- Describe workplace hazards (WHMIS)
- Describe general safety practices
- Describe basic first aid procedures
- Describe fire safety procedures and regulations
- Describe WorkSafe BC regulations in the workplace

Key Competencies

Describe workplace hazards (WHMIS)

Describe general safety practices

Course Content

Workplace Hazardous Materials Information System (WHMIS)

Overview

Employer is to provide training

Types of accidents and their causes

Cuts

Burns

Falls

Strains

Safety practices for the kitchen

Lock-out procedures

Work safely

Equipment

Sharp utensils

Avoid burns

Keep floors safe

Handle glassware and china safely

Store supplies safely

Dispose of refuse properly

Lifting practices

Personal protective equipment

Clothing

Footwear

Hand protection

Eye protection

Respirators

Equipment safety

Ventilation systems

Emergency shutdown systems

Guards and barriers

Utilities

Electrical

Water supply

Gas supply

Other services

Describe basic first aid procedures

First aid procedures
Emergency wash or shower locations
Cuts and burns
Slips and falls
Strains and sprains

Describe fire safety procedures and regulations

Components that produce fire
Fuel
Heat
Oxygen
Identify classes of fires and types of extinguishers
Fire safety precautions for working near, handling or storing
Flammable liquids or gases
Paper and wood products
Oily cloths

Describe WorkSafe BC regulations in the workplace

Purpose
Compensation and benefits
Workers who are covered
Workers who are not covered
Compensated injuries and job-related illness
Circumstances for compensation
Benefits
Responsibilities
Employer
Employee
Industrial health and safety committees
Contravention of regulations
Reporting accidents

Achievement Criteria

Assessment

Practical

While participating in the practical component:

Theory

Given a written test:

Criteria

The learner will apply safety standards as described, to be observed and assessed by the instructor.

The learner will answer questions covering the Course Content related to safety standards, scoring a minimum of 70% correct.

BLOCK A: Occupational Skills

Subject: *Sanitary Standards*

Learning Objective:

A clean and sanitary work environment and the proper handling and storage of food are essential to any foodservice operation. Cooks must be aware of all of the recommended food safety and sanitation standards.

A competent professional cook should be able to:

- Describe food safety procedures (FOODSAFE Level 1 prerequisite)
- Describe the principles of Hazard Analysis – Critical Control Points (HACCP)
- Describe general food handling and storage procedures
- Describe the causes and preventions of food borne illnesses
- Describe procedures to maintain workplace sanitation and personal hygiene

Key Competencies

Describe food safety procedures (FOODSAFE Level 1 prerequisite)

Describe the principles of Hazard Analysis – Critical Control Points (HACCP)

Describe general food handling and storage procedures

Describe the causes and preventions of food borne illnesses

Describe procedures to maintain workplace sanitation and personal hygiene

Course Content

- Obtain the FOODSAFE Level 1 certification – prerequisite to entering program
- (Proof of completion required)

- Definitions
- Food poisoning myths
- The danger zone

- Food handling procedures
- Correct
- Incorrect
- Identifying potentially hazardous foods (PHFS)
- Types
- Time/temperature control-potentially hazardous foods
- Food safety plan

- Food borne illnesses present in foods
- Food borne illnesses spread by human contact

- Importance of personal hygiene
- Cleaning procedures and schedules
- Avoiding cross contamination
- Routine equipment maintenance

Achievement Criteria

Assessment

Practical

While participating in the practical component:

Criteria

- The learner will exercise safe food handling procedures at an acceptable industry standard, as observed and assessed by the instructor.

Theory

Given a written test:

- The learner will answer questions covering the Course Content related to sanitary standards, scoring a minimum of 70% correct.

Block A: Occupational Skills

Subject: *Production Procedures*

Learning Objective:

Cooks use a variety of knives, hand tools, and kitchen equipment on a daily basis. The correct use, maintenance, and cleaning of kitchen tools and equipment is an important part of the trade. Cooks must be able to accurately weigh and measure food and convert recipes using both Metric and Imperial / US measuring systems.

A competent professional cook should be able to:

- Identify kitchen knives and common types of hand tools and their uses
- Describe the maintenance and safety precautions of kitchen knives and hand tools
- Identify common types of kitchen equipment and their use, cleaning and maintenance
- Demonstrate the correct use of the Metric and Imperial / US measuring systems
- Convert recipes, calculate and adjust recipe yields
- Describe the general principles of cooking and baking

Key Competencies

Identify kitchen knives and common types of hand tools and their uses

Describe the maintenance and safety precautions of kitchen knives and hand tools

Identify common types of kitchen equipment and their use, cleaning and maintenance

Demonstrate the correct use of the Metric and Imperial / US measuring systems

Course Content

- Types of hand tools
- Uses of hand tools
- Construction of kitchen knives

- Maintenance
 - General guidelines
 - General safety precautions
 - Specific maintenance and safety precautions for knives
 - Cleaning and sharpening knives

- Types of kitchen equipment
- Cleaning procedures
- Processing equipment
- Holding and storage of equipment

- Units of measurement
 - Metric system
 - Types, units and symbols
 - Length (distance)
 - Mass (weight)
 - Capacity (volume)
 - Temperature
 - Converting within the Metric system
 - Imperial / US systems
 - Types, units and symbols
 - Weight
 - Volume
 - Length
 - Converting between units in the Imperial /US systems
 - Converting between Metric and Imperial / US measurement systems

Convert recipes, calculate and adjust recipe yields

Describe the general principles of cooking and baking

Achievement Criteria

Assessment

Practical

Given a weight scale and samples:

Given an assignment:

Theory

Given a written test:

- Types of measurements used in the kitchen
 - Number or count
 - Volume
 - Weight
- Conversion factor method
 - Finding conversion factors
 - Adjusting recipes using conversion factors
 - Converting an Imperial / US measuring system recipe to a Metric system recipe
- Cautions when converting recipes
- Kitchen terminology
- Following recipes correctly
- Methodology
- General production procedures

Criteria

- The learner will accurately weigh products to an industry standard of accuracy, using both Metric and Imperial / US measurement systems.
- The learner will find the conversion factor, adjust recipes, and convert recipes from Metric to the Imperial / US measurement system.
- The learner will answer questions covering the Course Content related to production procedures, scoring a minimum of 70% correct.

Block A: Occupational Skills

Subject: *Menu Planning*

Learning Objective:

Cooks prepare food from a variety of different menu styles and formats, and should be familiar with common menu terminology and composition.

A competent professional cook should be able to:

- Identify menu styles and formats
- Correctly utilize common menu terminology
- Describe a balanced menu

Key Competencies

Identify menu styles and formats

Correctly utilize common menu terminology

Describe a balanced menu

Course Content

- Menu styles
- Types
- Formats

- Terminology
- Correct usage

- Interpret menu specifications
- Properties of a balanced menu

Achievement Criteria

Assessment

Theory

Given a written test:

Criteria

- The learner will answer questions covering the Course Content related to menu planning, scoring a minimum of 70% correct.

Block A: Occupational Skills

Subject: Ordering and Inventory

Learning Objective:

The correct receiving, storage, and management of products are essential to any foodservice operation.

A competent professional cook should be able to:

- Describe receiving procedures
- Identify storage temperatures and procedures
- Describe the principles of reducing waste, re-using and recycling materials
- Identify correct waste management procedures

Key Competencies

Describe receiving procedures

Identify storage temperatures and procedures

Describe the principles of reducing waste, re-using and recycling materials

Identify correct waste management procedures

Course Content

- Interpret invoices/purchasing orders
- Receiving practices

- Dry foods
- Refrigerated products
- Frozen foods
- Food rotation (FIFO)

- Usage and waste management
 - Reduce
 - Re-use
 - Recycle

- Types of waste
- Correct protocols
- Materials needing separate disposal

Achievement Criteria

Assessment

Practical

While participating in the practical component:

Theory

Given a written test:

Criteria

- The learner will apply ordering and inventory practices described in the Course Content, as observed and assessed by the instructor.
- The learner will answer questions covering the Course Content related to ordering and inventory, scoring a minimum of 70% correct.

Block A: Occupational Skills

Subject: *Ingredients and Nutritional Properties*

Learning Objective:

Cooks must season and flavour foods correctly and be aware of their nutritional properties.

A competent professional cook should be able to:

- Describe the principles of seasoning and flavouring
- Identify seasoning and flavouring ingredients
- Describe general types of ingredients and their origins
- Describe the nutritional elements of food and their importance to good health

Key Competencies

Describe the principles of seasoning and flavouring

Identify seasoning and flavouring ingredients

Describe general types of ingredients and their origins

Describe the nutritional elements of food and their importance to good health

Course Content

- Elements of taste
- Salty
- Sweet
- Sour
- Bitter
- Spicy
- Reasons for seasoning and flavouring foods

- Herbs
- Spices
- Blends
- Condiments
- Alcohol
- Fruits and vegetables

- Food groups
- General area of origin
- Availability of ingredients
- Emerging trends

- Types of nutrients
 - Micro
 - Macro
- Properties
- Importance to good health

Achievement Criteria

Assessment

Theory
Given a written test:

Criteria

- The learner will answer questions covering the Course Content related to ingredients and nutritional properties, scoring a minimum of 70% correct.

