

SKILLED**TRADES**^{BC}

PROGRAM OUTLINE

Professional Cook 2

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PROFESSIONAL COOK 2 PROGRAM OUTLINE

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JANUARY 2011**

**BASED ON
NOA 2011**

**Developed by
SkilledTradesBC
Province of British Columbia**

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Section 1
INTRODUCTION
Professional Cook 2

Foreword

This Program Outline was intended as a guide for instructors of the Professional Cook 2 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 2. 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.

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- Bill Adams – Northwest Community College
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- Erik Anderson – Camosun College
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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 2 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
Program Credentialing Model	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
OAC	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
Training Topics and Suggested Time Allocation	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
Program Content	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
Training Provider Standards	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

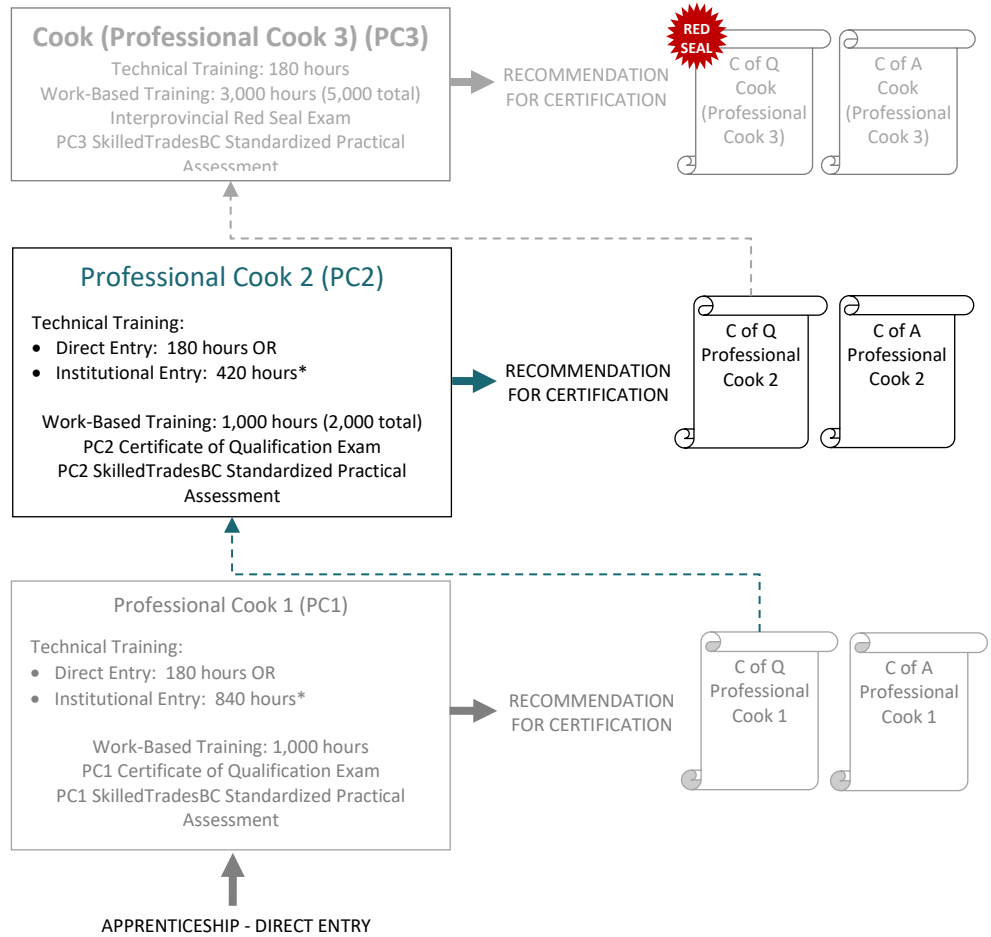
Section 2
PROGRAM OVERVIEW
Professional Cook 2

Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 2 apprenticeship pathway.

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

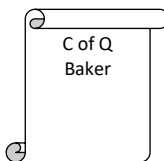


*Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

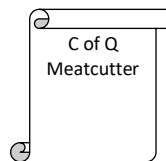
- PC1: 600 hours
- PC2: 240 hours

CROSS-PROGRAM CREDITS

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



Technical Training: None
Work-Based Training: 250 hours



Technical Training: None
Work-Based Training: 250 hours

Occupational Analysis Chart

PROFESSIONAL COOK 2

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 2 usually works under some supervision and performs a variety of cooking and food preparation tasks using multiple cooking methods. In addition to using the major techniques and principles used in cooking, baking, and other aspects of food preparation, at this level, a professional cook should have a preliminary understanding of food costing, menu planning, and purchasing processes.

