

SKILLED**TRADES**<sup>BC</sup>

PROGRAM OUTLINE

Professional Cook 1

The latest version of this document is available in PDF format on the SkilledTradesBC website  
[www.skilledtradesbc.ca](http://www.skilledtradesbc.ca)

To order printed copies of Program Outlines  
or learning resources (where available)  
for BC trades contact:

Crown Publications, Queen's Printer  
Web: [www.crownpub.bc.ca](http://www.crownpub.bc.ca)  
Email: [crownpub@gov.bc.ca](mailto:crownpub@gov.bc.ca)  
Toll Free 1 800 663-6105

**Copyright © 2013 SkilledTradesBC**

This publication may not be modified in any way without permission of SkilledTradesBC

# **PROFESSIONAL COOK 1 PROGRAM OUTLINE**

**APPROVED BY INDUSTRY  
JANUARY 2011**

**BASED ON  
NOA 2011**

**Developed by  
SkilledTradesBC  
Province of British Columbia**

## TABLE OF CONTENTS

<b>Section 1 INTRODUCTION</b> .....	<b>4</b>
Foreword .....	5
Acknowledgements .....	6
How to Use this Document .....	7
<b>Section 2 PROGRAM OVERVIEW</b> .....	<b>9</b>
Program Credentialing Model .....	10
Occupational Analysis Chart .....	12
Training Topics and Suggested Time Allocation .....	15
<b>Section 3 PROGRAM CONTENT</b> .....	<b>17</b>
Professional Cook 1 .....	18
<b>Section 4 ASSESSMENT GUIDELINES</b> .....	<b>96</b>
Assessment Guidelines .....	97
<b>Section 5 TRAINING PROVIDER STANDARDS</b> .....	<b>98</b>
Facility Requirements .....	99
Tools and Equipment .....	100
Reference Materials .....	104
Instructor Requirements .....	105
<b>Appendices</b> .....	<b>106</b>
Assessor Requirements .....	107

**Section 1**  
**INTRODUCTION**  
**Professional Cook 1**

## Foreword

This Program Outline was intended as a guide for instructors of the Professional Cook 1 program. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The Program Outline was prepared with the advice and assistance of the provincial Cook Advisory Committee and will form the basis for further updating of the British Columbia Professional Cook assessment tools and learning resources by SkilledTradesBC.

Each competency is to be evaluated through the use of written examinations in which the individual must achieve a minimum of 70% in order to receive a passing grade. The types of questions used on these exams must reflect the cognitive level indicated by the learning objectives and the learning tasks listed in the related competencies.

Achievement Criteria are included for those competencies that require a practical component. The intent of including Achievement Criteria in the program outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the individual's ability to apply the theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency as those required of a competent Professional Cook 1. The conditions under which these performances will be observed and measured must be clear to the individual as well as the criteria by which the individual will be evaluated. The individual must also be given the level of expectation of success.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

### **SAFETY ADVISORY**

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.

## Acknowledgements

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by go2hr. Members include:

- Michael Allemeier – Mission Hill Winery
- Bernard Casavant – Burrowing Owl Winery
- Andrew George – Kla How Ya Culinary Arts Program
- James Kennedy – White Spot
- Christopher Kluffinger – Aramark Canada
- Bruno Marti – La Belle Auberge
- Daryle Nagata – Pan Pacific Vancouver
- Ian Riddick – Delta Hotel Sunpeaks
- Dino Renaerts – BC Chefs’ Association; Metropolitan Hotel
- Heidi Romich – Heidi’s Restaurant
- Settimio Sicoli – Vancouver Community College
- Terry Tanasiuk – Canadian Auto Workers; Fairmont Hotel Vancouver
- Steve Walker-Duncan – CCF Victoria; Ambrosia Catering

Industry Subject Matter Experts retained to assist in the development of Program Outline content:

- Bill Adams – Northwest Community College
- Xavier Bauby – Vancouver Island University, Powell River
- Ralph Graham – College of New Caledonia
- Kimberly Johnstone – Thomposon Rivers University
- Christophe Kwiatkowsky – Northwest Culinary Academy of Vancouver
- Gilbert Noussitou – Camosun College
- Stephen Wade – Burnaby Central Secondary
- Michael French – Northern Lights College

Industry Subject Matter Experts retained as outline reviewers:

- Erik Anderson – Camosun College
- Tim Curnow – College of the Rockies
- Chris Hanson – North Island College
- Ron Matthews – Selkirk College
- Debbie Shore – Vancouver Island University

Facilitators:

- Dennis Green – go2hr

SkilledTradesBC would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Professional Cook 1 occupation.

## How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
<b>Program Credentialing Model</b>	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
<b>OAC</b>	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
<b>Training Topics and Suggested Time Allocation</b>	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
<b>Program Content</b>	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels
<b>Training Provider Standards</b>	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment





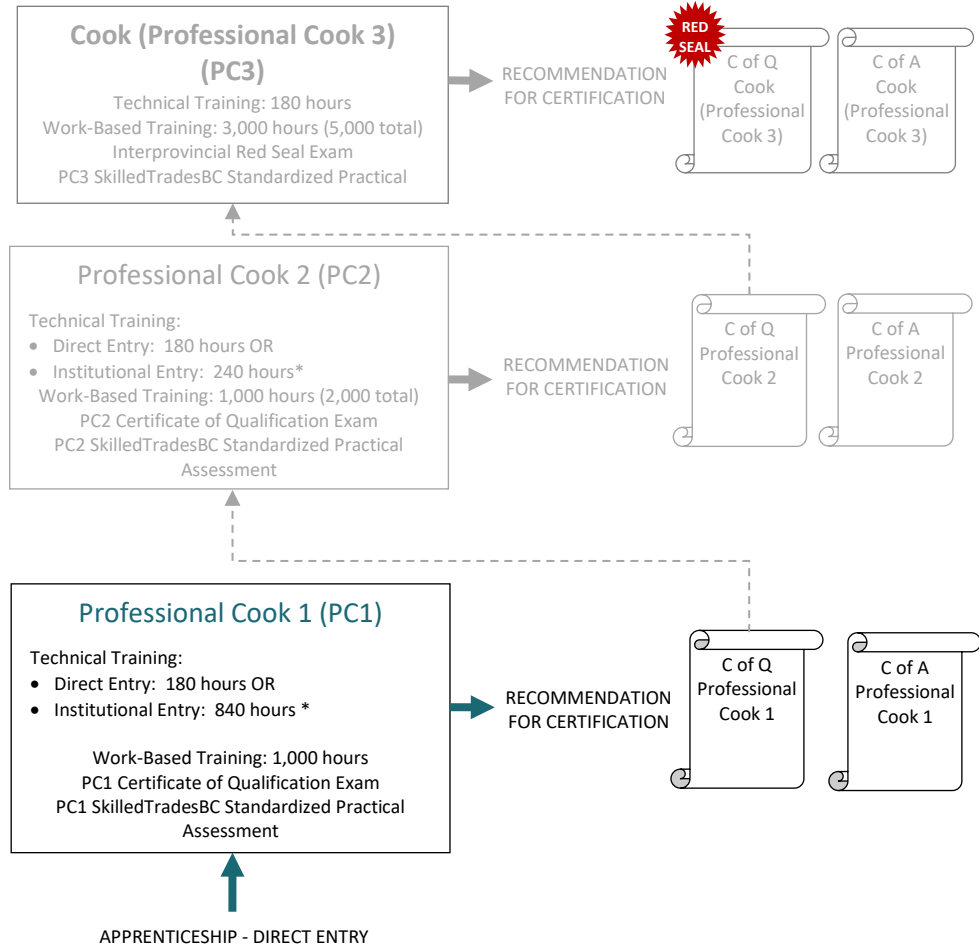
**Section 2**  
**PROGRAM OVERVIEW**  
**Professional Cook 1**

# Program Credentialing Model

## Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 1 apprenticeship pathway.