Block B: Stocks, Soups and Sauces

Subject: *Stocks*

Learning Objective:

Correctly prepared stocks are essential to the preparation of many dishes, and cooks must know the correct preparation methods and uses of a variety of types of stock.

A competent professional cook should be able to:

- Identify types of stocks and their uses
- Select ingredients for stocks
- Describe the principles of stock making
- Prepare white stocks
- Prepare brown stocks
- Describe stocks used in world cuisines

Key Competencies

Identify types of stocks and their uses

Select ingredients for stocks

Describe the principles of stock making

Prepare white stocks

Prepare brown stocks

Describe stocks used in world cuisines

Production Procedure

Prepare Stocks

Course Content

- Types
- Uses
- Convenience products

- Ingredients
- Quality indicators

- General production procedures
- Method
 - Order of operations
 - Finishing
 - Reduction
 - Reconstituting glazes

- Chicken
- Veal
- Fish
- Vegetable

- Beef
- Veal
- Chicken

- Differing procedures and use
- Flavour elements

- Methodology
- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy

- Texture, colour, appearance and temperature
- Seasoned appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare white and brown stocks to an industry standard of quality and time.
- Criteria: body, appearance, procedure

- The learner will answer questions covering the Course Content related to stocks, scoring a minimum of 70% correct.

Block B: Stocks, Soups and Sauces

Subject: *Thickening and Binding Agents*

Learning Objective:

A number of different thickening and binding agents are used in food preparation, and cooks must select and use them correctly for a variety of tasks.

A competent professional cook should be able to:

- Describe types and properties of thickening and binding agents
- Select the correct thickening and binding agents
- Prepare thickening and binding agents

Key Competencies

Describe types and properties of thickening and binding agents

Select the correct thickening and binding agents

Prepare thickening and binding agents

Production Procedure

Prepare thickening and binding agents

Course Content

- Types of thickening agents
 - Roux
 - Beurre manié
 - Starches
 - Liaison
 - Gelatin
 - Agar
 - Whitewash
- Types of binding agents
 - Egg yolks
 - Bread crumbs
 - Rice
- Uses
- Types of ingredients
- Properties of ingredients
- Effect of heat on various agents

- Correct selection for use
- Ratios for correct usage
- Incorporating methods

- White roux
- Blond roux
- Brown roux
- Beurre manié
- Corn starch
- Tapioca and other starches
- Liaison

Methodology

- Cooking requirements
- Doneness
- Utensils
 - Ingredients
- Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy

- Texture, colour, appearance and temperature
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare and incorporate white, blonde and dark roux, beurre manié, other thickening starches, and liaison, as directed by the instructor, to an industry standard of quality and time.
- Criteria: colour texture, consistency
- The learner will answer questions covering the Course Content related to thickening agents, scoring a minimum of 70% correct.

Block B: Stocks, Soups and Sauces

Subject: *Soups*

Learning Objective:

A variety of soups are prepared for use in most foodservice establishments, and cooks must know how to correctly prepare the basic types of clear and thick soups.

A competent professional cook should be able to:

- Describe the basic types of soups
- Identify and select ingredients for soups
- Prepare clear soups
- Prepare cream soups
- Prepare purée soups

Key Competencies

Describe the basic types of soups

Identify and select ingredients for soups

Prepare clear soups

Prepare cream soups

Prepare purée soups

Production Procedure

Prepare soups

Course Content

- Types
 - Clear soups (vegetable and protein)
 - Thick soups (cream and purée soups)
 - General guidelines for making soups
 - Stocks
 - Vegetables and garnishes
 - Thickeners
 - Proteins
 - Seasoning
 - Method
 - Order of operations
 - Cooking time
 - Finishing
 - Method
 - Order of operations
 - Cooking time
 - Finishing
 - Method
 - Order of operations
 - Cooking time
 - Finishing
- ### Methodology
- Utensils
 - Ingredients
 - Recipe followed correctly
 - Work well organized
 - Good mise en place
 - Safe work habits
 - Work station kept clean and tidy
 - Texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare clear, cream, and purée style soups with appropriate garnishes, as directed by the instructor, to an industry standard of quality and time.
- Criteria: consistency, texture, appearance, seasoning
- The learner will answer questions covering the Course Content related to soups, scoring a minimum of 70% correct.

Block B: Stocks, Soups and Sauces

Subject: *Sauces*

Learning Objective:

Sauces are an integral part of many dishes, and cooks must know how to prepare and correctly use the leading types of sauces.

A competent professional cook should be able to:

- Describe the principles and methods of sauce making
- Describe leading types of sauces
- Select appropriate uses for types of sauces
- Prepare white sauces
- Prepare blonde sauces
- Prepare brown sauces
- Prepare purée sauces
- Prepare emulsion sauces

Key Competencies

Describe the principles and methods of sauce making

Describe leading types of sauces

Select appropriate uses for types of sauces

Prepare white sauces

Prepare blonde sauces

Prepare brown sauces

Prepare purée sauces

Course Content

- Principles of sauce making
- Use of sauces
- General guidelines in sauce production

- Sauce families
 - White / Béchamel
 - Blonde / Velouté
 - Fish
 - Chicken
 - Brown / Espagnole / Demi-glace
 - Purée / Tomato
 - Emulsion
 - Hollandaise
 - Béarnaise

- Principles of sauce selection
- Selection of an appropriate sauce

- Béchamel
- Cream sauces without roux
- Methods

- Velouté
- Methods

- Espagnole/Demi-glace
- Jus and pan gravies
- Methods

- Tomato
 - Types and styles
- Other purée sauces
- Methods

Prepare emulsion sauces

- Hollandaise
- Béarnaise
- Emulsions without eggs
- Methods

Production Procedure

Prepare sauces

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Criteria

- The learner will prepare basic white, blonde, brown, purée, and emulsion sauces to an industry standard of quality and time.
- Criteria: texture, colour, appearance, appropriate seasoning
- The learner will answer questions covering the Course Content related to sauces, scoring a minimum of 70% correct.

Theory

Given a written test:

Block C: Vegetables and Fruits

Subject: *Vegetables*

Learning Objective:

Cooks must identify, select and prepare a variety of vegetables on a daily basis for use in other dishes and as accompaniments.

A competent professional cook should be able to:

- Identify and correctly store common varieties of vegetables
- Describe the properties and cooking potential of vegetables
- Cut and process common vegetables
- Describe the basic principles of vegetable preparation
- Describe basic vegetable finishing procedures
- Blanch, steam, and boil vegetables
- Sauté and stir fry vegetables
- Deep-fry and pan-fry vegetables
- Bake and roast vegetables
- Grill and broil vegetables

Key Competencies

Identify and correctly store common varieties of vegetables

Describe the properties and cooking potential of vegetables

Cut and process common vegetables

Describe the basic principles of vegetable preparation

Course Content

- Types
- Handling and storage
- Vegetables in other forms
 - Canned
 - Frozen
 - Dried

- Freshness
- Ripeness
- Characteristics
- Size
- Selecting
- Nutrition
- Effects of cooking

- Preliminary preparation and cutting
- Peeling
- Blanching
- Freezing
- Common cuts and techniques

- Types of cooking methods
 - Blanching, steaming, and boiling
 - Sautéing and stir-frying
 - Deep-frying and pan-frying
 - Baking and roasting
 - Grilling and broiling
- Doneness indicators
- Cooling and storing

Describe basic vegetable finishing procedures

- Basic finishing procedures
 - Garnishes
 - Sauces/butters
 - Mashing/puréeing
- Reheating for service

Blanch, steam, and boil vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Sauté and stir fry vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Deep-fry and pan-fry vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Bake and roast vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Grill and broil vegetables

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Production Procedure

Prepare vegetables

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare a variety of vegetables as selected by the instructor, to an industry standard of quality and time.
- Criteria: accuracy of cut, appropriate cooking and finishing method
- The learner will answer questions on the Course Content related to vegetable selection and preparation, scoring a minimum of 70% correct.

Block C: Vegetables and Fruits

Subject: *Fruit*

Learning Objective:

Fruits and fruit juices are being used more and more frequently in food preparation. Cooks must be able to identify, select, and prepare them correctly.

A competent professional cook should be able to:

- Identify and correctly store fruits
- Understand the properties and cooking potential of fruit
- Cut and process common types of fruit
- Prepare fruit using a variety of methods
- Prepare fruit juices

Key Competencies

Identify and correctly store fruits

Understand the properties and cooking potential of fruit

Cut and process common types of fruit

Prepare fruit using a variety of methods

Prepare fruit juices

Course Content

- Types and seasonal availability
 - Fresh fruit
 - Grading
 - Ripening
 - Purchasing
 - Handling and storage
- Preserved fruit
 - Acidulations
 - Canned
 - Frozen
 - Dried
- Freshness
- Ripeness
- Characteristics
- Size
- Selecting
- Nutrition
- Effects of cooking
- Preliminary preparation and cutting
- Peeling
- Blanching
- Freezing
- Methods
 - Dry-heat
 - Moist-heat
 - Preserved
 - Doneness
- Methods

Production Procedure

Prepare fruit and juices

Achievement Criteria**Assessment****Practical**

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Criteria

- The learner will prepare a variety of fruit dishes as selected by the instructor, to an industry standard of quality and time.
- Criteria: appearance, texture, temperature
- The learner will answer questions on the Course Content related to fruit selection and preparation, scoring a minimum of 70% correct.