OCCUPATIONAL SKILLS A	Trade Knowledge A1	Safety Standards A2	Sanitary Standards A3	Production Procedures A4	Menu Planning A5	Ordering and Inventory A6
	1 2	1	1	1	1 2	1 2
STOCKS, SOUPS AND SAUCES B	Ingredients and Nutritional Properties A7	Human Resource and Leadership Skills A8	Cost Management A9	Front of House A10		
	1 2	1 2	2	2		
VEGETABLES AND FRUITS C	Stocks B1	Thickening and Binding Agents B2	Soups B3	Sauces B4		
	1	1	1 2	1 2		
	Vegetables C1	Fruit C2	Vegetarian Dishes C3			
	1 2	1	2			

STARCHES D	Potatoes D1	Pastas and Farinaceous Products D2	Rice, Grains, and Legumes D3
	1 2	1 2	1 2

MEATS E	Cut and Process Meats E1	Cook Meats E2
	1 2	1 2

POULTRY F	Cut and Process Poultry F1	Cook Poultry F2
	1 2	1 2

SEAFOOD G	Cut and Process Seafood G1	Cook Fish G2	Cook Shellfish G3
	1 2	1 2	1 2

GARDE MANGER H	Dressings, Condiments and Accompaniments H1	Salads H2	Sandwiches H3	Hors d'oeuvre and Appetizers H4	Presentation Platters H5
	1 2	1 2	1	2	2

EGGS, BREAKFAST COOKERY, AND DAIRY I	Egg Dishes I1	Breakfast Accompaniments I2	Dairy Products and Cheeses I3
	1	1	1

Program Overview

**BAKED GOODS AND
DESSERTS** J

Principles of Baking					J1
1					

Pastries					J2
1	2				

Desserts					J3
1					

Quick Breads					J4
1					

Cookies					J5
1					

Yeast Products					J6
1	2				

Cakes and Tortes					J7
	2				

BEVERAGES K

Beverages					K1
1					

Training Topics and Suggested Time Allocation

Professional Cook 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	10%	75%	25%	100%
A1	Trade Knowledge		✓		
A5	Menu Planning		✓	✓	
A6	Ordering and Inventory		✓	✓	
A7	Ingredients and Nutritional Properties		✓		
A8	Human Resource and Leadership Skills		✓		
A9	Cost Management		✓	✓	
A10	Front of House		✓		
Line B	STOCKS, SOUPS AND SAUCES	13%	25%	75%	100%
B3	Soups		✓	✓	
B4	Sauces		✓	✓	
Line C	VEGETABLES AND FRUITS	10%	25%	75%	100%
C1	Vegetables		✓	✓	
C3	Vegetarian Dishes		✓	✓	
Line D	STARCHES	10%	25%	75%	100%
D1	Potatoes		✓	✓	
D2	Pasta and Farinaceous Products		✓	✓	
D3	Rice, Grains and Legumes		✓	✓	
Line E	MEATS	13%	25%	75%	100%
E1	Cut and Process Meats		✓	✓	
E2	Cook Meats		✓	✓	
Line F	POULTRY	10%	25%	75%	100%
F1	Cut and Process Poultry		✓	✓	
F2	Cook Poultry		✓	✓	
Line G	SEAFOOD	7%	25%	75%	100%
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
Line H	GARDE MANGER	10%	25%	75%	100%
H1	Dressings, Condiments and Accompaniments		✓	✓	
H2	Salads		✓	✓	
H4	Hors d'oeuvre and Appetizers		✓	✓	
H5	Presentation Platters		✓	✓	

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line J	BAKED GOODS AND DESSERTS	10%	25%	75%	100%
J2	Pastries		✓	✓	
J6	Yeast Products		✓	✓	
J7	Cakes and Tortes		✓	✓	
	Exams	7%	50%	50%	100%
Total Percentage for Professional Cook 2		100%			

Section 3
PROGRAM CONTENT
Professional Cook 2

Professional Cook 2

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

Objectives

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

- Describe the BC Employment Standards Act.
- Describe the BC Human Rights Act.

LEARNING TASKS

1. Describe the BC Employment Standards Act

CONTENT

- Wages
- Working conditions
- Hours
- Call-in
- Layoff
- Notice of termination
- Working alone

2. Describe the BC Human Rights Act

- Discrimination
- Harassment

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

Objectives

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

- Describe the principles used in creating a menu.
- Describe types of menus.
- Describe the purpose of cross utilization in menus.
- Plan a basic table d’hôte menu.