C of Q = Certificate of Qualification  
C of A = Certificate of Apprenticeship

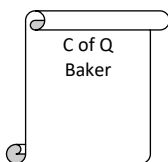


\* Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

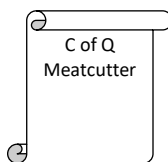
- PC1: 600 hours
- PC2: 240 hours

### CROSS-PROGRAM CREDITS

Individuals who hold the credentials listed below are entitled to receive credit toward the completion requirements of this program



C of Q Baker  
 Technical Training: None  
 Work-Based Training: 250 hours

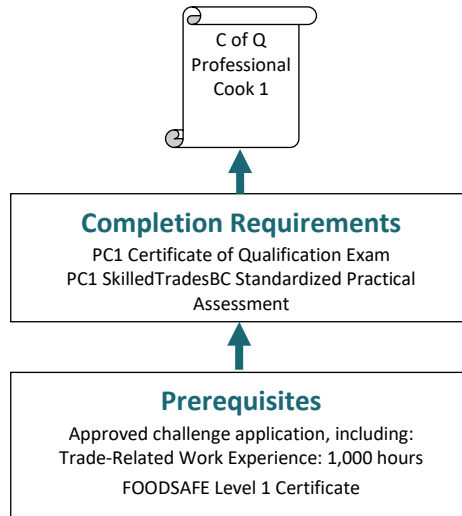


C of Q Meatcutter  
 Technical Training: None  
 Work-Based Training: 250 hours

**Challenge Pathway**

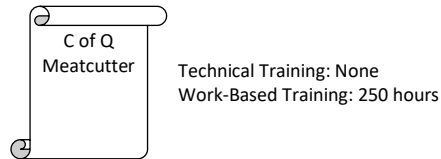
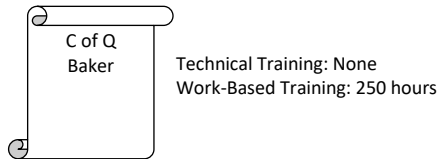
This graphic provides an overview of the Professional Cook 1 challenge pathway.

*C of Q = Certificate of Qualification*



**CREDIT FOR PRIOR LEARNING**

*Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program*



# Occupational Analysis Chart

## PROFESSIONAL COOK 1

**Occupation Description:** “Cook” means a person who performs all phases of kitchen activities including the preparation and presentation of vegetables, soups, sauces, meat, fish and poultry, cold kitchen items; desserts, baking, pastry; basic menu planning/costing as well as knowledge of safety, sanitation and food storage, and who has a knowledge of human and customer relations.

A Professional Cook 1 usually works in a supervised environment and performs basic cooking and food preparation tasks utilizing knife skills, correct terminology, and a variety of cooking methods. They must be able to follow recipes, weigh and measure food accurately, and have an understanding of the major techniques and principles used in cooking, baking, and other aspects of food preparation. At this level, a Professional Cook should have a solid foundation of culinary skill.

<b>OCCUPATIONAL SKILLS</b> <b>A</b>	Trade Knowledge <span style="float: right;">A1</span>	Safety Standards <span style="float: right;">A2</span>	Sanitary Standards <span style="float: right;">A3</span>	Production Procedures <span style="float: right;">A4</span>	Menu Planning <span style="float: right;">A5</span>	Ordering and Inventory <span style="float: right;">A6</span>	
	1	1	1	1	1	1	
	Ingredients and Nutritional Properties <span style="float: right;">A7</span>						
	1						
	<b>STOCKS, SOUPS AND SAUCES</b> <b>B</b>	Stocks <span style="float: right;">B1</span>	Thickening and Binding Agents <span style="float: right;">B2</span>	Soups <span style="float: right;">B3</span>	Sauces <span style="float: right;">B4</span>		
		1	1	1	1		
		<b>VEGETABLES AND FRUITS</b> <b>C</b>	Vegetables <span style="float: right;">C1</span>	Fruit <span style="float: right;">C2</span>			
1			1				

<b>STARCHES</b>     <b>D</b>	Potatoes     <b>D1</b>	Pastas and Farinaceous Products     <b>D2</b>	Rice, Grains, and Legumes     <b>D3</b>
	1	1	1
<b>MEATS</b>     <b>E</b>	Cut and Process Meats     <b>E1</b>	Cook Meats     <b>E2</b>	
	1	1	
<b>POULTRY</b>     <b>F</b>	Cut and Process Poultry     <b>F1</b>	Cook Poultry     <b>F2</b>	
	1	1	
<b>SEAFOOD</b>     <b>G</b>	Cut and Process Seafood     <b>G1</b>	Cook Fish     <b>G2</b>	Cook Shellfish     <b>G3</b>
	1	1	1
<b>GARDE MANGER</b>     <b>H</b>	Dressings, Condiments and Accompaniments     <b>H1</b>	Salads     <b>H2</b>	Sandwiches     <b>H3</b>
	1	1	1
<b>EGGS, BREAKFAST COOKERY, AND DAIRY</b>     <b>I</b>	Egg Dishes     <b>I1</b>	Breakfast Accompaniments     <b>I2</b>	Dairy Products and Cheeses     <b>I3</b>
	1	1	1

**Program Overview**

**BAKED GOODS AND  
DESSERTS** **J**

Principles of Baking					J1
1					

Pastries					J2
1					

Desserts					J3
1					

Quick Breads					J4
1					

Cookies					J5
1					

Yeast Products					J6
1					

**BEVERAGES** **K**

Beverages					K1
1					

## Training Topics and Suggested Time Allocation

### Professional Cook 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>OCCUPATIONAL SKILLS</b>	<b>10%</b>	<b>75%</b>	<b>25%</b>	<b>100%</b>
A1	Trade Knowledge		✓		
A2	Safety Standards		✓	✓	
A3	Sanitary Standards		✓	✓	
A4	Production Procedures		✓	✓	
A5	Menu Planning		✓		
A6	Ordering and Inventory		✓	✓	
A7	Ingredients and Nutritional Properties		✓		
<b>Line B</b>	<b>STOCKS, SOUPS AND SAUCES</b>	<b>13%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
B1	Stocks		✓	✓	
B2	Thickening and Binding Agents		✓	✓	
B3	Soups		✓	✓	
B4	Sauces		✓	✓	
<b>Line C</b>	<b>VEGETABLES AND FRUITS</b>	<b>7%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
C1	Vegetables		✓	✓	
C2	Fruit		✓	✓	
<b>Line D</b>	<b>STARCHES</b>	<b>7%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
D1	Potatoes		✓	✓	
D2	Pasta and Farinaceous Products		✓	✓	
D3	Rice, Grains and Legumes		✓	✓	
<b>Line E</b>	<b>MEATS</b>	<b>13%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
E1	Cut and Process Meats		✓	✓	
E2	Cook Meats		✓	✓	
<b>Line F</b>	<b>POULTRY</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
F1	Cut and Process Poultry		✓	✓	
F2	Cook Poultry		✓	✓	
<b>Line G</b>	<b>SEAFOOD</b>	<b>7%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
<b>Line H</b>	<b>GARDE MANGER</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
H1	Dressings, Condiments and Accompaniments		✓	✓	
H2	Salads		✓	✓	
H3	Sandwiches		✓	✓	



		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line I</b>	<b>EGGS, BREAKFAST COOKERY, AND DAIRY</b>	<b>5%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
I1	Egg Dishes		✓	✓	
I2	Breakfast Accompaniments		✓	✓	
I3	Dairy Products and Cheeses		✓		
<b>Line J</b>	<b>BAKED GOODS AND DESSERTS</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
J1	Principles of Baking		✓		
J2	Pastries		✓	✓	
J3	Desserts		✓	✓	
J4	Quick Breads		✓	✓	
J5	Cookies		✓	✓	
J6	Yeast Products		✓	✓	
<b>Line K</b>	<b>BEVERAGES</b>	<b>1%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
K1	Beverages		✓	✓	
	<b>Exams</b>	<b>7%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
<b>Total Percentage for Professional Cook 1</b>		<b>100%</b>			

**Section 3**  
**PROGRAM CONTENT**  
**Professional Cook 1**

# Professional Cook 1

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A1   Trade Knowledge**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>1. Describe personal attributes and professionalism in the workplace</p>  | <ul style="list-style-type: none"> <li>• Industry expectations</li> <li>• Employer expectations</li> <li>• Work ethics</li> <li>• Time management</li> <li>• Job satisfaction</li> </ul>  |
| <p>2. Describe roles and responsibilities in the workplace</p>               | <ul style="list-style-type: none"> <li>• Apprentice’s role</li> <li>• Supervisor’s role</li> <li>• Employee attendance and punctuality</li> <li>• Employee evaluation</li> </ul>  |
| <p>3. Describe food service occupations</p>                                  | <ul style="list-style-type: none"> <li>• Food service positions</li> <li>• Career ladder</li> <li>• Skill levels</li> <li>• Roles and responsibilities</li> </ul>   |
| <p>4. Describe food service training programs and certification pathways</p> | <ul style="list-style-type: none"> <li>• Professional cook training programs</li> <li>• Educational requirements</li> <li>• Apprenticeship <ul style="list-style-type: none"> <li>○ Obtaining Certificates of Qualification <ul style="list-style-type: none"> <li>– Trades qualification examinations</li> </ul> </li> </ul> </li> <li>• Canadian Culinary Federation (CCFCC) designations <ul style="list-style-type: none"> <li>○ Certified Chef de Cuisine (CCC)</li> </ul> </li> </ul> |
| <p>5. Describe the history of the profession and emerging trends</p>         | <ul style="list-style-type: none"> <li>• History of the profession</li> <li>• Key figures</li> <li>• Current trends</li> </ul>  |