Block D: Starches

Subject: *Potatoes*

Learning Objective:

A variety of potatoes and potato dishes are used daily in most food service establishments. Cooks must identify different varieties of potatoes and then prepare them in a number of different ways correctly.

A competent professional cook should be able to:

- Identify and correctly store potatoes
- Describe the properties and cooking potential of potatoes
- Cut and process potatoes
- Describe the basic principles of potato preparation
- Describe basic potato finishing procedures
- Steam and boil potatoes
- Bake and roast potatoes
- Deep fry and pan-fry potatoes
- Purée and mash potatoes
- Sauté potatoes

Key Competencies

Identify and correctly store potatoes

Describe the properties and cooking potential of potatoes

Cut and process potatoes

Describe the basic principles of potato preparation

Course Content

- Types
- Grading
- Handling and storage

- Properties
- Characteristics of different types
- Size
- Selecting
- Nutrition
- Effects of cooking

- Selecting appropriate variety
- Preliminary preparation and cutting
 - Peeling
 - Storing once cut
 - Blanching
- Common cuts and techniques

- Types of cooking methods
 - Steaming and boiling
 - Baking and roasting
 - Deep-frying and pan-frying
 - Puréeing and mashing
 - Sautéing
- Doneness indicators
- Cooling and storing

Describe basic potato finishing procedures

- Basic finishing procedures
 - Garnishes
 - Sauces/butters
- Reheating for service

Steam and boil potatoes

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Bake and roast potatoes

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Deep fry and pan-fry potatoes

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Purée and mash potatoes

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Sauté potatoes

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

Production Procedure

Prepare potatoes

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
- Good mise en place
- Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will select, process, and cook potatoes using a variety of dry and moist heat methods as assigned by the instructor, to an industry standard of quality and time.
- Criteria: appearance, doneness, texture, appropriate Seasoned and garnished
- The learner will answer questions covering the Course Content related to potatoes, scoring a minimum of 70% correct.

Block D: Starches

Subject: *Pastas and Farinaceous Products*

Learning Objective:

Pasta and noodle dishes are an integral part of many menus. Cooks must be able to correctly identify, use, and prepare a variety of pasta and noodle dishes.

A competent professional cook should be able to:

- Identify and store dry pasta and noodles
- Cook dry pasta and noodles
- Identify types of sauces for dry pasta and noodles
- Prepare pasta and noodle dishes

Key Competencies

Identify and store dry pasta and noodles

Cook dry pasta and noodles

Identify types of sauces for dry pasta and noodles

Prepare pasta and noodle dishes

Production Procedure

Prepare pasta and noodle dishes

Course Content

- Types
 - Properties
 - Nutrition
 - Characteristics
 - Dry
 - Fresh
 - Cuts/shapes
 - Quality
 - Handling and storage
 - Boiling
 - Pasta/water ratio
 - Doneness
 - Cooling, storage and reheating
 - Accompaniments to pasta and noodles
 - Sauces
 - Garnishes
 - Varieties
 - Preparation methods
 - Finishing
 - Holding and serving
- ### Methodology
- Utensils
 - Ingredients
 - Recipe followed correctly
 - Work well organized
 - Good mise en place
 - Safe work habits
 - Work station kept clean and tidy
 - Texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare a variety of pasta, sauces, and garnishes as assigned by the instructor, to an industry standard of quality and time.
- Criteria: texture, appearance, temperature, seasoning, garnish
- The learner will answer questions covering the Course Content related to pastas and farinaceous products, scoring a minimum of 70% correct.

Block D: Starches

Subject: *Rice, Grains and Legumes*

Learning Objective:

Rice is an essential accompaniment to many ethnic foods and one of the main starch components on many menus. Cooks must be able to correctly identify and prepare rice and a variety of rice dishes.

A competent professional cook should be able to:

- Identify and store common types of rice
- Describe basic cooking methods for rice
- Cook rice using basic methods
- Prepare rice dishes

Key Competencies

Identify and store common types of rice.

Describe basic cooking methods for rice

Cook rice using basic methods

Prepare rice dishes

Production Procedure

Prepare rice dishes

Course Content

- Types
- Properties
- Nutrition
- Handling and storage

- Characteristics of different methods
- Pre-cooking preparation
 - Clean and rinse
 - Soak
- Methods
 - Boiling and steaming
 - Pilaf
 - Risotto
- Doneness indicators
- Cooling and reheating

- Selecting appropriate variety
- Standard rice/liquid ratios
- Adding garnish
- Cooking procedure
- Timing and resting
-
- Preparation methods
- Finishing
- Holding and serving

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare and cook rice using boiling, steaming, risotto, and pilaf methods to an industry standard of quality and time.
- Criteria: texture, appearance, seasoning, garnish

- The learner will answer questions covering the Course Content related to rice, grains, and legumes, scoring a minimum of 70% correct.

Block E: Meats

Subject: *Cut and Process Meats*

Learning Objective:

Cooks must be able to identify various types of meat and cut and process them correctly. Cuts of meat are prepared differently according to their characteristics, and cooks must be able to identify the characteristics of each different type.

A competent professional cook should be able to:

- Describe the muscle and bone structure of meat
- Describe the grading, inspection, and storage of beef
- Identify primal cuts of beef
- Identify secondary cuts of beef
- Portion cut beef, pork, lamb, and veal

Key Competencies

Describe the muscle and bone structure of meat

Describe the grading, inspection, and storage of beef

Identify primal cuts of beef

Identify secondary cuts of beef

Portion cut beef, pork, lamb, and veal

Course Content

- Types and varieties
 - Beef
 - Veal
 - Lamb
 - Pork
 - Offal
- Structure and composition
- Muscle structure
- Age of animal
- Factors affecting tenderness
- Nutrition

- Inspection and grading
- Aging

- Primal cuts of beef
- Identification
- Uses

- Secondary cuts of beef
- Identification
- Uses

- Tools
- Portion cutting
 - Identify variety
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy

Production Procedure

Portion cut beef, pork, lamb, and veal

Methodology

- Work area correctly prepared
- Correct tools selected
- General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- All products stored in appropriate location
- Production time was within industry expectations

Achievement Criteria**Assessment****Practical**

Shown carcasses of beef:

Given secondary cuts of beef, pork, lamb, and veal:

Theory

Given a written test:

Criteria

- The learner will describe the structure, composition and grading of beef, and identify the primary and secondary cuts.
- The learner will trim and cut individual portions as directed by the instructor to an industry standard of quality and time.
- The learner will answer questions covering the Course Content related to cutting and processing meat scoring a minimum of 70% correct.

Block E: Meats

Subject: *Cook Meats*

Learning Objective:

Meats are prepared in a variety of ways and cooks must be able to identify, select, and prepare different types of meat using dry, moist, and combination methods.

A competent professional cook should be able to:

- Describe the basic principles of meat preparation
- Describe basic cooking methods for meat
- Identify suitable cuts of meat for various cooking methods
- Prepare meats for cooking
- Identify correct doneness of cooked meats
- Bake and roast meats
- Sauté and stir-fry meats
- Broil and grill meats
- Deep-fry and pan-fry meats
- Braise and stew meats (brown stews)

Key Competencies

Describe the basic principles of meat preparation

Describe basic cooking methods for meat

Identify suitable cuts of meat for various cooking methods

Course Content

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Boiling or simmering
- Combination heat methods
 - Braising
 - Stewing

- Select cuts of meat based on
 - Menu
 - Price/quality
- Market options
 - Secondary cuts
 - Portion cuts
- Identifying the appropriate cooking method
- Select appropriate cooking method for secondary cuts of meat

Prepare meats for cooking

- Preparation for cooking
 - Marinating
 - Barding
 - Larding
- Seasoning prior to cooking
-

Identify correct doneness of cooked meats

- Doneness
 - The needle test
 - Meat thermometer
 - Touch testing
 - Carry over cooking
- Resting

Bake and roast meats

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Sauté and stir-fry meats

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Broil and grill meats

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Deep-fry and pan-fry meats

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Braise and stew meats (brown stews)

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Production Procedure

Cook meats by dry, moist and combination heat methods

Methodology

- Use correct cooking methods
- Utensils
- Ingredients
 - Recipe followed correctly
- Jus and pan gravy
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature

- Seasoned and garnished appropriately
 - Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will cook cuts of meat, using a variety of dry, moist and combination methods, to a correct degree of doneness, with accompaniments and garnishes as selected by the instructor.
- Criteria: cooking accuracy, appearance, seasoning and garnish, production time
- The learner will answer questions covering the Course Content related to meat preparation, scoring a minimum of 70% correct.

Block F: Poultry

Subject: *Cut and Process Poultry*

Learning Objective:

Cooks must be able to identify various types of poultry and cut and process them correctly. Cuts of poultry are prepared differently according to their characteristics, and cooks must be able to identify the characteristics of each different type.