LEARNING TASKS

1. Describe the principles used in creating a menu

2. Describe types of menus

3. Describe the purpose of cross utilization in menus

4. Plan a basic table d’hôte menu

CONTENT

- Physical characteristics and layout
- Regional/international cuisine
- Menu development
- Master menu index

- Types of menus
 - Static
 - Cycle
 - Table d’hôte
 - À la carte

- By-products
 - Sources
 - Managing/minimizing
 - Storage

- Utilize basic principles above
 - Table d’hôte
 - Cross utilization

Achievement Criteria

Performance	The individual will prepare a table d'hôte menu.
Conditions	<ul style="list-style-type: none">• The individual will be given criteria for the menu• 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: <ul style="list-style-type: none">• Correct terminology• Variety of menu items• Balance of menu items• Nutritional value• Efficient use of product

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

Objectives

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

- Describe basic ordering procedures.
- Describe basic inventory procedures.
- Take a basic inventory.
- Extend a basic inventory.

LEARNING TASKS

1. Describe basic ordering procedures

2. Describe basic inventory procedures

3. Take a basic inventory

4. Extend a basic inventory

CONTENT

- Market sourcing
- Purchasing
- Specifications
- Calculate food requirements
- Production control chart
- Purchase order chart

- Purpose
- Count
- Inventory record keeping
- Pricing and costing for physical inventory
- Inventory turnover

- Physical inventory
- Directions followed correctly
- Inventory is appropriately done
- Work was well organized with safe work habits

- Categorize inventory
- Calculate value of inventory

Achievement Criteria

Performance	While participating in the practical component, the individual will take and extend a basic inventory.
Conditions	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Accuracy of inventory count• Correct extension of inventory

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 nutritional requirements of a healthy diet.
- Analyze a menu for nutritional adequacy.
- Describe factors affecting food consumption behaviour.
- Describe food allergies and intolerances.
- Describe nutrient retention techniques.

LEARNING TASKS

1. Describe the nutritional requirements of a healthy diet

2. Analyze a menu for nutritional adequacy

3. Describe factors affecting food consumption behaviour

CONTENT

- Review basic information on nutrients and their effects on the body
- Canada Food Guide
- Mediterranean Food Pyramid
- Other resources

- Canada Food Guide
- Nutrient value charts
- Food exchange lists
- Modifying a menu
 - High and low-fat alternative menus

- Describe personal factors that influence dietary habits
- Physiological factors
- Social and cultural factors
- Psychological factors
- Sensory characteristics that influence the acceptance of food products
- Appearance
- Aroma
- Taste
- Texture
- Temperature

LEARNING TASKS

4. Describe food allergies and intolerances

5. Describe nutrient retention techniques

CONTENT

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
 - Wheat-free
 - Milk-free
 - Egg-free
 - Gluten restricted (celiac)
 - Lactose restricted
 - Others

- Balance with regards to nutritional standards
- Cooking for vitamin and mineral retention

Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A8** **Human Resource and Leadership Skills**

Objectives

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

- Describe the principles of effective interpersonal communication.
- Describe the procedures for giving and receiving effective feedback.
- Describe assertive behaviour.
- Use interpersonal communication skills.

LEARNING TASKS

1. Describe the principles of effective interpersonal communication

2. Describe the procedures for giving and receiving effective feedback

3. Describe assertive behaviour

4. Use interpersonal communication skills

CONTENT

- First impressions
- Non-verbal communication
- Show respect
- Listening skills
- Other language and other cultures
- Communicating in a noisy environment
- Making oral reports
- Using the telephone

- Giving directions
- Handling criticism
- Sharing your feelings

- Aggressive behaviour
 - Components
 - Eye contact
 - Posture
 - Gestures
 - Facial expression and voice
 - I-messages and observations
- Passive or non-assertive behaviour
- Rights and responsibilities

- Communicate effectively
- Demonstrate professionalism

Achievement Criteria

- Performance The individual will cost and price menu items.
- Conditions
- The individual will be given criteria such as food cost percentage and selling price
 - 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:
- Accuracy of costing

Line (GAC): A OCCUPATIONAL SKILLS

Competency: A10 Front of House

Objectives

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

- Describe common types and styles of table settings.
- Describe basic table service procedures.
- Describe the basic service procedures of wines and spirits.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Describe common types and styles of table settings</p> | <ul style="list-style-type: none"> • Sidework • Setting the table for menu selected <ul style="list-style-type: none"> ○ Tablecloth ○ Place mats ○ Cover or place settings |
| <p>2. Describe basic table service procedures</p> | <ul style="list-style-type: none"> • Overview • Serving procedures • Guest numbering system for service • Order-writing system |
| <p>3. Describe the basic service procedures of wines and spirits</p> | <ul style="list-style-type: none"> • Responsible Beverage Service Program (RBS), "Serving it Right" • Opening a bottle of wine • Service procedures • Liquor laws <ul style="list-style-type: none"> ○ Legal drinking age ○ Minors ○ ID requirements • Taking home unfinished bottles of wine |