**Line (GAC):**       A    **OCCUPATIONAL SKILLS**  
**Competency:**      A2   **Safety Standards**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe workplace hazards (WHMIS)
  
  
  
  
2. Describe general safety practices

**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

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| <p>3. Describe basic first aid procedures</p> <p>4. Describe fire safety procedures and regulations</p> <p>5. Describe WorkSafeBC regulations in the workplace</p> | <ul style="list-style-type: none"> <li>• Equipment safety             <ul style="list-style-type: none"> <li>○ Ventilation systems</li> <li>○ Emergency shutdown systems</li> <li>○ Guards and barriers</li> </ul> </li> <li>• Utilities             <ul style="list-style-type: none"> <li>○ Electrical</li> <li>○ Water supply</li> <li>○ Gas supply</li> <li>○ Other services</li> </ul> </li> <li>• First aid procedures             <ul style="list-style-type: none"> <li>○ Emergency wash or shower locations</li> <li>○ Cuts and burns</li> <li>○ Slips and falls</li> <li>○ Strains and sprains</li> </ul> </li> <li>• Components that produce fire             <ul style="list-style-type: none"> <li>○ Fuel</li> <li>○ Heat</li> <li>○ Oxygen</li> </ul> </li> <li>• Identify classes of fires and types of extinguishers</li> <li>• Fire safety precautions for working near, handling or storing             <ul style="list-style-type: none"> <li>○ Flammable liquids or gases</li> <li>○ Paper and wood products</li> <li>○ Oily cloths</li> </ul> </li> <li>• Purpose</li> <li>• Compensation and benefits             <ul style="list-style-type: none"> <li>○ Workers who are covered</li> <li>○ Workers who are not covered</li> <li>○ Compensated injuries and job-related illness</li> <li>○ Circumstances for compensation</li> <li>○ Benefits</li> </ul> </li> <li>• Responsibilities             <ul style="list-style-type: none"> <li>○ Employer</li> <li>○ Employee</li> </ul> </li> <li>• Industrial health and safety committees</li> <li>• Contravention of regulations</li> <li>• Reporting accidents</li> </ul> |
|--|--|

**Achievement Criteria**

Performance	The individual will apply safety standards as required, to industry and regulatory standards.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given access to a workstation and appropriate Personal Protective Equipment (PPE)</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Correct PPE</li><li>• Follows safe work practices</li><li>• Correct footwear and uniform</li><li>• Correct handling of hazardous materials</li><li>• Cleans up spills</li><li>• Handles hot pans appropriately</li><li>• Carries and stores knives and tools appropriately</li></ul>

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**         **A3   Sanitary Standards**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

<p>1. Describe food safety procedures (FOODSAFE Level 1 prerequisite)</p>	<ul style="list-style-type: none"> <li>• Obtain FOODSAFE Level 1 certification <ul style="list-style-type: none"> <li>○ Prerequisite to entering program (Proof of completion required)</li> </ul> </li> </ul>
<p>2. Describe the principles of Hazard Analysis – Critical Control Points (HACCP)</p>	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Food poisoning myths</li> <li>• The danger zone</li> </ul>
<p>3. Describe general food handling and storage procedures</p>	<ul style="list-style-type: none"> <li>• Food handling procedures <ul style="list-style-type: none"> <li>○ Correct</li> <li>○ Incorrect</li> </ul> </li> <li>• Identifying potentially hazardous foods (PHFs)</li> <li>• Types</li> <li>• Time/temperature control-potentially hazardous foods</li> <li>• Food safety plan</li> </ul>
<p>4. Describe the causes and preventions of food borne illnesses</p>	<ul style="list-style-type: none"> <li>• Food borne illnesses present in foods</li> <li>• Food borne illnesses spread by human contact</li> </ul>
<p>5. Describe procedures to maintain workplace sanitation and personal hygiene</p>	<ul style="list-style-type: none"> <li>• Importance of personal hygiene</li> <li>• Cleaning procedures and schedules</li> <li>• Avoiding cross contamination</li> <li>• Routine equipment maintenance</li> </ul>



**Achievement Criteria**

Performance	The individual will exercise safe food handling procedures as required to industry and regulatory standards.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation and appropriate tools and equipment</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Perishable products stored in fridge/on ice</li><li>• Product covered and stored in appropriate location</li><li>• Cleans and sanitizes between tasks</li><li>• Uses appropriate cutting boards</li><li>• Hands washed before starting work and between tasks</li><li>• Hair covered or tied back appropriately</li><li>• Correct temperatures for cooking, holding, and re-heating</li></ul>

**Line (GAC):**            **A**    **OCCUPATIONAL SKILLS**  
**Competency:**        **A4**    **Production Procedures**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>1. Identify kitchen knives and common types of hand tools and their uses</p>              | <ul style="list-style-type: none"> <li>• Types of hand tools</li> <li>• Uses of hand tools</li> <li>• Construction of kitchen knives</li> </ul>   |
| <p>2. Describe the maintenance and safety precautions of kitchen knives and hand tools</p>   | <ul style="list-style-type: none"> <li>• Maintenance <ul style="list-style-type: none"> <li>○ General guidelines</li> <li>○ General safety precautions</li> <li>○ Specific maintenance and safety precautions for knives</li> <li>○ Cleaning and sharpening knives</li> </ul> </li> </ul> |
| <p>3. Identify common types of kitchen equipment and their use, cleaning and maintenance</p> | <ul style="list-style-type: none"> <li>• Types of kitchen equipment</li> <li>• Cleaning procedures</li> <li>• Processing equipment</li> <li>• Holding and storage of equipment</li> </ul>   |

**LEARNING TASKS**

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

5. Convert recipes, calculate and adjust recipe yields

6. Describe the general principles of cooking and baking

**CONTENT**

- 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
- 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

**Achievement Criteria**

Performance	The individual will demonstrate the ability to: <ul style="list-style-type: none"><li>• Accurately weigh and measure products to an industry standard of accuracy, using both Metric and Imperial / US measurement systems.</li><li>• Adjust and convert recipes between Metric and the Imperial / US measurement systems.</li></ul>
Conditions	<ul style="list-style-type: none"><li>• The individual will be given recipes, ingredients and appropriate measuring equipment</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe yield accurate</li><li>• Recipe conversion applied correctly</li></ul>

**Line (GAC):**        **A**    **OCCUPATIONAL SKILLS**  
**Competency:**      **A5**   **Menu Planning**

**Objectives**

To be competent in this area, the individual must be able to:

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

**LEARNING TASKS**

1. Identify menu styles and formats
  
2. Correctly utilize common menu terminology
  
3. Describe a balanced menu

**CONTENT**

- Menu styles
- Types
- Formats
  
- Terminology
- Correct usage
  
- Interpret menu specifications
- Properties of a balanced menu

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**      **A6    Ordering and Inventory**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| 1. Describe receiving procedures   | <ul style="list-style-type: none"> <li>• Interpret invoices/purchasing orders</li> <li>• Receiving practices</li> </ul>   |
| 2. Identify storage temperatures and procedures                                | <ul style="list-style-type: none"> <li>• Dry foods</li> <li>• Refrigerated products</li> <li>• Frozen foods</li> <li>• Food rotation (FIFO)</li> </ul>  |
| 3. Describe the principles of reducing waste, re-using and recycling materials | <ul style="list-style-type: none"> <li>• Usage and waste management               <ul style="list-style-type: none"> <li>○ Reduce</li> <li>○ Re-use</li> <li>○ Recycle</li> </ul> </li> </ul> |
| 4. Identify correct waste management procedures                                | <ul style="list-style-type: none"> <li>• Types of waste</li> <li>• Correct protocols</li> <li>• Materials needing separate disposal</li> </ul>  |

**Achievement Criteria**

- Performance**    The individual will apply receiving and storage practices to an industry standard.
- Conditions**
  - The individual will be given access to a commercial kitchen and supplies
  - The competency will be observed and assessed by the instructor during technical training
- Criteria**        The individual will be evaluated on a grading sheet which reflects:
- Proper receiving procedures
  - Checking of invoice or packing list against order
  - Perishable products stored in fridge/freezer
  - Product covered and stored in appropriate location