A competent professional cook should be able to:

- Identify types of poultry
- Describe the grading, inspection, and storage of poultry
- Identify cuts of chicken and turkey
- Portion cut chicken and turkey

Key Competencies

Identify types of poultry

Describe the grading, inspection, and storage of poultry

Identify cuts of chicken and turkey

Portion cut chicken and turkey

Production Procedure

Portion cut chicken and turkey

Course Content

- Types
- Structure and composition
- Nutrition

- Inspection and grading
- Classification
- Characteristics
- Handling and storage
 - Sanitation
 - Cross-contamination
 - Packaging and labelling

- Common cuts
- Identification
- Uses

- Tools
- Portion cutting
 - Identify
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy

Methodology

- Work area correctly prepared
- Correct tools selected
- General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive

- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- All products stored in appropriate location
- Production time was within industry expectations

Achievement Criteria

Assessment

Practical

Given whole carcasses of chicken and turkey:

Theory

Given a written test:

Criteria

- The learner will identify types, describe structure and composition, and portion cut correctly.
- The learner will answer questions covering the Course Content related to cutting and processing poultry, scoring a minimum of 70% correct.

Block F: Poultry

Subject: Cook Poultry

Learning Objective:

A variety of poultry and poultry products are used in most foodservice operations, and cooks must be able to identify, select and prepare them correctly.

A competent professional cook should be able to:

- Describe the basic principles of poultry cooking
- Identify basic cooking methods for poultry
- Identify suitable cuts of poultry for various cooking methods
- Prepare chicken and turkey for cooking
- Identify correct doneness of cooked chicken and turkey
- Bake and roast chicken and turkey
- Sauté and stir-fry chicken and turkey
- Broil and grill chicken and turkey
- Deep-fry and pan-fry chicken and turkey
- Poach and simmer chicken and turkey
- Braise and stew chicken and turkey

Key Competencies

Describe the basic principles of poultry cooking

Identify basic cooking methods for poultry

Identify suitable cuts of poultry for various cooking methods

Course Content

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Simmering
- Combination heat methods
 - Braising
 - Stewing

- Select cuts of poultry based on
 - Menu
 - Price/quality
- Market options
 - Secondary cuts
 - Portion cuts

	<ul style="list-style-type: none"> • Identifying the appropriate cooking method • Select appropriate cooking method for secondary cuts of poultry
Prepare chicken and turkey for cooking	<ul style="list-style-type: none"> • Preparation for cooking <ul style="list-style-type: none"> ○ Marinating ○ Barding ○ Larding • Seasoning prior to cooking
Identify correct doneness of cooked chicken and turkey	<ul style="list-style-type: none"> • Doneness <ul style="list-style-type: none"> ○ The needle test ○ Meat thermometer ○ Touch testing ○ Carry over cooking • Resting
Bake and roast chicken and turkey	<ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving •
Sauté and stir-fry chicken and turkey	<ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving
Broil and grill chicken and turkey	<ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving
Deep-fry and pan-fry chicken and turkey	<ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving
Poach and simmer chicken and turkey	<ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving
Braise and stew chicken and turkey	<ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving

Production Procedure

Cook poultry

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria**Assessment****Practical**

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will cook poultry, using a variety of dry, moist and combination methods, to a correct degree of doneness, with accompaniments and garnishes as selected by the instructor, to an industry standard of quality and time.
- Criteria: cooking accuracy, appearance, seasoning and garnish
- The learner will answer questions covering the Course Content related to poultry preparation, scoring a minimum of 70% correct.

Block G: Seafood

Subject: *Cut and Process Seafood*

Learning Objective:

Cooks must be able to identify, cut and process a variety of types of fish and shellfish for use in the kitchen.

A competent professional cook should be able to:

- Describe types, storage, and quality indicators for fish
- Describe types, storage, and quality indicators for shellfish
- Cut and process flat and round fish
- Clean and process shrimp and prawns
- Clean and process molluscs

Key Competencies

Describe types, storage, and quality indicators for fish

Describe types, storage, and quality indicators for shellfish

Cut and process flat and round fish

Course Content

- Types
- Structure and composition
- Inspection and grading
- Terminology
 - Cuts
 - Menu terms
- Freshness
- Handling and storage

- Terminology
- Types
- Structure and composition
- Inspection and grading
- Freshness
- Handling and storage
-
- Variety of market forms
 - Flat or round
 - Dressed or drawn
 - Pan-dressed
 - Sections
 - Fillets
 - Steaks or darnes
- Fabricating procedures
 - Scaling
 - Pan-dressing flatfish
 - Filleting
 - Round fish
 - Flat fish
 - Skinning
 - Sole
 - Fish fillets
 - Pulling pin bones from a salmon fillet
 - Cutting a fillet
 - Cutting steaks/darnes

Clean and process shrimp and prawns

- Variety of market forms
 - Whole
 - Tails
 - Peeled & deveined
 - IQF
- Processing procedures
 - Peeling and deveining shrimp
 - Butterfly shrimp

Clean and process molluscs

- Variety of market forms
 - Fresh (live)
 - IQF
- Processing procedures
 - Purging and opening clams
 - Cleaning and de-bearding mussels
 - Shucking oysters
 - Cleaning scallops

Production Procedure
Cut and process seafood

Methodology

- Work area correctly prepared
- Correct tools selected
- General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- All products stored in appropriate location
- Production time was within industry expectations

Achievement Criteria

Assessment

Practical

Given appropriate ingredients:

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will identify, select and store fish and shellfish as assigned by the instructor.
- The learner will fillet and portion round and flat fish and clean shellfish to an industry standard of quality and time.
- The learner will answer questions covering the Course Content related to seafood cutting and processing, scoring a minimum of 70% correct.

Block G: Seafood

Subject: Cook Fish

Learning Objective:

Fish dishes are key components of many menus, and cooks must be able to prepare fish dishes in a variety of ways.

A competent professional cook should be able to:

- Describe basic principles of fish cooking
- Identify basic cooking methods for fish
- Identify suitable cuts of fish for various cooking methods
- Prepare round and flat fish for cooking
- Identify correct doneness of cooked fish
- Bake and roast fish
- Sauté and stir-fry fish
- Broil and grill fish
- Deep-fry and pan-fry fish
- Steam and poach fish

Key Competencies

Describe basic principles of fish cooking

Identify basic cooking methods for fish

Identify suitable cuts of fish for various cooking methods

Course Content

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Steaming

- Select cuts of fish based on
- Menu
- Price/quality
- Market options
- Portion cuts
- Whole dressed
- Identifying the appropriate cooking method
- Select appropriate cooking method for cuts of fish

Prepare round and flat fish for cooking

- Preparation prior to cooking
- Fabricating procedures
- Marinating
- Seasoning

Identify correct doneness of cooked fish

- Doneness
- The needle test
- Meat thermometer
- Touch testing
- Carry over cooking
- Resting

Bake and roast fish

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Sauté and stir-fry fish

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Broil and grill fish

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Deep-fry and pan-fry fish

-
- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Steam and poach fish

- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Production Procedure

Cook fish

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will cook fish, using a variety of dry and moist methods, to a correct degree of doneness, with accompaniments and garnishes as selected by the instructor.
- Criteria: cooking accuracy, appearance, seasoning, and garnish
- The learner will answer questions covering fish preparation, scoring a minimum of 70% correct.

Block G: Seafood

Subject: Cook Shellfish

Learning Objective:

Shellfish form the basis for many menu items, and cooks must know how to prepare shellfish in a variety of different ways.

A competent professional cook should be able to:

- Describe basic principles of shellfish preparation
- Identify basic methods of shellfish preparation
- Identify suitable types of shellfish for various cooking methods
- Prepare shellfish for cooking
- Identify correct doneness of cooked shellfish
- Bake and roast shellfish
- Sauté and stir-fry shellfish
- Broil and grill shellfish
- Deep-fry and pan-fry shellfish
- Steam and poach shellfish
- Prepare shellfish using various methods

Key Competencies

Describe basic principles of shellfish preparation

Identify basic methods of shellfish preparation

Identify suitable types of shellfish for various cooking methods

Course Content

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Steaming

- Select shellfish based on
 - Menu
 - Price/quality
- Market options
 - Cleaned and processed
 - Whole live
- Identifying the appropriate cooking method
- Select appropriate cooking method for shellfish

Prepare shellfish for cooking

- Preparation prior to cooking
 - Fabricating procedures
 - Marinating
 - Seasoning

Identify correct doneness of cooked shellfish

- Doneness indicators
 - Bivalves
 - Touch testing
 - Carry over cooking
- Resting

Bake and roast shellfish

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Sauté and stir-fry shellfish

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Broil and grill shellfish

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Deep-fry and pan-fry shellfish

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Steam and poach shellfish

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

Production Procedure

Cook shellfish

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Doneness
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will cook shellfish, using a variety of dry and moist methods, to a correct degree of doneness, with accompaniments and garnishes as selected by the instructor.
- Criteria: cooking accuracy, appearance, seasoning, and garnish
- The learner will answer questions covering the Course Content related to shellfish preparation, scoring a minimum of 70% correct.