Achievement Criteria

- | | |
|--------------------|---|
| <p>Performance</p> | <p>The individual will set a table service appropriate to the menu.</p> |
| <p>Conditions</p> | <ul style="list-style-type: none"> • The individual will be given appropriate linen and table ware • The competency will be observed and assessed by the instructor during technical training |
| <p>Criteria</p> | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Correct placement of table ware • Overall appearance |

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

Objectives

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

- Describe specialty soup types and ingredients.
- Describe specialty soup preparation methods.
- Prepare consommé.
- Prepare bisque.
- Prepare cold and other specialty soups.

LEARNING TASKS

1. Describe specialty soup types and ingredients

CONTENT

- Review basic information about stocks and soups
- Consommé
 - Varieties
 - Ingredients
- Consommé garnishes
- Bisques and specialty thick soups
- Cold soups
- Garnishes for clear soups
- Uses

LEARNING TASKS

2. Describe specialty soup preparation methods

CONTENT

- Consommé
 - Clarification
 - Preparation guidelines
 - Quality indicators
- Consommé garnishes
- Bisques and specialty thick soups
 - Preparation guidelines
 - Quality indicators
- Cold soups
 - Preparation guidelines
 - Quality indicators
- Presentation
 - Specialty
 - En croûte
 - Garnishes
- Service dishes
 - Types
 - Cold soups
 - Hot soups

3. Prepare consommé

- Method
 - Order of operations
 - Cooking time
 - Finishing

4. Prepare bisque

- Method
 - Order of operations
 - Cooking time
 - Finishing

5. Prepare cold and other specialty soups

- Method
 - Order of operations
 - Cooking time
 - Finishing

Achievement Criteria

Performance	The individual will prepare a variety of soups (including bisque and consommé) with appropriate garnishes, to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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): **B** **STOCKS, SOUPS AND SAUCES**
Competency: **B4** **Sauces**

Objectives

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

- Associate derivative sauces and their uses.
- Prepare derivative sauces from leading sauce types.
- Prepare glazes.
- Prepare herb purées, coulis, and pastes.
- Prepare advanced emulsion sauces.

LEARNING TASKS

1. Associate derivative sauces and their uses

CONTENT

- Review leading types of sauces
- Derivative white sauces
 - Types
 - Uses
 - Major ingredients
- Derivative blonde sauces
 - Types
 - Chicken
 - Fish
 - Uses
 - Major ingredients
- Derivative brown sauces
 - Types
 - Uses
 - Major ingredients
- Derivative purée sauces
 - Types
 - Uses
 - Major ingredients
- Derivative emulsion sauces
 - Types
 - Uses
 - Major ingredients

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>2. Prepare derivative sauces from leading sauce types</p> | <ul style="list-style-type: none"> • Review leading (mother) sauces <ul style="list-style-type: none"> ○ Quality ingredients ○ Maintaining quality control ○ Quality indicators ○ Finishing ○ Holding and reheating |
| <p>3. Prepare glazes</p> | <ul style="list-style-type: none"> • Types • Uses • Method <ul style="list-style-type: none"> ○ Order of operations ○ Cooking time ○ Finishing • Holding and reheating |
| <p>4. Prepare herb purées, coulis, and pastes</p> | <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ○ Purée ○ Pesto ○ Aioli ○ Rouille • Major ingredients • Suggested uses • Method <ul style="list-style-type: none"> ○ Order of operations ○ Cooking time ○ Finishing • Holding and reheating |
| <p>5. Prepare advanced emulsion sauces</p> | <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ○ Beurre blanc / beurre rouge <ul style="list-style-type: none"> – Types – Uses – Major ingredients ○ Sabayon ○ Warm vinaigrettes • Uses • Method <ul style="list-style-type: none"> ○ Order of operations ○ Cooking time ○ Finishing • Holding and reheating |

Achievement Criteria

Performance	The individual will prepare derivative or secondary sauces from each leading type of sauce to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none">• 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	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none">• 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): C VEGETABLES AND FRUITS
Competency: C1 Vegetables

Objectives

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

- Cut and process vegetables using advanced methods.
- Describe the principles of advanced vegetable preparation.
- Prepare stuffed and gratinated vegetables.
- Prepare vegetables using advanced methods such as turning, glazing, or braising.
- Describe the principles of volume preparation for vegetables.