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A7    Ingredients and Nutritional Properties**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| 1. Describe the principles of seasoning and flavouring                           | <ul style="list-style-type: none"> <li>• Elements of taste</li> <li>• Salty</li> <li>• Sweet</li> <li>• Sour</li> <li>• Bitter</li> <li>• Spicy</li> <li>• Umami</li> <li>• Reasons for seasoning and flavouring foods</li> </ul> |
| 2. Identify seasoning and flavouring ingredients                                 | <ul style="list-style-type: none"> <li>• Herbs</li> <li>• Spices</li> <li>• Blends</li> <li>• Condiments</li> <li>• Alcohol</li> <li>• Fruits and vegetables</li> </ul>   |
| 3. Describe general types of ingredients and their origins                       | <ul style="list-style-type: none"> <li>• Food groups</li> <li>• General area of origin</li> <li>• Availability of ingredients</li> <li>• Emerging trends</li> </ul>   |
| 4. Describe the nutritional elements of food and their importance to good health | <ul style="list-style-type: none"> <li>• Types of nutrients <ul style="list-style-type: none"> <li>○ Micro</li> <li>○ Macro</li> </ul> </li> <li>• Properties</li> <li>• Importance to good health</li> </ul>                     |

**Line (GAC):**        **B**    **STOCKS, SOUPS AND SAUCES**  
**Competency:**     **B1**   **Stocks**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Identify types of stocks and their uses
  
2. Select ingredients for stocks
  
3. Describe the principles of stock making
  
4. Prepare white stocks
  
5. Prepare brown stocks
  
6. Describe stocks used in world cuisines

**CONTENT**

- Types
- Uses
- Convenience products
  
- Ingredients
- Quality indicators
  
- General production procedures
- Method
  - Recipe sequence
  - Finishing
  - Reduction
  - Reconstituting glazes
  
- Chicken
- Veal
- Fish
- Vegetable
  
- Beef
- Veal
- Chicken
  
- Differing procedures and use
- Flavour elements



**Achievement Criteria**

Performance	The individual will prepare white and brown stocks to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils and a recipe</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned appropriately</li><li>• Production time within industry expectations</li></ul>



**Achievement Criteria**

Performance	The individual will prepare and incorporate thickening and binding agents to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Texture, colour, appearance and temperature</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):**        **B**    **STOCKS, SOUPS AND SAUCES**  
**Competency:**      **B3**    **Soups**

**Objectives**

To be competent in this area, the individual must be able to:

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

**LEARNING TASKS**

1. Describe the basic types of soups
  
2. Identify and select ingredients for soups
  
  
  
  
  
  
  
  
  
  
3. Prepare clear soups
  
  
  
  
  
  
  
  
  
  
4. Prepare cream soups
  
  
  
  
  
  
  
  
  
  
5. Prepare purée soups

**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
  - Recipe sequence
  - Cooking time
  - Finishing
  
- Method
  - Recipe sequence
  - Cooking time
  - Finishing
  
- Method
  - Recipe sequence
  - Cooking time
  - Finishing

**Achievement Criteria**

Performance	The individual will prepare clear, cream, and purée style soups with appropriate garnishes, to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):**        **B**    **STOCKS, SOUPS AND SAUCES**  
**Competency:**     **B4**    **Sauces**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe the principles and methods of sauce making
  
2. Describe leading types of sauces
  
3. Select appropriate uses for types of sauces
  
4. Prepare white sauces
  
5. Prepare blonde sauces

**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

**LEARNING TASKS**

6. Prepare brown sauces

7. Prepare purée sauces

8. Prepare emulsion sauces

**CONTENT**

- Espagnole/Demi-glace
- Jus and pan gravies
- Methods
  
- Tomato
  - Types and styles
- Other purée sauces
- Methods
  
- Hollandaise
- Béarnaise
- Emulsions without eggs
- Methods

**Achievement Criteria**

**Performance** The individual will prepare basic white, blonde, brown, purée, and emulsion sauces to an industry standard of quality and time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned appropriately
- Production time within industry expectations

**Line (GAC):** C **VEGETABLES AND FRUITS**  
**Competency:** C1 **Vegetables**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Identify and correctly store common varieties of vegetables
  
2. Describe the properties and cooking potential of vegetables
  
3. Cut and process common vegetables

**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



**LEARNING TASKS**

4. Describe the basic principles of vegetable preparation
  
5. Describe basic vegetable finishing procedures
  
6. Blanch, steam, and boil vegetables
  
7. Sauté and stir fry vegetables
  
8. Deep-fry and pan-fry vegetables
  
9. Bake and roast vegetables

**CONTENT**

- 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
  
- Basic finishing procedures
  - Garnishes
  - Sauces/butters
  - Mashing/puréeing
- Reheating for service
  
- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating
  
- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating
  
- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating
  
- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating

**LEARNING TASKS**

10. Grill and broil vegetables

**CONTENT**

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

**Achievement Criteria**

**Performance** The individual will prepare a variety of vegetables to an industry standard of quality and time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Accuracy of cuts
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations



**LEARNING TASKS**

4. Prepare fruit using a variety of methods
  
  
  
  
  
  
  
5. Prepare fruit juices

**CONTENT**

- Methods
  - Dry-heat
  - Moist-heat
  - Preserved
- Doneness
  
  
  
  
  
  
  
- Methods

**Achievement Criteria**

**Performance** The individual will prepare a variety of fruit dishes to an industry standard of quality and time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Accuracy of cuts
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

**Line (GAC):**            **D**   **STARCHES**

**Competency:**         **D1**   **Potatoes**

### Objectives

To be competent in this area, the individual must 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.

### LEARNING TASKS

1. Identify and correctly store potatoes

2. Describe the properties and cooking potential of potatoes

3. Cut and process potatoes

### 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

**LEARNING TASKS**

**CONTENT**

- |   |   |
|---|---|
| <p>4. Describe the basic principles of potato preparation</p> | <ul style="list-style-type: none"> <li>• Types of cooking methods               <ul style="list-style-type: none"> <li>○ Steaming and boiling</li> <li>○ Baking and roasting</li> <li>○ Deep-frying and pan-frying</li> <li>○ Puréeing and mashing</li> <li>○ Sautéing</li> </ul> </li> <li>• Doneness indicators</li> <li>• Cooling and storing</li> </ul> |
| <p>5. Describe basic potato finishing procedures</p>          | <ul style="list-style-type: none"> <li>• Basic finishing procedures               <ul style="list-style-type: none"> <li>○ Garnishes</li> <li>○ Sauces/butters</li> </ul> </li> </ul>   |
| <p>6. Steam and boil potatoes</p>                             | <ul style="list-style-type: none"> <li>• Suitable varieties</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and reheating</li> </ul>  |
| <p>7. Bake and roast potatoes</p>                             | <ul style="list-style-type: none"> <li>• Suitable varieties</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and reheating</li> </ul>  |
| <p>8. Deep-fry and pan-fry potatoes</p>                       | <ul style="list-style-type: none"> <li>• Suitable varieties</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and reheating</li> </ul>  |
| <p>9. Purée and mash potatoes</p>                             | <ul style="list-style-type: none"> <li>• Suitable varieties</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and reheating</li> </ul>  |

**LEARNING TASKS**

10. Sauté potatoes

**CONTENT**

- Suitable varieties
- Preparation for cooking
- Cooking procedure

**Achievement Criteria**

Performance	The individual will prepare a variety of potatoes and potato dishes to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Accuracy of cuts</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):** D **STARCHES**  
**Competency:** D2 **Pastas and Farinaceous Products**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Identify and store dry pasta and noodles

**CONTENT**

- Types
- Properties
- Nutrition
- Characteristics
  - Dry
  - Fresh
  - Cuts/shapes
  - Quality
- Handling and storage

2. Cook dry pasta and noodles

- Boiling
  - Pasta/water ratio
- Doneness
- Cooling, storage and reheating

3. Identify types of sauces for dry pasta and noodles

- Accompaniments to pasta and noodles
  - Sauces
  - Garnishes

4. Prepare pasta and noodle dishes

- Varieties
- Preparation methods
- Finishing
- Holding and serving



**Achievement Criteria**

Performance	The individual will prepare a variety of pasta, sauces, and garnishes to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):**            **D    STARCHES**  
**Competency:**         **D3    Rice, Grains, and Legumes**

**Objectives**

To be competent in this area, the individual must be able to:

