

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

## PROGRAM OUTLINE

Cook

(Professional Cook 3)

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**PROFESSIONAL COOK 3  
PROGRAM OUTLINE**

**APPROVED BY INDUSTRY  
JANUARY 2011**

**BASED ON  
NOA 2011**

**Developed by  
SkilledTradesBC  
Province of British Columbia**

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**Section 1**  
**INTRODUCTION**  
**Professional Cook 3**

## **Foreword**

This Program Outline was intended as a guide for instructors of the Professional Cook 3 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 3. 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:

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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 3 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 |

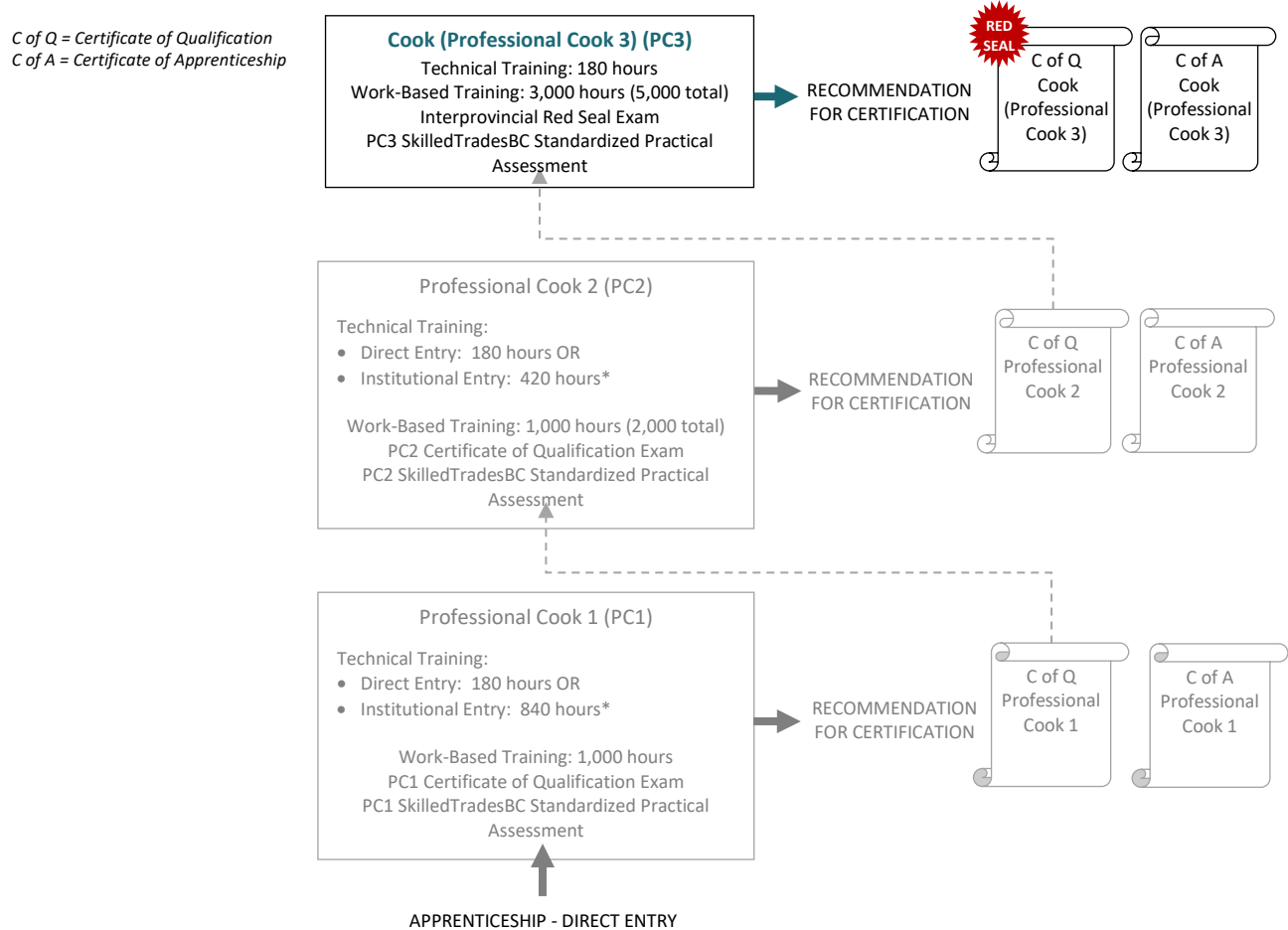


**Section 2**  
**PROGRAM OVERVIEW**  
**Professional Cook 3**

## Program Credentialing Model

### Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 3 apprenticeship pathway.