LEARNING TASKS

1. Cut and process vegetables using advanced methods

2. Describe the principles of advanced vegetable preparation

3. Prepare stuffed and gratinated vegetables

CONTENT

- Review basic techniques
- Advanced preparation methods
 - Turning
 - Stuffing
 - Multiple stage cooking methods
- Cutting and processing unique vegetables
 - Artichokes
 - Fava beans
 - Winter squash

- Review basic techniques
- Types
- Preparation methods
- Cooking methods

- Stuffed vegetables
 - Suitable vegetables
 - Fillings
 - Finishing
- Gratinated vegetables
 - Suitable vegetables
 - Fillings
 - Finishing

Line (GAC): C **VEGETABLES AND FRUITS**
Competency: C3 **Vegetarian Dishes**

Objectives

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

- Describe a variety of vegetarian diets.
- Select ingredients appropriate for vegetarian diets.
- Prepare vegetarian dishes.

LEARNING TASKS

1. Describe a variety of vegetarian diets

2. Select ingredients appropriate for vegetarian diets

3. Prepare vegetarian dishes

CONTENT

- Types
 - Semi Vegetarian
 - Ovo-Lacto diet
 - Pure vegetarian or vegan diet

- Menu planning
 - Ensuring balanced nutrition
 - Menu substitutions and preparations
 - “Hidden” non-vegetarian foods

- Method
 - Order of operations
 - Cooking time
 - Accompaniments
 - Finishing

Achievement Criteria

- Performance** The individual will prepare and present vegetarian menu items with appropriate 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
 - 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

CONTENT

- | | |
|---|---|
| 3. Prepare potato dishes derived from duchesse and dauphine | <ul style="list-style-type: none"> • Types • Preparation methods <ul style="list-style-type: none"> ○ Basic mixtures ○ Shaping • Cooking • Finishing |
| 4. Prepare potatoes using advanced methods such as turning, glazing, and braising | <ul style="list-style-type: none"> • Types • Preparation methods • Cooking • Finishing |
| 5. Prepare specialty potato dishes such as cakes, roesti, and anna | <ul style="list-style-type: none"> • Types • Preparation methods • Cooking • Finishing |
| 6. Describe the principles of volume preparation for potatoes | <ul style="list-style-type: none"> • Quality/batch cooking <ul style="list-style-type: none"> ○ Maintaining quality control • Quality indicators • Reheating/holding for service |

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will prepare specialty potato dishes and potatoes in quantity, to an industry standard of quality and time. |
| Conditions | <ul style="list-style-type: none"> • 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 | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • 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: **D2 Pastas and Farinaceous Products**

Objectives

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

- Identify, select, and store fresh and stuffed pastas.
- Describe other types of farinaceous products.
- Prepare fresh pasta dough and stuffed pastas.
- Prepare specialty pasta dishes.
- Prepare gnocchi, polenta, spaetzle, and dumplings.

LEARNING TASKS

1. Identify, select, and store fresh and stuffed pastas

2. Describe other types of farinaceous products

3. Prepare fresh pasta dough and stuffed pastas

CONTENT

- Types
- Uses
- Handling and storage

- Types
 - Gnocchi
 - Polenta
 - Spaetzle
 - Dumplings
- Origins
- Uses

- Review basic pasta preparation
- Fresh pastas
 - Basic procedure
 - Equipment and tools
 - Filled pastas
- Boiling
 - Pasta/water ratio
- Doneness
- Cooling, storage and reheating

LEARNING TASKS

4. Prepare specialty pasta dishes

CONTENT

- Accompaniments to pasta
 - Sauces
 - Garnishes
- Cooking methods for specialty pasta
 - Stuffed
 - Baked
 - Gratiné
- Combining pasta and sauces
- Types
- Finishing procedures
- Holding and serving

5. Prepare gnocchi, polenta, spaetzle, and dumplings

- Gnocchi
 - Types
 - Preparation methods
- Polenta
 - Types
 - Preparation methods
- Spaetzle
 - Preparation method
- Dumplings
 - Types
 - Preparation methods
- Doneness
- Cooling, storage and reheating
- Finishing

Achievement Criteria

Performance The individual will prepare specialty pasta dishes and farinaceous products sauces, 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
- 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): **D STARCHES**
Competency: **D3 Rice, Grains, and Legumes**

Objectives

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

- Identify, select and store grains and legumes.
- Describe the preparation of grains and legumes.
- Prepare grains and legumes.