Block H: Garde Manger

Subject: Dressings, Condiments and Accompaniments

Learning Objective:

Salads are a key component of most menus, and cooks must be able to identify and prepare a variety of salad dressings.

A competent professional cook should be able to:

- Describe types of salad dressings and their uses
- Identify ingredients used in salad dressings
- Describe basic principles of salad dressing preparation
- Prepare salad dressings

Key Competencies

Describe types of salad dressings and their uses

Identify ingredients used in salad dressings

Describe basic principles of salad dressing preparation

Prepare salad dressings

Production Procedure

Prepare salad dressings

Course Content

- Dressing classifications
 - Simple vinaigrette
 - Emulsified vinaigrette
 - Cold emulsion (mayonnaise)
- Uses
-
- Ingredients and other flavourings
 - Oils
 - Vinegars
 - Binding agents
 - Herbs and spices
-
- Ratios
- Create and maintain emulsion
- Preparation methods
-
- Varieties
- Production procedures
- Seasoning
- Finishing
- Storing for use

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoning appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare a variety of simple and emulsified salad dressings to an industry standard in quality and time.
- Criteria: taste, appearance, consistency, and garnish
- The learner will answer questions covering the Course Content related to salad dressings, scoring a minimum of 70% correct.

Block H: Garde Manger

Subject: *Salads*

Learning Objective:

Different types of salads and salad ingredients are components of most foodservice menus, and cooks must be able to identify and prepare the basic types of salads.

A competent professional cook should be able to:

- Describe types of salads and their components
- Identify types of salad ingredients
- Select and store salad ingredients
- Prepare simple salads
- Prepare buffet salads and set up a salad bar

Key Competencies

Describe types of salads and their components

Identify types of salad ingredients

Select and store salad ingredients

Prepare simple salads

Prepare buffet salads and set up a salad bar

Course Content

- Types
 - Vegetable
 - Bound
 - Warmed
- Parts of a salad
 - Base
 - Body
 - Dressing
 - Garnish
- Nutrition
- Identify salad greens
- Identify common garnishes
- Identify dressings
- Select salad greens
 - Freshness
 - Pre-cut
 - Pre-washed
- Handling and storage of salad greens
- Prepare salad greens
 - Tearing and cutting
 - Washing
 - Drying
- Combine salad ingredients
- Finishing, holding and serving
- Salad bars
 - Terminology
 - Tools and equipment
 - Maintenance
- Salad bar and buffet preparation and presentation
 - Themes
 - Salad selection and balance
 - Presentation methods
 - Serving utensils

- Accompaniments and garnishes
- Decorations/props
- Types of buffet salads
 - Mayonnaise based
 - Vinaigrette based
 - Leaf
 - Raw
 - Cooked
 - Protein based
 - Gelatin
- Set up a salad bar or buffet
 - Ingredients
 - Arrange
 - Store
- Efficient work flow
 - Salad bar versus buffet production
- Presenting and garnishing
- Hand tools, equipment, workstation, sanitation and hygiene

Production Procedure

Prepare salads

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Dressing, Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a variety of salad ingredients:

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will correctly identify, handle, receive and store product, as observed and assessed by the instructor.
- The learner will prepare a variety of basic salads with dressings, as directed by the instructor, to an industry standard in quality and production time.
- Criteria: appearance, seasoning and garnish
- The learner will answer questions covering the Course Content related to salads, scoring a minimum of 70% correct.

Block H: Garde Manger

Subject: Sandwiches

Learning Objective:

Cooks must be able to identify and prepare a variety of hot and cold sandwiches.

A competent professional cook should be able to:

- Describe types of sandwiches and their ingredients
- Identify ingredients used in sandwich preparation
- Set-up a sandwich station
- Prepare hot and cold sandwiches

Key Competencies

Describe types of sandwiches and their ingredients

Identify ingredients used in sandwich preparation

Set-up a sandwich station

Prepare hot and cold sandwiches

Course Content

- Types of sandwiches
 - Hot
 - Cold
 - Closed
 - Open-faced
 - Tea
 - Multi-Decker
 - Wraps
- Garnishes
- Cross-contamination
- Portion control
- Storing

- Components
 - Breads
 - Spreads
- Type of fillings

- Advance preparation
 - Ingredients
 - Arrange
 - Store
- Efficient work flow
- À la carte versus banquet production
- Presenting and garnishing
- Hand tools, equipment, workstation sanitation and hygiene

- Varieties
- Production procedures
- Finishing
- Holding and serving

Production Procedure

Prepare hot and cold sandwiches

Achievement Criteria**Assessment****Practical**

Given a work station, appropriate ingredients and utensils:

Theory

Given a written test:

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Criteria

- The learner will demonstrate an effective sandwich station set up.
- Criteria: efficiency, speed, and presentation
- The learner will prepare and garnish hot and cold sandwiches to an industry standard in quality and production time.
-
- Criteria: safe food handling, efficiency , and presentation
- The learner will answer questions covering the Course Content related to sandwiches, scoring a minimum of 70% correct.

Block I: Eggs, Breakfast Cookery, and Dairy

Subject: *Egg Dishes*

Learning Objective:

Eggs and egg dishes are the key components of breakfast menus, and cooks must be able to identify and prepare eggs and egg dishes in a variety of ways.

A competent professional cook should be able to:

- Describe the grading, handling and storage of eggs
- Describe the composition of eggs
- Describe the basic cooking methods for eggs
- Prepare eggs using a variety of methods
- Prepare a variety of egg dishes and omelettes

Key Competencies

Describe the grading, handling and storage of eggs

Describe the composition of eggs

Describe the basic cooking methods for eggs

Prepare eggs using a variety of methods

Course Content

- Types
- Grading
- Other market forms
 - Dehydrated
 - Frozen
 - Shelled
 - Mixes
- Handling and storage

- Egg parts
 - Shell
 - Yolk
 - White
- Properties
 - Binding
 - Leavening
 - Clarification

- Methods
 - Simmering (boiled)
 - Frying
 - Poaching
 - Scrambling
 - Basting
 - Shirred
 - En cocotte
- Cooking properties

- Methods
 - Simmered (boiled)
 - Fried
 - Poached
 - Scrambled
 - Basted
 - Shirred
 - En cocotte

Prepare a variety of egg dishes and omelettes

- Seasoning
- Serving
- Types
 - French
 - Flat/Frittata
- Procedures and ingredients
- Equipment required
- Fillings and garnishes
- Seasoning
- Serving

Production Procedure

Cook eggs and egg dishes

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a workstation, appropriate ingredients and utensils:

Criteria

- The learner will prepare a variety of egg dishes as directed by the instructor, to industry standards for production time.
- Criteria: appearance, temperature, seasoning and garnish, safe food handling
- The learner will describe the composition, handling and storage of eggs and the preparation of egg dishes associated with breakfast, scoring a minimum of 70%.

Theory

Given a written test:

Block I: Eggs, Breakfast Cookery, and Dairy

Subject: *Breakfast Accompaniments*

Learning Objective:

In addition to egg dishes, there are a number of different accompaniments and breakfast items that cooks must be able to identify and prepare correctly.

A competent professional cook should be able to:

- Describe breakfast accompaniments
- Prepare breakfast meats
- Prepare and present hot and cold cereals
- Cook pancakes, waffles, crepes and French toast
- Prepare breakfast items in quantity

Key Competencies

Describe breakfast accompaniments

Prepare breakfast meats

Prepare and present hot and cold cereals

Cook pancakes, waffles, crepes and French toast

Course Content

- Identify common breakfast items
 - Bacon, ham and sausages
 - Hot and cold cereals
 - Fruits and potatoes
 - Pancakes, waffles, crepes and French toast
 - Toast
- Garnishes and toppings
- Types
 - Ham
 - Bacon
 - Breakfast sausages
 - Beef steaks
 - Smoked fish
- Cooking methods
- Doneness
- Types of cereals and grains
 - Hot
 - Cold
- Preparation procedures
- Accompaniments
 - Fruit
 - Berries
- Ingredients
- Batter preparation
- Fillings
- Cooking procedure
- Doneness
- Garnishes and toppings
- Holding and serving

Prepare breakfast items in quantity

- Cooking eggs in quantity
- Cooking meats in quantity
- Cooking pancakes and waffles in quantity
- Holding and serving

Production Procedure

Prepare breakfast items

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a workstation, appropriate ingredients and utensils:

Criteria

- The learner will prepare a variety of breakfast menu items and accompaniments to industry standards for production time.
- Criteria: appearance, temperature, seasoning and garnish, safe food handling
- The learner will answer questions covering the Course Content related to breakfast accompaniments, scoring a minimum of 70% correct.

Theory

Given a written test:

Block I: Eggs, Breakfast Cookery, and Dairy

Subject: *Dairy Products and Cheeses*

Learning Objective:

There are many different types of dairy products and cheese. Cooks must be able to identify, select, and use them in a variety of ways.