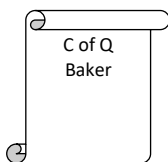


<sup>†</sup> Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

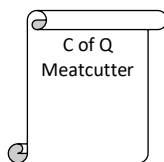
- PC1: 600 hours
- PC2: 240 hours

#### 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: 500 hours

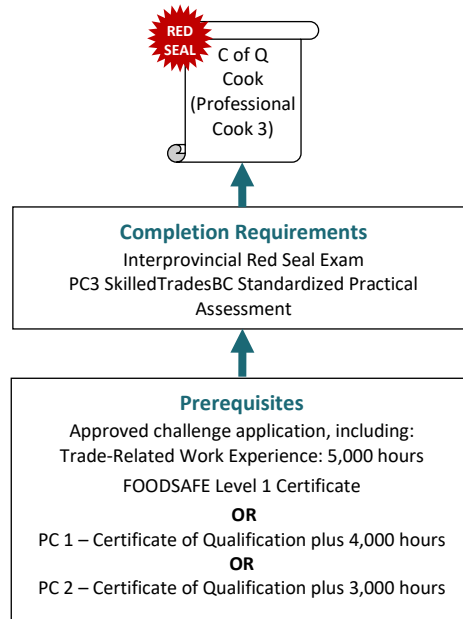


Technical Training: None  
 Work-Based Training: 500 hours

**Challenge Pathway**

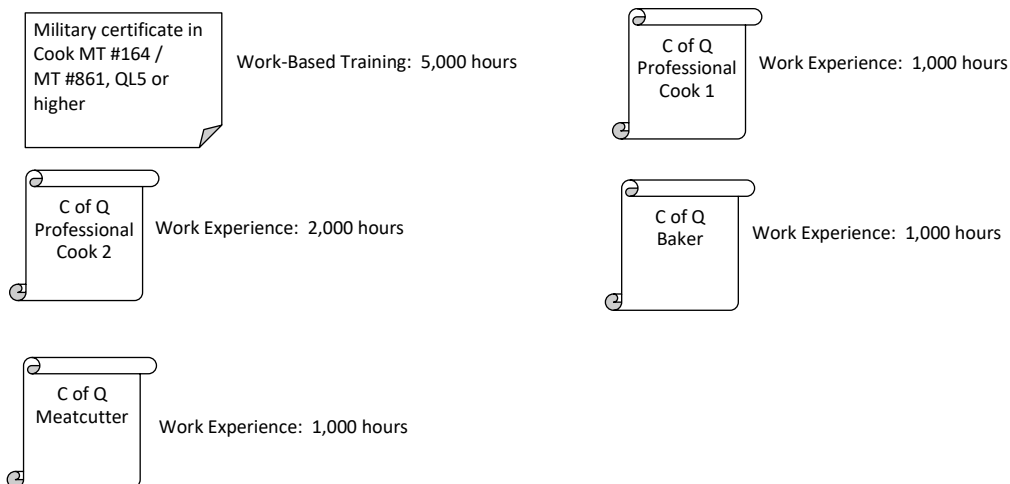
This graphic provides an overview of the Professional Cook 3 challenge pathway.