LEARNING TASKS

1. Identify, select and store grains and legumes

CONTENT

- Types
 - Barley
 - Quinoa
 - Kasha
 - Couscous
 - Lentils
 - Beans
 - Other legumes and pulses

- Properties
- Nutrition
- Characteristics
- Handling
- Storage procedures

2. Describe the preparation of grains and legumes

- Soaking/Ratios
- Cooking methods
- Adding garnish
- Timing and resting

3. Prepare grains and legumes

- Selecting appropriate variety
- Cooking procedures
- Finishing
- Holding and serving

Achievement Criteria

Performance	The individual will prepare and cook grains and legumes to an industry standard of quality and time.
Conditions	<ul style="list-style-type: none">• 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	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none">• 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): **E** **MEATS**
Competency: **E1** **Cut and Process Meats**

Objectives

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

- Describe the grading, inspection, and storage of lamb, pork, and veal.
- Identify primal cuts of lamb, pork, and veal.
- Identify secondary cuts of lamb, pork, and veal.
- Debone beef, lamb, pork, and veal.
- Process beef, lamb, pork, and veal.

LEARNING TASKS

1. Describe the grading, inspection, and storage of lamb, pork, and veal

2. Identify primal cuts of lamb, pork, and veal

3. Identify secondary cuts of lamb, pork, and veal

4. Debone beef, lamb, pork, and veal

CONTENT

- Structure and composition
- Inspection and grading
- Aging
- Nutrition

- Primal cuts of lamb, pork, and veal

- Secondary cuts of lamb
- Secondary cuts of pork
 - Fresh
 - Smoked
 - Cured
- Secondary cuts of veal

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

LEARNING TASKS

5. Process beef, lamb, pork, and veal

CONTENT

- Tools
- Secondary processing
 - Techniques
 - Trimming
 - Wrapping
 - Tying
 - Stuffing
- Minimizing waste
- Accuracy

Achievement Criteria

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

LEARNING TASKS

4. Debone poultry

CONTENT

- Review types of poultry
- Fabricating procedures
 - Half
 - Pieces
 - Boneless breast
 - Suprême or Frenched breast
 - Boning a leg
 - Boning whole birds

5. Process poultry

- Tools
- Secondary processing
 - Techniques
 - Trimming
 - Wrapping
 - Tying
 - Stuffing
 - Minimizing waste
 - Accuracy

Achievement Criteria

Performance The individual will process, debone and portion cut poultry to an industry standard of quality and time.

Conditions

- The individual will be given a workstation, cuts of poultry, and appropriate tools and equipment
- 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:

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

LEARNING TASKS

4. Cook poultry using combination methods

CONTENT

- Review basic procedures
- Á la carte, small or large quantity
 - Braising
 - Stewing
 - Fricassee
 - En papillote

5. Describe the principles of volume preparation for poultry

- Review basic procedures
- Banquet service or large quantity
 - Method
 - Procedure
 - Seasonings, marinades and garnishes
 - Dressings and stuffing
 - Equipment required
 - Accompaniments
 - Quality control
 - Problems and possible causes

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

- 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): **G SEAFOOD**
Competency: **G1 Cut and Process Seafood**

Objectives

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

- Identify and describe specialty fish and shellfish.
- Cut and process specialty fish.
- Clean and process specialty shellfish.

LEARNING TASKS

1. Identify and describe specialty fish and shellfish

CONTENT

- Review
- Types and characteristics of specialty fish
 - Dover sole
 - Mahi-Mahi
 - Eel
 - Grouper
 - Monkfish
 - Orange roughy
 - Pompano
 - Swordfish
 - Tuna
 - Shark
- Storage
- Types and characteristics of shellfish
 - Squid
 - Lobster
 - Crab
- Preparation
- Storage

LEARNING TASKS

2. Cut and process specialty fish

CONTENT

- Review
- Fabricating procedures
 - Skinning
 - Butterflied fillets
 - Straight fillets
 - Goujonnette
 - Folded fillets
 - Paupiettes
 - Scaling
 - Pan-dressing
 - Filleting
 - Cutting steaks/darnes

3. Clean and process specialty shellfish

- Review basic procedures
- Clean and portion
 - Squid
 - Lobster
 - Crab

Achievement Criteria

Performance The individual will process and portion specialty fish and shellfish, to an industry standard of quality and time.