A competent professional cook should be able to:

- Identify types of dairy products and their uses
- Describe the properties of dairy products
- Select and store dairy products and cheese
- Describe types of cheese
- Cook with dairy products and cheese

Key Competencies

Identify types of dairy products and their uses

Course Content

- Types
- Unfermented
- Fermented
- Uses

Describe the properties of dairy products

- Composition
- Fat content
- Nutrition
- Cooking potential

Select and store dairy products and cheese

- Selection
- Receiving
- Handling and storage

Describe types of cheese

- Composition
- Types
- Characteristics
- Uses
- Origins
- Visual recognition
- Taste identification

Cook with dairy products and cheese

- Cooking procedures
- Order of operations
- Finishing
- Holding and serving

Achievement Criteria

Assessment

Practical

Given a selection of common varieties of cheese:

Theory

Given a written test:

Criteria

- The learner will correctly identify them by sight and taste.

The learner will answer questions covering the Course Content related to dairy products and cheese, scoring a minimum of 70% correct.

Block J: Baked Goods and Desserts

Subject: *Principles of Baking*

Learning Objective:

Cooks must be able to understand the principles and procedures used in baking and dessert preparation.

A competent professional cook should be able to:

- Describe ingredients used in baking
- Describe the types and properties of leaveners
- Describe basic mixing methods and principles
- Describe general production procedures used in baking
- Describe storage procedures for finished bakery products

Key Competencies

Describe ingredients used in baking

Describe the types and properties of leaveners

Describe basic mixing methods and principles

Describe general production procedures used in baking

Describe storage procedures for finished bakery products

Course Content

- Types of ingredients
 - Flours
 - Fats
 - Sugars
 - Starches
 - Liquids
 - Leavening agents
 - Nuts and fruit
 - Chocolate
 - Flavourings / alcohols
 - Herbs and spices
- Types
- Properties
- Activation
- Selection
- Effects of heat on various leaveners
- Principles of mixing
- Order of operations
- Gluten development
- Basic methods
- Weights and formulas
- Cooking times and temperatures
- Effects of altitude
- Cooling
- Wrapping
- Shelf life
- Refrigeration
- Freezing

Achievement Criteria

Assessment

Theory

Given a written test:

Criteria

- The learner will answer questions covering the Course Content related to principles of baking, scoring a minimum of 70% correct.

Block J: Baked Goods and Desserts

Subject: Pastries

Learning Objective:

Cooks must be able to identify and prepare a variety of pies and basic pastry items.

A competent professional cook should be able to:

- Describe basic pastry and pie doughs
- Describe basic pie preparation
- Prepare basic pies

Key Competencies

Describe basic pastry and pie doughs

Describe basic pie preparation

Prepare basic pies

Production Procedure

Prepare basic pies

Course Content

- Pie crust types and uses
- Pie doughs
 - Basic
 - Sugar
 - Hot water (English raised)
- Methods of preparation
- Storing for future use

- Pie types
- Pie fillings
 - Unbaked (Blind baked shell)
 - Baked
- Finishing

- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving

- **Methodology**
 - Utensils
 - Ingredients
 - Recipe followed correctly
 - Work well organized
 - Good mise en place
 - Safe work habits
 - Work station kept clean and tidy
 - Texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a workstation, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare and bake basic pies, doughs and fillings as directed by the instructor, to industry standards for production time.
- Criteria: texture, taste, appearance, and degree of doneness
- The learner will answer questions covering the Course Content related to pastries, scoring a minimum of 70% correct.

Block J: Baked Goods and Desserts

Subject: *Desserts*

Learning Objective:

A variety of basic desserts are a key component of most foodservice menus. Cooks must be able to identify and prepare different types of basic fruit desserts, custards, and puddings.

A competent professional cook should be able to:

- Describe types of fruit desserts
- Describe types of basic custards and puddings
- Prepare fruit desserts
- Prepare basic custards and puddings

Key Competencies

Describe types of fruit desserts

Describe types of basic custards and puddings

Prepare fruit desserts

Prepare basic custards and puddings

Course Content

- Fruit desserts
- Baked and poached fruits
- Apple brown betty
- Apple dumplings

- Basic custards and creams
 - Pastry cream
 - Crème anglaise
 - Convenience products
- Custards and puddings
 - Starch thickened
 - Custard (baked)
 - Crème brûlée
 - Crème caramel

- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving

- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving

Production Procedure

Prepare custards and fruit desserts

Achievement Criteria**Assessment****Practical**

Given a workstation, appropriate ingredients and utensils:

Theory

Given a written test:

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Criteria

- The learner will prepare basic puddings, fruit desserts, custards and creams, as directed by the instructor, to industry standards for production time.
- Criteria: taste, texture, appearance and garnish
- The learner will answer questions covering the Course Content related to basic custards and fruit desserts, scoring a minimum of 70% correct.

Block J: Baked Goods and Desserts

Subject: *Quick Breads*

Learning Objective:

Quick breads are used in a variety of different parts of the menu. Cooks must be able to identify and prepare different types of quick breads using the two major preparation methods.

A competent professional cook should be able to:

- Describe the types of quick breads
- Describe the methods of preparation for quick breads
- Prepare quick breads

Key Competencies

Describe the types of quick breads

Describe the methods of preparation for quick breads

Prepare quick breads

Production Procedure

Prepare quick breads

Course Content

- Muffins
- Biscuits and scones
- Loaf
 - Banana
 - Coffee cakes
 - Pound cakes
- Muffin method
- Biscuit method
- Mixing procedures
- Leavening
- Varieties
- Production procedures
- Doneness
- Finishing

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a workstation, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare quick breads, using both standard mixing methods, as directed by the instructor, to industry standards for production time.
- Criteria: texture, tenderness, appearance and taste
- The learner will answer questions covering the Course Content related to quick breads, scoring a minimum of 70% correct.

Block J: Baked Goods and Desserts

Subject: Cookies

Learning Objective:

There are a number of varieties of cookies and different preparation methods for each. Cooks must be able to identify and correctly prepare cookies using the common methods.

A competent professional cook should be able to:

- Describe types of cookies and their ingredients
- Describe the characteristics of cookies
- Describe the different methods of preparation used in cookie making
- Prepare cookies

Key Competencies

Describe types of cookies and their ingredients

Describe the characteristics of cookies

Describe the different methods of preparation used in cookie making

Prepare cookies

Course Content

- Ingredients
- Cookie styles
 - Dropped
 - Bar
 - Moulded (or hand-formed)
 - Refrigerator (icebox)
 - Rolled
- Storage
- Causes of crispness, chewiness and spread in cookies
- Characteristics
 - Crisp
 - Soft
 - Chewy
- Mixing methods
 - Creaming
 - Sponge or foam
 - One-stage
- Makeup methods
 - Dropped
 - Bar
 - Moulded (or hand-formed)
 - Refrigerator (icebox)
 - Rolled
- Baking
- Cooling
- Varieties
- Production procedures
- Doneness
- Finishing

Production Procedure

Prepare cookies

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria**Assessment****Practical**

Given a workstation, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare and bake cookies using a variety of standard mixing and makeup methods, as directed by the instructor to industry standards for production time.
- Criteria: appearance, taste, and texture

- The learner will answer questions covering the Course Content related to cookies, scoring a minimum of 70% correct.

Block J: Baked Goods and Desserts

Subject: *Yeast Products*

Learning Objective:

Basic yeast breads are a key component of most foodservice operations. Cooks must be able to identify and correctly prepare basic yeast doughs and products.

A competent professional cook should be able to:

- Describe the properties and fermentation of yeast
- Describe the preparation of basic yeast doughs
- Describe the shaping of basic yeast breads
- Prepare basic yeast breads

Key Competencies

Describe the properties and fermentation of yeast

Describe the preparation of basic yeast doughs

Describe the shaping of basic yeast breads

Course Content

- Types of yeast
- Process
- Ingredients necessary for fermentation
- Temperature range for fermentation

- Ingredients
 - Flour
 - Yeast
 - Fresh
 - Dry
 - Liquids
 - Fats
 - Salt
 - Sugars
 - White
 - Brown
 - Molasses
 - Corn syrup
- Types
 - Regular yeast doughs
 - Lean
 - Rich
- Production steps
 - Mixing
 - Fermentation
 - Shaping
 - Proofing
 - Spray or brush the tops
 - Finishing
 - Baking
- Hand procedures
- Machine procedures
- Pans and moulds

Prepare basic yeast breads

- Dough formulas
- Make-up techniques
- Finishing
- Baking

Production Procedure

Prepare basic yeast breads

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria

Assessment

Practical

Given a workstation, appropriate ingredients and utensils:

Criteria

- The learner will prepare and bake a variety of basic yeast doughs, as directed by the instructor to industry standards for production time.
- Criteria: flavour, appearance, crumb
- The learner will answer questions covering the Course Content related to yeast products, scoring a minimum of 70% correct.

Theory

Given a written test:

Block K: Beverages

Subject: Beverages

Learning Objective:

Beverages are served in most foodservice establishments. Cooks must be able to identify and prepare common types of beverages.