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

**LEARNING TASKS**

1. Identify and store common types of rice.
  
2. Describe basic cooking methods for rice
  
3. Cook rice using basic methods
  
4. Prepare rice dishes

**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

**Achievement Criteria**

Performance	The individual will prepare and cook rice using boiling, steaming, risotto, and pilaf methods to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):**        **E**    **MEATS**  
**Competency:**     **E1**   **Cut and Process Meats**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |   |  |
|---|--|
| <p>1. Describe the muscle and bone structure of meat</p>        | <ul style="list-style-type: none"> <li>• Types and varieties <ul style="list-style-type: none"> <li>○ Beef</li> <li>○ Veal</li> <li>○ Lamb</li> <li>○ Pork</li> <li>○ Offal</li> </ul> </li> </ul>   |
| <p>2. Describe the grading, inspection, and storage of beef</p> | <ul style="list-style-type: none"> <li>• Inspection and grading</li> <li>• Aging</li> </ul>  |
| <p>3. Identify primal cuts of beef</p>                          | <ul style="list-style-type: none"> <li>• Primal cuts of beef</li> <li>• Identification</li> <li>• Uses</li> </ul>  |
| <p>4. Identify secondary cuts of beef</p>                       | <ul style="list-style-type: none"> <li>• Secondary cuts of beef</li> <li>• Identification</li> <li>• Uses</li> </ul>   |
| <p>5. Portion cut beef, pork, lamb, and veal</p>                | <ul style="list-style-type: none"> <li>• Tools</li> <li>• Portion cutting <ul style="list-style-type: none"> <li>○ Identify variety</li> <li>○ Techniques</li> <li>○ Trimming</li> <li>○ Minimizing waste</li> <li>○ Accuracy</li> </ul> </li> </ul> |

**Achievement Criteria**

Performance	The individual will: <ul style="list-style-type: none"><li>• Identify the primary and secondary cuts of beef</li><li>• Trim and cut individual portions of beef, pork, lamb, and veal as directed by the instructor to an industry standard of quality and time</li></ul>
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, cuts of meat, and appropriate tools and equipment</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Correct tools selected</li><li>• General cutting procedures accurately followed</li><li>• Portion accuracy</li><li>• Amount of trim appropriate and product appearance neat and attractive</li><li>• Work area kept clean during cutting</li><li>• Work area cleaned and sanitized after cutting</li><li>• Safe practices observed throughout</li><li>• All products stored in appropriate location</li><li>• Production time was within industry expectations</li></ul>

**Line (GAC):** E MEATS  
**Competency:** E2 Cook Meats

**Objectives**

To be competent in this area, the individual must 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).

**LEARNING TASKS**

1. Describe the basic principles of meat preparation
  
  
  
  
  
  
  
  
  
  
  
2. Describe basic cooking methods for meat

**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

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>3. Identify suitable cuts of meat for various cooking methods</p> | <ul style="list-style-type: none"> <li>• Select cuts of meat based on             <ul style="list-style-type: none"> <li>○ Menu</li> <li>○ Price / quality</li> </ul> </li> <li>• Market options             <ul style="list-style-type: none"> <li>○ Secondary cuts</li> <li>○ Portion cuts</li> </ul> </li> <li>• Identifying the appropriate cooking method</li> <li>• Select appropriate cooking method for secondary cuts of meat</li> </ul> |
| <p>4. Prepare meats for cooking</p>                                  | <ul style="list-style-type: none"> <li>• Preparation for cooking             <ul style="list-style-type: none"> <li>○ Marinating</li> <li>○ Barding</li> <li>○ Larding</li> </ul> </li> <li>• Seasoning prior to cooking</li> </ul>   |
| <p>5. Identify correct doneness of cooked meats</p>                  | <ul style="list-style-type: none"> <li>• Doneness             <ul style="list-style-type: none"> <li>○ The needle test</li> <li>○ Meat thermometer</li> <li>○ Touch testing</li> <li>○ Carry over cooking</li> </ul> </li> <li>• Resting</li> </ul>   |
| <p>6. Bake and roast meats</p>                                       | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>   |
| <p>7. Sauté and stir-fry meats</p>                                   | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>   |

**LEARNING TASKS**

**CONTENT**

- |   |   |
|---|---|
| 8. Broil and grill meats                | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 9. Deep-fry and pan-fry meats           | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 10. Braise and stew meats (brown stews) | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |

**Achievement Criteria**

- |             |   |
|-------------|---|
| Performance | The individual will cook cuts of meat, using a variety of dry, moist and combination methods to a correct degree of doneness, with accompaniments and garnishes to an industry standard for quality and time.   |
| Conditions  | <ul style="list-style-type: none"> <li>• The individual will be given a workstation, appropriate ingredients and utensils</li> <li>• The competency will be observed and assessed by the instructor during technical training</li> </ul>  |
| Criteria    | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Recipe followed correctly</li> <li>• Work well organized</li> <li>• Proper mise en place</li> <li>• Safe work habits</li> <li>• Workstation kept clean and tidy</li> <li>• Taste, texture, colour, appearance and temperature</li> <li>• Seasoned and garnished appropriately</li> <li>• Appropriate sauces and accompaniments</li> <li>• Production time within industry expectations</li> </ul> |



**Line (GAC):** F **POULTRY**  
**Competency:** F1 **Cut and Process Poultry**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Identify types of poultry
  
2. Describe the grading, inspection, and storage of poultry
  
3. Identify cuts of chicken and turkey
  
4. Portion cut chicken and turkey

**CONTENT**

- Types
- Structure and composition
- Nutrition
  
- Inspection and grading
- Classification
- Characteristics
- Handling and storage
  - Sanitation
  - Cross-contamination
  - Packaging and labeling
  
- Common cuts
- Identification
- Uses
  
- Tools
- Portion cutting
  - Identify
  - Techniques
  - Trimming
  - Minimizing waste
  - Accuracy

**Achievement Criteria**

Performance	The individual will trim and portion cut chicken and turkey to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, cuts of poultry, and appropriate tools and equipment</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Correct tools selected</li><li>• General cutting procedures accurately followed</li><li>• Portion accuracy</li><li>• Amount of trim appropriate and product appearance neat and attractive</li><li>• Work area kept clean during cutting</li><li>• Work area cleaned and sanitized after cutting</li><li>• Safe practices observed throughout</li><li>• All products stored in appropriate location</li><li>• Production time was within industry expectations</li></ul>



**LEARNING TASKS**

**CONTENT**

- |   |   |
|---|---|
| <p>3. Identify suitable cuts of poultry for various cooking methods</p> | <ul style="list-style-type: none"> <li>• Select cuts of poultry based on             <ul style="list-style-type: none"> <li>○ Menu</li> <li>○ Price/quality</li> </ul> </li> <li>• Market options             <ul style="list-style-type: none"> <li>○ Secondary cuts</li> <li>○ Portion cuts</li> </ul> </li> <li>• Identifying the appropriate cooking method</li> <li>• Select appropriate cooking method for secondary cuts of poultry</li> </ul> |
| <p>4. Prepare chicken and turkey for cooking</p>                        | <ul style="list-style-type: none"> <li>• Preparation for cooking             <ul style="list-style-type: none"> <li>○ Marinating</li> <li>○ Barding</li> <li>○ Larding</li> </ul> </li> <li>• Seasoning prior to cooking</li> </ul>   |
| <p>5. Identify correct doneness of cooked chicken and turkey</p>        | <ul style="list-style-type: none"> <li>• Doneness             <ul style="list-style-type: none"> <li>○ The needle test</li> <li>○ Meat thermometer</li> <li>○ Touch testing</li> <li>○ Carry over cooking</li> </ul> </li> <li>• Resting</li> </ul>   |
| <p>6. Bake and roast chicken and turkey</p>                             | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>   |
| <p>7. Sauté and stir-fry chicken and turkey</p>                         | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>   |

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| 8. Broil and grill chicken and turkey      | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 9. Deep-fry and pan-fry chicken and turkey | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 10. Poach and simmer chicken and turkey    | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |
| 11. Braise and stew chicken and turkey     | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul> |

**Achievement Criteria**

- |             |   |
|-------------|---|
| Performance | The individual will cook poultry, using a variety of dry, moist and combination methods to a correct degree of doneness with accompaniments and garnishes, to an industry standard of quality and time.   |
| Conditions  | <ul style="list-style-type: none"> <li>• The individual will be given a workstation, appropriate ingredients and utensils</li> <li>• The competency will be observed and assessed by the instructor during technical training</li> </ul>  |
| Criteria    | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Recipe followed correctly</li> <li>• Work well organized</li> <li>• Proper mise en place</li> <li>• Safe work habits</li> <li>• Workstation kept clean and tidy</li> <li>• Taste, texture, colour, appearance and temperature</li> <li>• Seasoned and garnished appropriately</li> <li>• Appropriate sauces and accompaniments</li> <li>• Production time within industry expectations</li> </ul> |



**LEARNING TASKS**

3. Cut and process flat and round fish

**CONTENT**

- 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

4. Clean and process shrimp and prawns

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

5. Clean and process mollusks

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

**Achievement Criteria**

Performance	The individual will fillet and portion round and flat fish and clean shellfish to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, fish or shellfish, and appropriate tools and equipment</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Correct tools selected</li><li>• General cutting procedures accurately followed</li><li>• Portion accuracy</li><li>• Amount of trim appropriate and product appearance neat and attractive</li><li>• Work area kept clean during cutting</li><li>• Work area cleaned and sanitized after cutting</li><li>• Safe practices observed throughout</li><li>• All products stored in appropriate location</li><li>• Production time was within industry expectations</li></ul>



**Line (GAC):**        **G**   **SEAFOOD**  
**Competency:**      **G2**   **Cook Fish**

### Objectives

To be competent in this area, the individual must 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.