*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

### COOK (PROFESSIONAL COOK 3)

**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 3 will have met all of the requirements of the national Red Seal standard for Cook. They usually work under limited supervision and will be competent at the major techniques and principles used in cooking, baking, and other aspects of food preparation. In addition to a sound set of cooking skills, a professional cook at this level should be able to plan and cost menus and recipes, and have an understanding of the communication skills that will be necessary to begin to take a leadership role in the kitchen.

|                                      |  |  |                          |                             |                     |                              |
|--------------------------------------|--|--|--------------------------|-----------------------------|---------------------|------------------------------|
| <b>OCCUPATIONAL SKILLS</b><br>A      | Trade Knowledge<br>A1                        | Safety Standards<br>A2                     | Sanitary Standards<br>A3 | Production Procedures<br>A4 | Menu Planning<br>A5 | Ordering and Inventory<br>A6 |
|                                      | 1   2  | 1  | 1     3                  | 1     3                     | 1   2   3           | 1   2                        |
| <b>STOCKS, SOUPS AND SAUCES</b><br>B | Ingredients and Nutritional Properties<br>A7 | Human Resource and Leadership Skills<br>A8 | Cost Management<br>A9    | Front of House<br>A10       |                     |                              |
|                                      | 1   2  | 2   3                                      | 2   3                    | 2                           |                     |                              |
| <b>VEGETABLES AND FRUITS</b><br>C    | Stocks<br>B1                                 | Thickening and Binding Agents<br>B2        | Soups<br>B3              | Sauces<br>B4                |                     |                              |
|                                      | 1  | 1  | 1   2                    | 1   2   3                   |                     |                              |
|                                      | Vegetables<br>C1                             | Fruit<br>C2                                | Vegetarian Dishes<br>C3  |                             |                     |                              |
|                                      | 1   2  | 1  | 2                        |                             |                     |                              |

|  |  |                                       |                                  |                                    |                             |  |
|--|--|---------------------------------------|----------------------------------|------------------------------------|-----------------------------|--|
| <b>STARCHES</b><br>D                           | Potatoes<br>D1                                 | Pastas and Farinaceous Products<br>D2 | Rice, Grains, and Legumes<br>D3  |                                    |                             |  |
|  | 1   2  | 1   2                                 | 1   2                            |                                    |                             |  |
| <b>MEATS</b><br>E                              | Cut and Process Meats<br>E1                    | Cook Meats<br>E2                      |                                  |                                    |                             |  |
|  | 1   2   3                                      | 1   2   3                             |                                  |                                    |                             |  |
| <b>POULTRY</b><br>F                            | Cut and Process Poultry<br>F1                  | Cook Poultry<br>F2                    |                                  |                                    |                             |  |
|  | 1   2   3                                      | 1   2   3                             |                                  |                                    |                             |  |
| <b>SEAFOOD</b><br>G                            | Cut and Process Seafood<br>G1                  | Cook Fish<br>G2                       | Cook Shellfish<br>G3             |                                    |                             |  |
|  | 1   2   3                                      | 1   2   3                             | 1   2   3                        |                                    |                             |  |
| <b>GARDE MANGER</b><br>H                       | Dressings, Condiments and Accompaniments<br>H1 | Salads<br>H2                          | Sandwiches<br>H3                 | Hors d'oeuvre and Appetizers<br>H4 | Presentation Platters<br>H5 | Patés, Terrines, and Charcuterie<br>H6 |
|  | 1   2   3                                      | 1   2                                 | 1                                | 2                                  | 2   3                       | 3                                      |
| <b>EGGS, BREAKFAST COOKERY, AND DAIRY</b><br>I | Egg Dishes<br>I1                               | Breakfast Accompaniments<br>I2        | Dairy Products and Cheeses<br>I3 |                                    |                             |  |
|  | 1  | 1                                     | 1                                |                                    |                             |  |

**Program Overview**

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

|                      |  |  |  |  |    |
|----------------------|--|--|--|--|----|
| Principles of Baking |  |  |  |  | J1 |
| 1                    |  |  |  |  |    |

|          |   |  |  |  |    |
|----------|---|--|--|--|----|
| Pastries |   |  |  |  | J2 |
| 1        | 2 |  |  |  |    |

|          |  |   |  |  |    |
|----------|--|---|--|--|----|
| Desserts |  |   |  |  | J3 |
| 1        |  | 3 |  |  |    |

|              |  |  |  |  |    |
|--------------|--|--|--|--|----|
| Quick Breads |  |  |  |  | J4 |
| 1            |  |  |  |  |    |