A competent professional cook should be able to:

- Describe types of non alcoholic beverages
- Identify ingredients used in the preparation of non alcoholic beverages
- Describe the proper brewing procedures for coffee and tea products
- Prepare non alcoholic beverages
- Serve non-alcoholic beverages

Key Competencies

Describe types of non alcoholic beverages

Identify ingredients used in the preparation of non alcoholic beverages

Describe the proper brewing procedures for coffee and tea products

Prepare non alcoholic beverages

Serve non-alcoholic beverages

Course Content

- Types of beverages (cold/hot)
- Beverage properties
- Types of ingredients
 - Coffee beans
 - Types
 - Roasting styles
 - Tea leaves
 - Types
 - Juices
 - Sodas
 - Waters
- Quality indicators for ingredients
- Brewed coffee
- Espresso
- Espresso drinks
- Tea
- Tea drinks
- Recipe
- Tools and equipment
- Preparation methods
- Order of operations
- Accompaniments and garnishes
- Holding times
- Service vessel types and purposes
- Presentation techniques
- Holding temperatures
- Portions
- Liquor laws
 - Legal drinking age
 - Minors
 - ID requirements
 - Taking home unfinished bottles of wine

Production Procedure

Prepare non alcoholic beverages

Methodology

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Production time within industry expectations

Achievement Criteria**Assessment****Practical**

Given a workstation, appropriate ingredients and utensils:

Theory

Given a written test:

Criteria

- The learner will prepare and serve a variety of non alcoholic beverages, as directed by the instructor.
- Criteria: appearance, temperature, portion control
- The learner will answer questions covering the Course Content related to beverages, scoring a minimum of 70% correct.

SECTION 3: FACILITIES AND EQUIPMENT LIST

Facility Requirements:

LIST OF RECOMMENDED TOOLS & EQUIPMENT REQUIRED FOR DELIVERY OF THE PROFESSIONAL COOK 1 PROGRAM

Equipment list is based on the standard class size of 16 apprentices. The facilities must be suitable for instructional use.

Number Type of Equipment or Tools

LARGE EQUIPMENT

- 2 Convection ovens (stacking)
- 1 Char - Broiler 32 inches x 31 inches (90,000 BTUs)
- 1 Gas deep fryer w/baskets 18 kg fat capacity – 130,000 BTUs
- 2 Ranges – Gas (with conventional ovens with racks, 6 star burners per unit, backs and shelving – minimum of two burners per student working on the station)
- 1 Salamander (preferably gas)
- 1 Griddle, 36 inch minimum
- 1 Steam kettle
- 1 Basic 30 gallon gas tilting skillet
- 1 Electric single compartment table top steamer
- 1 20 quart mixing machines with attachments
- 1 Meat grinder attachment for 20 quart mixer
- 1 10 quart table top mixing machine with attachments
- 1 Bain-Marie (minimum of 45 cm X 24 cm)
- 1 5 compartment steam table w/upper shelves, heating apparatus and plate warming area in lower compartment
- Stainless Steel Work tables with lower shelves – each student to receive a minimum of 1 meter X 75 cm table space
- 1 sink per for each 4 students attached to work tables
- 1 1 hand washing sink w/soap and paper towel dispensers
- 1 Dishwashing machine w/drainage area, spray – garbage disposal
- 1 Three compartment sink (stainless) with drainage area
- 2 2 door upright refrigerators with shelving (1 may be sandwich table)
- 1 Walk in refrigerator (minimum of 6 m²)
- Appropriate shelving for walk-in fridge
- 1 Walk in freezer (minimum 5 m²)
- Appropriate shelving for walk-in freezer

SMALL EQUIPMENT

- 1 Food slicer (electric meat slicer)
- 2 4 quart food processors with attachments
- 1 Rotary toaster
- 2 Kitchen Aid multi function mixers w/attachments
- 1 Ice maker
- 1 Microwave oven
- 2 Small hand blenders (bermix)
- 1 Large hand blender (bermix)
- 2 Chiller racks
- 2 Single horse power .5 gallon industrial blenders
- 4 Portable rack and roll wagons
- 4 Portable Queen Mary wagons
- 2 200# capacity Rubber Maid utility cart

Racks for dry good storage; storage of pots and pans, and china
Quantity based on available space.

RECOMMENDED ADDITIONAL EQUIPMENT

- 1 Band saw
- 1 Three compartment steam injection deck oven
- 1 Proofing cabinet
- 1 Combi oven
- 1 34" high X 24" X 24" maple chopping block
- 1 Cry-o-vac machine

POTS AND PANS

Heavy duty weight 20 qt. Braziers with lids
Plastic bus pans
Cast iron skillets
7 ½ inch Teflon coated frying pans
7 ½ inch natural finish frying pans
8 ½ inch natural finish frying pans
10 ½ inch natural finish frying pans
14 ½ inch natural finish frying pans
7½ quart heavy duty aluminum sauté pans w/lids
11 quart heavy duty aluminum sauté pans w/lids
2 ½ quart heavy duty aluminum sauce pans w/lids
4 ½ quart heavy duty aluminum sauce pans w/lids
11 quart heavy duty aluminum sauce pots w/lids
50 quart heavy duty stock pots w/lids
Roasting pans – small - 18 ½" x 12 ½" " x 2"
Roasting pans – medium - 25 ¾ x 19 ½ x 3 ½"
7 inch fine china cap strainers
7 inch coarse china cap strainers
12 inch fine china cap strainers
12 inch coarse china cap strainers
10 ¼ inch double mesh strainers
6 ½ inch double mesh strainers
11 quart heavy duty aluminum colanders
1 ½ quart stainless steel Bain Marie inserts w/lids
3 ¼ quart stainless steel Bain Marie inserts w/lids
8 quart stainless steel Bain Marie inserts w/lids
7 quart stainless steel soup inserts w/lids
2 ½ quart stainless steel soup inserts w/lids
Full size 2 ½ inch perforated stainless steel hotel pans
Half size 2 ½ inch perforated stainless steel hotel pans
Full sized stainless steel false bottoms for hotel pans
Half sized 2 ½ inch stainless steel hotel pans
Full sized 2 ½ inch stainless steel hotel pans
Half sized 4 inch stainless steel hotel pans
Full sized 4 inch stainless steel hotel pans
Half sized 6 inch stainless steel hotel pans
Full sized 4 inch stainless steel hotel pans
Quarter sized 2 ½ inch stainless steel hotel pans
Quarter sized 4 inch stainless steel hotel pans
Sixth sized 2 ½ inch stainless steel hotel pans

Sixth sized 4 inch stainless steel hotel pans
Ninth sized 2 ½ inch stainless steel hotel pans
Ninth sized 2 ½ inch stainless steel hotel pans
2 gallon clear cam-wear storage containers with lids
3.5 gallon clear cam-wear storage containers with lids
5 gallon clear cam-wear storage containers with lids
8.5 gallon clear cam-wear storage containers with lids
12.5 gallon clear cam-wear storage containers with lids
21.5 gallon clear cam-wear storage containers with lids
5 gallon plastic storage buckets
2.5 gallon plastic storage buckets

BAKE SHOP

Digital portion scales
Bakers balance scales including counterbalances, weights and scaling pans
All purpose scales weighing to 25 kg
Large aluminum baking sheets
Half sized aluminum baking sheets
4 compartment coated bread pans
8 inch round cake pans
10 inch spring form pans
Stainless steel cooling racks
Ramekins
Stainless steel cream horn tubes
30 quart heavy duty stainless steel mixing bowls
13 quart heavy duty stainless steel mixing bowls
8 quart heavy duty stainless steel mixing bowls
3 quart heavy duty stainless steel mixing bowl
1 ½ quart heavy duty stainless steel mixing bowl
Sets of concentric plain circular cutters
Sets of concentric fluted cutters
Bench scrapers
24 compartment muffin pans
12 compartment muffin pans (Yorkshire Puddings)
Medium sized plasticized cloth piping bags
Various sizes of star piping tubes
Various sizes of plain piping tubes
Bench brushes
Pastry brushes
Pastry wheels
Pie server
Various sizes of portion scoops
French rolling pins
4 quart Cam-wear measuring cups
2 quart Cam-wear measuring cups
1 quart Cam-wear measuring cups
Graduated measuring spoon sets
Graduated measuring cup sets
158 # ingredient bins with lids
12 oz. aluminum scoops – for bins
12 inch stainless steel sieves (tamis)
Docking rollers
10 inch aluminum pie plates

KNIVES (also see Student's tools)

- Bone saw - manual
- Cleaver
- 3 sided oil or water stone sharpening set
- Scissors/shears

SMALL EQUIPMENT

- Refrigerator/freezer thermometers
- Apple corers
- Box graters
- Table top can opener
- Cheese cloth
- Off set spatulas (hamburger flippers)
- Stainless steel funnels
- 4 ½ inch stainless steel one piece skimmers
- 6 ½ inch nickel plated spiders
- 8 oz. ladles
- 6 oz. ladles
- 4 oz ladles
- 2 oz ladles
- 1 oz ladles
- Solid stainless steel serving spoons
- Perforated stainless steel serving spoons
- Slotted stainless steel serving spoons
- Poly cutting boards 18" X 24" X 1"
- Egg slicer
- 25 mm melon ballers
- Food mills
- Hand ricers
- Meat mallets
- Long wooden paddles
- Griddle scraper
- ½ L CO2 whipped cream dispensers and whippets
- Professional quality cork screws
- Large stainless steel timbale molds
- Small stainless steel timbale molds

MISC. ITEMS

- Charts
- Computer/printer with internet access
- Computer paging system
- Culinary reference material
- Projector

SAFETY RELATED ITEMS

Protective eyewear, face masks, gloves etc.