### LEARNING TASKS

1. Describe basic principles of fish cooking
  
  
  
  
  
  
  
  
  
  
2. Identify basic cooking methods for fish

### 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

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| <p>3. Identify suitable cuts of fish for various cooking methods</p> | <ul style="list-style-type: none"> <li>• Select cuts of fish based on             <ul style="list-style-type: none"> <li>○ Menu</li> <li>○ Price/quality</li> </ul> </li> <li>• Market options             <ul style="list-style-type: none"> <li>○ Portion cuts</li> <li>○ Whole dressed</li> </ul> </li> <li>• Identifying the appropriate cooking method</li> <li>• Select appropriate cooking method for cuts of fish</li> </ul> |
| <p>4. Prepare round and flat fish for cooking</p>                    | <ul style="list-style-type: none"> <li>• Preparation prior to cooking             <ul style="list-style-type: none"> <li>○ Fabricating procedures</li> <li>○ Marinating</li> </ul> </li> <li>• Seasoning</li> </ul>  |
| <p>5. Identify correct doneness of cooked fish</p>                   | <ul style="list-style-type: none"> <li>• Doneness             <ul style="list-style-type: none"> <li>○ The needle test</li> <li>○ Meat thermometer</li> <li>○ Touch testing</li> <li>○ Carry over cooking</li> </ul> </li> <li>• Resting</li> </ul>  |
| <p>6. Bake and roast fish</p>  | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>  |
| <p>7. Sauté and stir-fry fish</p>                                    | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>  |
| <p>8. Broil and grill fish</p>                                       | <ul style="list-style-type: none"> <li>• Suitable cuts</li> <li>• Preparation for cooking</li> <li>• Cooking procedure</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>  |

**LEARNING TASKS**

9. Deep-fry and pan-fry fish

**CONTENT**

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

10. Steam and poach fish

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

**Achievement Criteria**

**Performance** The individual will cook fish, using a variety of dry and moist methods, to a correct degree of doneness, with accompaniments and garnishes to an industry standard of quality and time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Appropriate sauces and accompaniments
- Production time within industry expectations



**LEARNING TASKS**

3. Identify suitable types of shellfish for various cooking methods

4. Prepare shellfish for cooking

5. Identify correct doneness of cooked shellfish

6. Bake and roast shellfish

7. Sauté and stir-fry shellfish

8. Broil and grill shellfish

**CONTENT**

- 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

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

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

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

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

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

**LEARNING TASKS**

9. Deep-fry and pan-fry shellfish

**CONTENT**

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

10. Steam and poach shellfish

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

**Achievement Criteria**

**Performance** The individual will cook shellfish, using a variety of dry and moist methods, to a correct degree of doneness with accompaniments and garnishes to an industry standard of quality and time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Appropriate sauces and accompaniments
- Production time within industry expectations

**Line (GAC):**           **H    GARDE MANGER**  
**Competency:**       **H1   Dressings, Condiments and Accompaniments**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe types of salad dressings and their uses
  
2. Identify ingredients used in salad dressings
  
3. Describe basic principles of salad dressing preparation
  
4. Prepare salad dressings

**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

**Achievement Criteria**

Performance	The individual will prepare a variety of simple and emulsified salad dressings to an industry standard in quality and time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned appropriately</li><li>• Production time within industry expectations</li></ul>



**Line (GAC):** H GARDE MANGER  
**Competency:** H2 Salads

### Objectives

To be competent in this area, the individual must 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.

### LEARNING TASKS

1. Describe types of salads and their components
2. Identify types of salad ingredients
3. Select and store salad ingredients
4. Prepare simple salads

### 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
  - Precut
  - Pre-washed
- Handling and storage of salad greens
- Prepare salad greens
  - Tearing and cutting
  - Washing
  - Drying
- Combine salad ingredients
- Finishing, holding and serving

**LEARNING TASKS**

5. Prepare buffet salads and set up a salad bar

**CONTENT**

- Salad bars
  - Terminology
  - Tools and equipment
  - Maintenance
- Salad bar and buffet preparation and presentation terminology
  - 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

**Achievement Criteria**

Performance	The individual will prepare a variety of basic salads with dressings to an industry standard in quality and production time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Seasoned and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC): H      GARDE MANGER**

**Competency:      H3    Sandwiches**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>1. Describe types of sandwiches and their ingredients</p> | <ul style="list-style-type: none"> <li>• Types of sandwiches               <ul style="list-style-type: none"> <li>○ Hot</li> <li>○ Cold</li> <li>○ Closed</li> <li>○ Open-faced</li> <li>○ Tea</li> <li>○ Multi-Decker</li> <li>○ Wraps</li> </ul> </li> <li>• Garnishes</li> <li>• Cross-contamination</li> <li>• Portion control</li> <li>• Storing</li> </ul>  |
| <p>1. Identify ingredients used in sandwich preparation</p>  | <ul style="list-style-type: none"> <li>• Components               <ul style="list-style-type: none"> <li>○ Breads</li> <li>○ Spreads</li> </ul> </li> <li>• Type of fillings</li> </ul>   |
| <p>1. Set-up a sandwich station</p>                          | <ul style="list-style-type: none"> <li>• Advance preparation               <ul style="list-style-type: none"> <li>○ Ingredients</li> <li>○ Arrange</li> <li>○ Store</li> </ul> </li> <li>• Efficient work flow               <ul style="list-style-type: none"> <li>○ À la carte versus banquet production</li> </ul> </li> <li>• Presenting and garnishing</li> <li>• Hand tools, equipment, workstation sanitation and hygiene</li> </ul> |

**LEARNING TASKS**

2. Prepare hot and cold sandwiches

**CONTENT**

- Varieties
- Production procedures
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance** The individual will prepare and garnish hot and cold sandwiches to an industry standard in quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
  - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
  - Proper mise en place
  - Safe work habits
  - Workstation kept clean and tidy
  - Taste, texture, colour, appearance and temperature
  - Seasoned and garnished appropriately
  - Production time within industry expectations

<b>Line (GAC):</b>	<b>I</b>	<b>EGGS, BREAKFAST COOKERY, AND DAIRY</b>
<b>Competency:</b>	<b>II</b>	<b>Egg Dishes</b>

### Objectives

To be competent in this area, the individual must 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 omelets.