Conditions

- The individual will be given a workstation, fish or shellfish, and appropriate tools and equipment
- 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:

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

Achievement Criteria

Performance	The individual will prepare a variety of specialty salad dressings and cold sauces to an industry standard in quality and time.
Conditions	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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

Achievement Criteria

Performance	The individual will prepare a variety of specialty salad ingredients, specialty salads, appropriate dressings and garnish, to an industry standard in quality and production time.
Conditions	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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

Achievement Criteria

Performance	The individual will prepare and garnish canapés, hot and cold hors d'oeuvre to an industry standard in quality and production time.
Conditions	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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): **H GARDE MANGER**
Competency: **H5 Presentation Platters**

Objectives

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

- Describe the principles of platter presentation.
- Prepare vegetable platters.
- Prepare fruit platters.
- Prepare cheese platters.
- Prepare cold meat platters.

LEARNING TASKS

1. Describe the principles of platter presentation

2. Prepare vegetable platters

3. Prepare fruit platters

4. Prepare cheese platters

CONTENT

- Selection and portion control
- Arrange foods on serving pieces
 - Equipment
 - Height
 - Pattern
 - Colour
 - Texture and shape
 - Negative space
 - Presentation
- Selection and portion control
- Arrange foods on serving pieces
 - Presentation
 - Sauces, garnishes and accompaniments
- Selection and portion control
- Arrange foods on serving pieces
 - Presentation
 - Sauces, garnishes and accompaniments
- Review basic information on cheeses
- Selection
- Tempering
- Portion control
- Arrange foods on serving pieces
 - Presentation
 - Sauces, garnishes and accompaniments

LEARNING TASKS

5. Prepare cold meat platters

CONTENT

- Selection
 - Smoked
 - Cured
 - Sausages
 - Dried
 - Cold roasts
- Portion control
- Arrange foods on serving pieces
 - Presentation
 - Sauces, garnishes and accompaniments

Achievement Criteria

- | | |
|-------------|--|
| Performance | The individual will prepare buffet platters (including meat, vegetable, fruit and cheese) and accompanying sauces, to industry standards for quality and production time. |
| Conditions | <ul style="list-style-type: none"> • 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 | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • 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

3. Prepare choux paste and choux paste products

CONTENT

- Types
- Ingredients
- Preparation procedure
- Choux Paste
 - Cream puffs
 - Éclairs
 - St-Honoré cake
 - Profiteroles

4. Prepare meringues and meringue products

- Types
- Ingredients
- Preparation procedure
- Meringues
 - Types
 - Soft
 - Hard
- Ingredients
- Makeup
- Finishing

5. Prepare variety pastry products

- Types
- Ingredients
- Preparation procedure
- Phyllo/Brik
 - Ingredients
 - Make-up
 - Fillings
 - Finishing

Achievement Criteria

Performance	The individual will prepare pastry based products (including puff, choux, and phyllo doughs), and meringue based products, to industry standards for quality and production time.
Conditions	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Recipe or formula followed correctly• Proper mise en place• Safe work habits• Workstation kept clean and tidy• Even size and shape• Taste, texture, colour, appearance and temperature• Finished and garnished appropriately• Production time within industry expectations

Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J6 **Yeast Products**

Objectives

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

- Describe the principles of yeast dough preparation.
- Describe types of yeast doughs.
- Prepare variety and artisan breads.
- Prepare Danish pastries and croissants.

LEARNING TASKS

1. Describe the principles of yeast dough preparation

CONTENT

- Ingredients
 - Flour
 - Yeast
 - Fresh
 - Dry
 - Liquids
 - Fats
 - Other ingredients
 - Salt
 - Sugars
- Production steps
 - Mixing
 - Fermentation
 - Shaping
 - Proofing
 - Spraying or brushing the tops
 - Finishing
- Baking

2. Describe the types of yeast doughs

- Types
 - Variety yeast doughs
 - Rye
 - Sourdough
 - Focaccia
 - Artisan breads
 - Rolled-in yeast doughs
 - Croissants
 - Danish pastry

LEARNING TASKS

3. Prepare variety and artisan breads

CONTENT

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

4. Prepare Danish pastries and croissants

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

Achievement Criteria

Performance The individual will prepare and bake a variety of specialty and rolled in yeast doughs 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 or formula followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Even size and shape
- Taste, texture, colour, appearance and temperature
- Finished and garnished appropriately
- Production time within industry expectations

Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: J7 **Cakes and Tortes**

Objectives

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

- Describe the principles of cake production.
- Describe cake preparation methods.
- Prepare cakes.
- Describe icings and frostings.
- Prepare icings and frostings.
- Assemble, ice and finish cakes.
- Describe the preparation of cheesecakes.
- Prepare cheesecakes.
- Describe the preparation of charlottes.
- Prepare charlottes.