Eye wash station

Fire extinguishers, fire blankets,

First aid kit

A locked area for the orderly storage of hazardous materials in accordance to WHIMS

Signage posted (fire exits, hazardous materials, safety equipment)

INDIVIDUAL STUDENT'S TOOLS

(to be purchased prior to or when beginning program – only professional quality utensils are acceptable)

- 1 10" - 12" French Knife
- 1 Firm boning knife
- 1 Flexible wire whisk
- 1 Butter spreader
- 1 Paring knife
- 1 Turning knife
- 1 Professional quality long tined roast fork
- 1 Rubber spatula
- 1 Plastic dough scraper
- 1 Sharpening steel
- 1 Serrated Bread knife
- 1 Set of professional quality tongs
- 1 Vegetable peeler

SECTION 4: LEARNING RESOURCES

LEARNING RESOURCES:

The following list of learning resources has been provided as support for teachers in instruction, assessment, and delivery of Level 1 or Certificate of Qualification Programs. As with all supplementary resources, local approval is required before use. If a school is partnered with a post-secondary training provider, consultation is advised to ensure continuity or sequential use of learning resources. Teachers wishing to use these materials should preview and select those that are appropriate for use in their classroom and by their students. The resources are not intended as an exhaustive or exclusive list; rather, these materials represent a useful collection, relating to many of the key elements of the program.

On Cooking, Fourth Canadian Edition,

Sarah R. Labensky, Alan M. Hause, Fred Malley, Settimio Sicoli, Anthony Bevan,

ISBN: 978-0-131-58821-9

©2009

Professional Cook 1 Apprenticeship Learning Guide (2010)

Province of British Columbia - 7960003372

Occupational Skills Block A Learning Resources for (PC 1, PC 2, PC 3) (2010)

Province of British Columbia - 7960003389

ADDITIONAL RESOURCES:

Books:

Professional Cooking for Canadian Chefs, 7th Edition

Wayne Gisslen

ISBN: 978-0-470-19754-7

©2011

The Professional Chef, 8th Edition

The Culinary Institute of America®

ISBN: 978-0-7645-5734-7

©2006

The New Food Lover's Companion

Sharon Tyler Herbst

ISBN: 978-0764112584

©2001

On Baking: A Textbook of Baking and Pastry Fundamentals,

Sarah R. Labensky, Eddy VanDamme, Pricilla Martel

ISBN: 978-0-131-57923-1

©2009

The Professional Pastry Chef: Fundamentals of Baking and Pastry, 4th Edition

Bo Friberg

ISBN: 978-0-471-35925-8

©2002

Web Resources:

Propel

www.go2propel.ca

Industry Training Authority

www.itabc.ca

Inter- Provincial Red Seal Program

www.red-seal.ca

BC Chef's Association

www.bcchefs.com

Canadian Culinary Federation

www.ccfcc.ca

SECTION 5: GLOSSARIES

GLOSSARY OF VERBS USED IN THE PROGRAM OUTLINE

Analyze	To examine critically so as to determine the appropriate procedure, process, or course of action
Apply	To put to use especially for some practical purpose
Arrange	To put into a proper order or into a correct or suitable sequence, relationship, or adjustment
Assemble	To fit together the parts of
Assess	To determine the value, significance, or extent of; appraise
Bake	To cook by dry heat especially in an oven
Bind	To cause to stick together
Blanch	To scald or partially cook in water, steam, or fat
Boil	To undergo the action of a boiling liquid; to heat to the boiling point
Brew	To prepare by steeping, boiling, infusion, and/or fermentation
Braise	To cook slowly in fat and little moisture in a closed pot
Broil	To cook by direct exposure to radiant heat
Brush	To apply with a brush
Butterfly	To split almost entirely and spread apart
Calculate	To arrive at a precise numerical answer – often through the use of mathematical formulas
Chill	To make cold
Clean	To rid of dirt, impurities, or extraneous matter
Compose	To form by putting together
Convert	To change from one form or function to another
Cool	To lose heat or warmth
Cook	To prepare food for eating especially by means of heat

Cost	To estimate or set the cost of
Cut	To divide into parts with an edged tool
Decorate	To finish with something ornamental
De-beard	To remove the byssus from a mussel
Debone	To remove the bones from
Deep-fry	To cook in deep fat
Define	To set forth the meaning of a word or expression.
Demonstrate	To exhibit, show clearly or perform, to a subject standard, a process or competence
Describe	To set forth the properties or characteristics of an object To give a detailed or graphic account of a process or procedure. (The use of correct terminology, sequencing and inter-relationship of the elements is implied where required.)
Determine	To arrive at, or locate, information by a simple process (e.g. by rule of thumb)
Devein	To remove the dark dorsal vein from crustaceans
Emulsify	To disperse (as an oil) in an emulsion To convert (two or more immiscible liquids) into an emulsion
Evaluate	To determine the significance, worth, or condition of; usually by careful appraisal and study
Explain	To show the logical development or relationships of
Extend	To increase the scope, meaning, or application of
Ferment	To undergo a chemical change with effervescence
Fill	To put into as much as can be held or conveniently contained
Fillet	To cut into a piece or slice of boneless meat or fish
Finish	To bring to completion or issue

Flambé	To flame intentionally with the use of an alcohol or liqueur
Freeze	To solidify as a result of abstraction of heat
Garnish	To add decorative or savoury touches to food or drink
Grade	To assign a grade to or determine the quality of
Grill	To broil on a grill To fry or toast on a griddle
Handle	To act on or perform a required function with regard to
Heat	To make warm or hot
Hold	To maintain (a certain condition, situation, or course of action) without change
Ice	To cover with or as if with icing; <i>also</i> : to put on ice
Identify	To use the correct terminology to describe objects, both individually and collectively; to state their application or use, and to point out and name them
Inspect	To view closely in critical appraisal or look over
Interpret	To explain the meaning of
Juice	To extract the juice of
Knead	To work and press into a mass with or as if with the hands
Leaven	To raise (as bread) with a chemical, mechanical, or physical agent
List	To give in point form, several items of information; no sequence or inter-relationship is implied
Locate	To seek out and determine the location of
Maintain	To keep in good condition. To keep functional, and in good repair
Mash	To reduce to a soft pulpy state by beating or pressure
Mix	To combine or blend into one mass

Obtain	To gain or attain usually by planned action or effort
Operate	To perform a function: exert power or influence
Pack	To cover or surround with
Pan-fry	To cook in a frying pan with a small amount of fat
Peel	To strip off an outer layer of
Percolate	To prepare (coffee) by the use of circulating boiling water through grounds stored in a basket
Perform	To carry out To do in a formal manner or according to prescribed ritual
Poach	To cook in simmering liquid
Portion	To divide into portions
Prepare	To make ready beforehand for some purpose, use, or activity
Present	To serve completed servings of food or drink
Prevent	To keep from happening or existing
Price	To set a price for
Process	To subject to or handle through an established set of procedures
Produce	To oversee the making of
Purée	To make a paste or thick liquid suspension from
Rinse	To cleanse by flushing with liquid (as water)
Roast	To cook by exposing to dry heat (as in an oven or before a fire)
Roll	To wrap round on itself To shape into a ball or roll
Sanitize	To make sanitary (as by cleaning or sterilizing)
Sauté	To fry quickly in a small amount of fat
Scrub	To clean with hard rubbing

Select	To choose the most appropriate object, process or procedures, given a specific situation; (when used in relation to an object it also implies the ability to identify and describe)
Serve	To set out portions of food or drink
Service	To remove, maintain, repair, or replace items and/or components
Set up	To assemble the parts of and erect in position
Shell	To take out of a natural enclosing cover (as a shell, husk, pod, or capsule)
Shuck	To remove the shell of an oyster or clam
Simmer	To stew gently below or just at the boiling point
Sketch	To make a sketch, rough draft, or outline of
State	To set out briefly (in the equivalent or a sentence or two) an idea
Steam	To expose to the action of steam (as for softening or cooking)
Steep	To soak in a liquid at a temperature under the boiling point (as for softening, bleaching, or extracting an essence)
Stew	To boil slowly or with simmering heat
Stir-fry	To fry quickly over high heat in a lightly oiled pan (as a wok) while stirring continuously
Store	To place or leave in a location for preservation or later use or disposal
Stuff	To prepare by filling or lining
Test	To try something against a criterion or standard
Thicken	To make thick, dense, or viscous in consistency
Trim	To remove by or as if by cutting
Troubleshoot	To investigate a problem To look at, or into, critically and methodically in order to find out the causes, facts, conditions, etc
Use	The act or practice of employing something

Utilize	The act or practice of employing something
Wash	To cleanse by or as if by the action of liquid (as water)
Whip	To beat (as eggs or cream) into a froth with a utensil (as a whisk or fork)
Zest	To remove the outer peel of a citrus fruit (as an orange or lemon) for use as flavouring