### LEARNING TASKS

1. Describe the grading, handling and storage of eggs
2. Describe the composition of eggs
3. Describe the basic cooking methods for eggs

### 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

**LEARNING TASKS**

4. Prepare eggs using a variety of methods

**CONTENT**

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

5. Prepare a variety of egg dishes and omelets

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

**Achievement Criteria**

**Performance** The individual will prepare a variety of egg dishes to industry standards for quality and production time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations





**LEARNING TASKS**

4. Cook pancakes, waffles, crepes and french toast

**CONTENT**

- Ingredients
- Batter preparation
- Fillings
- Cooking procedure
- Doneness
- Garnishes and toppings
- Holding and serving

5. Prepare breakfast items in quantity

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

**Achievement Criteria**

**Performance** The individual will prepare a variety of breakfast menu items and accompaniments to industry standards for quality and production time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

**Line (GAC):** I **EGGS, BREAKFAST COOKERY, AND DAIRY**  
**Competency:** I3 **Dairy Products and Cheeses**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| 1. Identify types of dairy products and their uses | <ul style="list-style-type: none"> <li>• Types</li> <li>• Unfermented</li> <li>• Fermented</li> <li>• Uses</li> </ul>  |
| 2. Describe the properties of dairy products       | <ul style="list-style-type: none"> <li>• Composition</li> <li>• Fat content</li> <li>• Nutrition</li> <li>• Cooking potential</li> </ul>   |
| 3. Select and store dairy products and cheese      | <ul style="list-style-type: none"> <li>• Selection</li> <li>• Receiving</li> <li>• Handling and storage</li> </ul>   |
| 4. Describe types of cheese                        | <ul style="list-style-type: none"> <li>• Composition</li> <li>• Types</li> <li>• Characteristics</li> <li>• Uses</li> <li>• Origins</li> <li>• Visual recognition</li> <li>• Taste identification</li> </ul> |
| 5. Cook with dairy products and cheese             | <ul style="list-style-type: none"> <li>• Cooking procedures</li> <li>• Recipe sequence</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>  |

**Line (GAC):** J **BAKED GOODS AND DESSERTS**  
**Competency:** J1 **Principles of Baking**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe ingredients used in baking
  
2. Describe the types and properties of leaveners
  
3. Describe basic mixing methods and principles
  
4. Describe general production procedures used in baking

**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

**LEARNING TASKS**

5. Describe storage procedures for finished bakery products

**CONTENT**

- Cooling
- Wrapping
- Shelf life
- Refrigeration
- Freezing

**Line (GAC):** J BAKED GOODS AND DESSERTS

**Competency:** J2 Pastries

### Objectives

To be competent in this area, the individual must be able to:

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

### LEARNING TASKS

1. Describe basic pastry and pie doughs
2. Describe basic pie preparation
3. Prepare basic pies

### 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

**Achievement Criteria**

Performance	The individual will prepare and bake basic pies, doughs and fillings, to industry standards for quality and production time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"><li>• Recipe or formula followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Even size and shape</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Finished and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):** J **BAKED GOODS AND DESSERTS**  
**Competency:** J3 **Desserts**

**Objectives**

To be competent in this area, the individual must be able to:

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

**LEARNING TASKS**

1. Describe types of fruit desserts
  
2. Describe types of basic custards and puddings
  
3. Prepare fruit desserts
  
4. Prepare basic custards and puddings

**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

**Achievement Criteria**

Performance	The individual will prepare basic puddings, fruit desserts, custards and creams, to industry standards for quality and production time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe or formula followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Even size and shape</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Finished and garnished appropriately</li><li>• Production time within industry expectations</li></ul>





**Achievement Criteria**

Performance	The individual will prepare quick breads using both standard mixing methods, to industry standards for quality and production time.
Conditions	<ul style="list-style-type: none"><li>• The individual will be given a workstation, appropriate ingredients and utensils</li><li>• The competency will be observed and assessed by the instructor during technical training</li></ul>
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Recipe or formula followed correctly</li><li>• Proper mise en place</li><li>• Safe work habits</li><li>• Workstation kept clean and tidy</li><li>• Even size and shape</li><li>• Taste, texture, colour, appearance and temperature</li><li>• Finished and garnished appropriately</li><li>• Production time within industry expectations</li></ul>

**Line (GAC):** J **BAKED GOODS AND DESSERTS**  
**Competency:** J5 **Cookies**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe types of cookies and their ingredients

**CONTENT**

- Ingredients
- Cookie styles
  - Dropped
  - Bar
  - Moulded (or hand-formed)
  - Refrigerator (icebox)
  - Rolled
- Storage

2. Describe the characteristics of cookies

- Causes of crispness, chewiness and spread in cookies
- Characteristics
  - Crisp
  - Soft
  - Chewy

3. Describe the different methods of preparation used in cookie making

- Mixing methods
  - Creaming
  - Sponge or foam
  - One-stage
- Makeup methods
  - Dropped
  - Bar
  - Moulded (or hand-formed)
  - Refrigerator (icebox)
  - Rolled
- Baking
- Cooling

**LEARNING TASKS**

4. Prepare cookies

**CONTENT**

- Varieties
- Production procedures
- Doneness
- Finishing

**Achievement Criteria**

Performance	The individual will prepare and bake cookies using a variety of standard mixing and makeup methods, to industry standards for quality and production time.
Conditions	<ul style="list-style-type: none"> <li>• The individual will be given a workstation, appropriate ingredients and utensils</li> <li>• The competency will be observed and assessed by the instructor during technical training</li> </ul>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Recipe or formula followed correctly</li> <li>• Proper mise en place</li> <li>• Safe work habits</li> <li>• Workstation kept clean and tidy</li> <li>• Even size and shape</li> <li>• Taste, texture, colour, appearance and temperature</li> <li>• Finished and garnished appropriately</li> <li>• Production time within industry expectations</li> </ul>



**LEARNING TASKS**

3. Describe the shaping of basic yeast breads
  
4. Prepare basic yeast breads

**CONTENT**

- Hand procedures
- Machine procedures
- Pans and moulds
  
- Dough formulas
- Make-up techniques
- Finishing
- Baking

**Achievement Criteria**

- |             |   |
|-------------|---|
| Performance | The individual will prepare and bake a variety of basic yeast dough products to industry standards for quality and production time.   |
| Conditions  | <ul style="list-style-type: none"> <li>• The individual will be given a workstation, appropriate ingredients and utensils</li> <li>• The competency will be observed and assessed by the instructor during technical training</li> </ul>  |
| Criteria    | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Recipe or formula followed correctly</li> <li>• Proper mise en place</li> <li>• Safe work habits</li> <li>• Workstation kept clean and tidy</li> <li>• Even size and shape</li> <li>• Taste, texture, colour, appearance and temperature</li> <li>• Finished and garnished appropriately</li> <li>• Production time within industry expectations</li> </ul> |

**Line (GAC):**        **K**    **BEVERAGES**

**Competency:**     **K1**   **Beverages**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

**CONTENT**

- |   |  |
|---|--|
| <p>1. Describe types of non-alcoholic beverages</p>                               | <ul style="list-style-type: none"> <li>• Types of beverages (cold/hot)</li> <li>• Beverage properties</li> </ul>   |
| <p>2. Identify ingredients used in the preparation of non-alcoholic beverages</p> | <ul style="list-style-type: none"> <li>• Types of ingredients               <ul style="list-style-type: none"> <li>○ Coffee beans                   <ul style="list-style-type: none"> <li>– Types</li> <li>– Roasting styles</li> </ul> </li> <li>○ Tea leaves                   <ul style="list-style-type: none"> <li>– Types</li> </ul> </li> <li>○ Juices</li> <li>○ Sodas</li> <li>○ Waters</li> </ul> </li> <li>• Quality indicators for ingredients</li> </ul> |
| <p>3. Describe the proper brewing procedures for coffee and tea products</p>      | <ul style="list-style-type: none"> <li>• Brewed coffee</li> <li>• Espresso</li> <li>• Espresso drinks</li> <li>• Tea</li> <li>• Tea drinks</li> </ul>  |
| <p>4. Prepare non-alcoholic beverages</p>   | <ul style="list-style-type: none"> <li>• Tools and equipment</li> <li>• Preparation methods</li> <li>• Recipe sequence</li> <li>• Accompaniments and garnishes</li> </ul>  |

**LEARNING TASKS**

5. Serve non-alcoholic beverages

**CONTENT**

- Holding times
- Service vessel types and purposes
- Presentation techniques
- Holding temperatures
- Portions

**Achievement Criteria**

**Performance** The individual will prepare coffee, tea, and other non-alcoholic beverages to industry standards for quality and production time.

**Conditions**

- The individual will be given a workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Flavour, colour, appearance and temperature
- Finished and garnished appropriately
- Production time within industry expectations



# **Section 4**

## **ASSESSMENT GUIDELINES**

## Assessment Guidelines

### Level 1 Grading Sheet: Subject Competency and Weighting

PROGRAM: IN-SCHOOL TRAINING:		COOK (PROFESSIONS COOK 1) LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OCCUPATIONAL SKILLS	15%	15%
B	STOCKS, SOUPS AND SAUCES	15%	15%
C	VEGETABLES AND FRUITS	8%	8%
D	STARCHES	8%	8%
E	MEATS	15%	15%
F	POULTRY	10%	10%
G	SEAFOOD	10%	10%
H	GARDE-MANGER	6%	6%
I	EGGS, BREAKFAST COOKERY, AND DAIRY	5%	5%
J	BAKED GOODS AND DESSERTS	7%	7%
K	BEVERAGES	1%	1%
	Total	100%	100%
<b>In-school theory &amp; practical subject competency weighting</b>		25%	75%
<b>Final in-school mark</b>		IN-SCHOOL %	

All apprentices who complete Level 1 of the Professional Cook program with a FINAL in-school mark of 70% or greater will write the Professional Cook Level 1 Certificate of Qualification Exam and take the Professional Cook Level 1 Practical Examination for their final assessment.