LEARNING TASKS

1. Describe the principles of cake production

CONTENT

- Types
- Elements
 - Bases
 - Fillings
 - Icings
- Finishing
- Uses
- Handling and storage

LEARNING TASKS

2. Describe cake preparation methods

CONTENT

- Basic mixing methods
 - High-fat, butter or shortened cakes
 - Low-fat, foam or sponge cakes
- Conventional or creaming method
- High-ratio method (or two-stage method)
 - Types of cakes
 - Layered
 - Pound
 - Fruit
 - Upside-down
- Whipped egg or egg foam method
 - Types and characteristics
 - Sponge
 - French sponge (génoises)
 - Jelly rolls (roulades)
- Panning and scaling
- Baking and cooling

3. Prepare cakes

- Method
- Cooking time
- Doneness
- Finishing
- Holding and serving

4. Describe icings and frostings

- Glazes
- Fillings
- Assembling and icing cakes

5. Prepare icings and frostings

- Method
- Cooking time
- Doneness
- Finishing
- Holding and using

6. Assemble, ice and finish cakes

- Method
- Order of operations
- Finishing
- Holding and serving

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 7. Describe the preparation of cheesecakes | <ul style="list-style-type: none"> • Types • Preparation methods • Baking methods |
| 8. Prepare cheesecakes | <ul style="list-style-type: none"> • Method • Cooking time • Doneness • Finishing • Holding and serving |
| 9. Describe the preparation of charlottes | <ul style="list-style-type: none"> • Types • Preparation methods • Finishing |
| 10. Prepare charlottes | <ul style="list-style-type: none"> • Method • Finishing • Holding and serving |

Achievement Criteria

- | | |
|-------------|---|
| Performance | The individual will prepare and finish a variety of charlottes and cakes, using conventional, high ratio and egg foam method to industry standards for quality and production time. |
| Conditions | <ul style="list-style-type: none"> • 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 | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe or formula followed correctly • Proper mise en place • Safe work habits • Workstation kept clean and tidy • Even size and shape • Taste, texture, colour, appearance and temperature • Finished and garnished appropriately • Production time within industry expectations |

Section 4

ASSESSMENT GUIDELINES

Assessment Guidelines

Level 2 Grading Sheet: Subject Competency and Weighting

PROGRAM: IN-SCHOOL TRAINING:		COOK (PROFESSIONAL COOK 2) LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OCCUPATIONAL SKILLS	10%	10%
B	STOCKS, SOUPS AND SAUCES	20%	20%
C	VEGETABLES AND FRUITS	10%	10%
D	STARCHES	10%	10%
E	MEATS	10%	10%
F	POULTRY	10%	10%
G	SEAFOOD	10%	10%
H	GARDE-MANGER	10%	10%
J	BAKED GOODS AND DESSERTS	10%	10%
	Total	100%	100%
In-school theory & practical subject competency weighting		25%	75%
Final in-school mark		IN-SCHOOL %	

All apprentices who complete Level 2 of the Professional Cook program with a FINAL in-school mark of 70% or greater will write the Professional Cook Level 2 Certificate of Qualification Exam and take the Professional Cook Level 2 Practical Examination for their final assessment.

C of Q Exam Mark A score of 70% or greater is required for a pass	EXAM %
Practical Assessment Mark 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 for 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 with upper shelves, heating apparatus and plate warming area
- Ice maker
- Three compartment steam injection deck oven
- Proofing cabinet

SMALL EQUIPMENT

- Food slicer (electric meat slicer)
- Food processors with attachments
- Toaster
- Table top stand mixers with 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

Recommended

- Band saw
- Combi oven
- Maple chopping block
- Vacuum packing 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 UNTENSILS

- 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 2 Apprenticeship Learning Guide (2010), Crown Publication Services (BC) Product # 7960003373

Recommended Resources

- go2hr www.go2hr.ca
- SkilledTradesBC www.skilledtradesbc.ca
- Inter- Provincial Red Seal Program www.red-seal.ca
- BC Chefs' Association www.bcchefs.com
- Canadian Culinary Federation www.cfcc.ca

Suggested Texts

- On Cooking, Fifth Canadian Edition,
Sarah R. Labensky, CCP, Alan M. Hause, Priscilla A. Martell, Fred L. Malley, Anthony Bevan, Settimio 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, Priscilla 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
- Chef de Cuisine (CCC) - Certification

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
- Chef de Cuisine (CCC) - Certification

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 completed an SkilledTradesBC approved assessor training program
- Be registered and in good standing with SkilledTradesBC