<b>C of Q Exam Mark</b> A score of 70% or greater is required for a pass	EXAM %
<b>Practical Assessment Mark</b> A score of 70% or greater is required for a pass	EXAM %

# **Section 5**

## **TRAINING PROVIDER STANDARDS**

## Facility Requirements

### Classroom Area

- Desks or worktables for full class of students
- Whiteboard
- Projector
- Demonstration area with counter and sink

### Shop Area

- No specific size criteria, must meet current code for commercial kitchen and health regulations related to number of occupants and workstations

### Lab Requirements

- Stainless Steel Work tables with lower shelves – each student to receive a minimum of 1 meter (3 ft.) of counter space
- 1 sink per each 4 students attached to work tables
- Hand washing sinks with soap and paper towel dispensers
- Dishwashing machine with drainage area, spray – garbage disposal or three compartment sink (stainless) with drainage area
- Upright or reach-in refrigerators with shelving (1 may be sandwich table)
- Walk in refrigerator with appropriate shelving
- Walk in freezer with appropriate shelving
- Dry goods storage area with appropriate shelving
- Racks for dry good storage; storage of pots and pans, and china
- Chemical / cleaning material storage area
- Signage posted (fire exits, hazardous materials, safety equipment)

### Student Facilities

- Adequate student change area and locker space

### Instructor's Office Space

- Computer/printer with internet access
- Culinary reference material

### Other (Safety equipment)

- First aid kit
- Fire extinguishers and hood suppression system to code
- Eye wash station
- Protective eyewear, face masks, gloves etc.
- A locked area for the orderly storage of hazardous materials in accordance to WHIMS

## **Tools and Equipment**

All equipment and tools must be of professional quality and commercial/industrial grade and not designed for home use only.

### **Shop Equipment**

#### ***Required***

##### LARGE EQUIPMENT

- Convection oven(s)
- Char - Broiler
- Deep fryer with baskets
- 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)
- Salamander (preferably gas)
- Griddle, 36 inch minimum
- Steam kettle
- Tilting skillet
- Convection steamer
- Stand mixers with attachments
- Meat grinder or attachment for mixer
- Bain-Marie
- Steam table w/upper shelves, heating apparatus and plate warming area
- Ice maker

##### SMALL EQUIPMENT

- Food slicer (electric meat slicer)
- Food processors with attachments
- Toaster
- Table top stand mixers w/attachments
- Microwave oven
- Hand (immersion) blenders
- Large immersion blender
- Commercial blenders
- Portable rack and roll wagons
- Portable rolling metro racks or Queen Mary wagons
- Stainless or commercial grade plastic utility cart
- Digital portion scale(s)
- Bakers balance scale(s) including counterbalances, weights and scaling pans
- All purpose scale(s) weighing to 25 kg
- Coffee maker

***Recommended***

- Band saw
- Three compartment steam injection deck oven
- Proofing cabinet
- Combi oven
- Maple chopping block
- Vacuum packing machine
- Espresso machine

**Shop (Facility) Tools**

***Standard Tools***

POTS AND PANS

- Heavy duty braziers with lids
- Cast iron skillets
- Assorted non-stick frying pans
- Assorted natural finish frying pans
- Assorted heavy duty stainless or aluminium sauté pans with lids
- Assorted heavy duty stainless or aluminium sauce pans with lids
- Heavy duty stock pots with lids
- Roasting pans - small and large
- Assorted sizes of stainless steel Bain marie inserts with lids
- Assorted sizes of stainless steel soup inserts with lids
- Assorted sizes of perforated stainless steel hotel pans
- Assorted sizes of stainless steel false bottoms for hotel pans
- Assorted sizes of stainless steel hotel pans
- 4 compartment coated bread pans
- 8 inch round cake pans
- 10 inch spring form pans
- Full sized baking sheets
- Half sized baking sheets
- Stainless steel cooling racks
- Assorted sizes of muffin pans
- Assorted sizes of pie plates
- Removable bottom tart pans

PORTIONING, MEASURING, AND STORAGE

- Assorted sizes of fine conical (china cap) strainers
- Assorted sizes of coarse conical (china cap) strainers
- Assorted sizes of double mesh strainers
- Assorted sizes of heavy duty colanders

- Assorted sizes of clear storage containers with lids
- Assorted sizes of plastic storage buckets with lids
- Assorted sizes of plastic inserts with lids
- Plastic bus pans
- Assorted sizes of ramekins
- Stainless steel cream horn tubes
- Assorted sizes of heavy duty stainless steel mixing bowls
- Ingredient bins with lids and scoops
- 12 inch drum sieve(s) (tamis)
- Assorted sizes of ladles
- Solid stainless steel serving spoons
- Perforated stainless steel serving spoons
- Slotted stainless steel serving spoons

**HAND TOOLS AND UTENSILS**

- Bone saw - manual
- Cleaver
- 3 sided oil or water stone sharpening set
- Scissors/shears
- Refrigerator/freezer thermometers
- Box graters
- Table top can opener
- Cheese cloth
- Off set spatulas (large for griddle)
- Assorted sizes of funnels
- Coloured poly cutting boards
- Food mills
- Hand ricers
- Meat mallets
- Long wooden paddles
- Griddle scraper
- Stainless steel skimmers
- Assorted sizes of spiders
- Bench scrapers
- Bench brushes
- Various sizes of portion scoops
- Rolling pins
- Assorted sizes of measuring cups
- Graduated measuring spoon sets
- Graduated measuring cup sets

***Specialty Tools***

- Pastry brushes
- Pastry wheels
- Docking rollers
- Assorted sizes of cloth piping bags
- Various sizes of star piping tubes
- Various sizes of plain piping tubes
- Egg slicer
- Parisienne scoop (melon baller)
- Apple corers
- CO2 whipped cream dispensers and whippets
- Professional quality cork screws
- Assorted stainless steel timbale molds
- Set(s) of concentric plain circular cutters
- Set(s) of concentric fluted cutters
- Pie servers

**Student Tools (supplied by student)**

***Required***

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

***Recommended***

- Digital timer
- Instant read meat thermometer
- Flexible filleting knife
- Measuring spoons
- Calibrated measuring cups
- Fish tweezers
- Small fine mesh sieve
- Set of concentric plain circular cutters
- Set of concentric fluted cutters



## Reference Materials

### Required Reference Materials

- Occupational Skills Block A Learning Resources for (PC 1, PC 2, PC 3) (2010) Crown Publication Services (BC) Product # 7960003389
- Professional Cook 1 Apprenticeship Learning Guide (2010), Crown Publication Services (BC) Product # 7960003372

### Recommended Resources

- go2hr [www.go2hr.ca](http://www.go2hr.ca)
- SkilledTradesBC [www.skilledtradesbc.ca](http://www.skilledtradesbc.ca)
- Inter- Provincial Red Seal Program [www.red-seal.ca](http://www.red-seal.ca)
- BC Chefs' Association [www.bcchefs.com](http://www.bcchefs.com)
- Canadian Culinary Federation [www.ccfcc.ca](http://www.ccfcc.ca)

### Suggested Texts

- On Cooking, Fifth Canadian Edition  
Sarah R. Labensky, CCP, Alan M. Hause, Priscilla A. Martell, Fred L. Malley, Anthony Bevan, Settimo Sicoli  
ISBN: 978-0-13-800918-2©2012
- 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

**NOTE:**

This list of Reference Materials is for training providers. Apprentices should contact their preferred training provider for a list of recommended or required texts for this program.

## **Instructor Requirements**

### **Occupation Qualification**

The instructor must possess:

- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- Certified Chef de Cuisine (CCC)

### **Work Experience**

A minimum of 10 years experience working in the industry, of which 3 years have been in a supervisory capacity.

### **Instructional Experience and Education**

The instructor must:

- Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor's Diploma Program or equivalent. (If in progress, a maximum of 2 years to completion.)

# Appendices

## Assessor Requirements

Any individual conducting practical assessments of challengers must be registered with SkilledTradesBC as an assessor for Professional Cook and meet the following requirements:

### Occupation Qualification

The instructor must possess:

- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- Certified Chef de Cuisine (CCC)

### Work Experience

A minimum of 10 years experience working in the industry, of which 3 years have been in a supervisory capacity.

### Assessment Experience and Education

The assessor must:

- Have complete a SkilledTradesBC approved assessor training program
- Be registered and in good standing with SkilledTradesBC