|         |  |  |  |  |    |
|---------|--|--|--|--|----|
| Cookies |  |  |  |  | J5 |
| 1       |  |  |  |  |    |

|                |   |  |  |  |    |
|----------------|---|--|--|--|----|
| Yeast Products |   |  |  |  | J6 |
| 1              | 2 |  |  |  |    |

|                  |   |   |  |  |    |
|------------------|---|---|--|--|----|
| Cakes and Tortes |   |   |  |  | J7 |
|                  | 2 | 3 |  |  |    |

|                 |  |   |  |  |    |
|-----------------|--|---|--|--|----|
| Frozen Desserts |  |   |  |  | J8 |
|                 |  | 3 |  |  |    |

|                                 |  |   |  |  |    |
|---------------------------------|--|---|--|--|----|
| Chocolate, Sugar, and Garnishes |  |   |  |  | J9 |
|                                 |  | 3 |  |  |    |

**BEVERAGES**  
**K**

|           |  |   |  |  |    |
|-----------|--|---|--|--|----|
| Beverages |  |   |  |  | K1 |
| 1         |  | 3 |  |  |    |

## Training Topics and Suggested Time Allocation

### Professional Cook 3

|   |   | % of Time Allocated to: |             |            |             |
|---|---|-------------------------|-------------|------------|-------------|
|   |   | % of Time               | Theory      | Practical  | Total       |
| <b>Line A</b>                                   | <b>OCCUPATIONAL SKILLS</b>                  | <b>14%</b>              | <b>75%</b>  | <b>25%</b> | <b>100%</b> |
| A3  | Sanitary Standards                          |                         | ✓           | ✓          |             |
| A4  | Production Procedures                       |                         | ✓           |            |             |
| A5  | Menu Planning                               |                         | ✓           | ✓          |             |
| A8  | Human Resource and Leadership Skills        |                         | ✓           |            |             |
| A9  | Cost Management                             |                         | ✓           | ✓          |             |
| <b>Line B</b>                                   | <b>STOCKS, SOUPS AND SAUCES</b>             | <b>7%</b>               | <b>25%</b>  | <b>75%</b> | <b>100%</b> |
| B4  | Sauces                                      |                         | ✓           | ✓          |             |
| <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>10%</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>13%</b>              | <b>25%</b>  | <b>75%</b> | <b>100%</b> |
| H1  | Dressings, Condiments and Accompaniments    |                         | ✓           | ✓          |             |
| H5  | Presentation Platters                       |                         | ✓           | ✓          |             |
| H6  | Patés, Terrines, and Charcuterie            |                         | ✓           | ✓          |             |
| <b>Line J</b>                                   | <b>BAKED GOODS AND DESSERTS</b>             | <b>13%</b>              | <b>25%</b>  | <b>75%</b> | <b>100%</b> |
| J3  | Desserts                                    |                         | ✓           | ✓          |             |
| J7  | Cakes and Tortes                            |                         | ✓           | ✓          |             |
| J8  | Frozen Desserts                             |                         | ✓           | ✓          |             |
| J9  | Chocolate, Sugar, and Garnishes             |                         | ✓           | ✓          |             |
| <b>Line K</b>                                   | <b>BEVERAGES</b>                            | <b>3%</b>               | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
| K1  | Beverages                                   |                         | ✓           |            |             |
|   | <b>Interprovincial Red Seal Exam Review</b> | <b>7%</b>               | <b>100%</b> | <b>0%</b>  | <b>100%</b> |
|   | <b>Exams</b>                                | <b>10%</b>              | <b>67%</b>  | <b>33%</b> | <b>100%</b> |
| <b>Total Percentage for Professional Cook 3</b> |   | <b>100%</b>             |             |            |             |

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



# **Professional Cook 3**





**LEARNING TASKS**

**CONTENT**

- |   |   |
|---|---|
| <p>3. Describe the principles of marinating and brining</p> | <ul style="list-style-type: none"> <li>• Marinating             <ul style="list-style-type: none"> <li>○ Principles</li> <li>○ Types</li> <li>○ Ingredients</li> <li>○ Ratios</li> </ul> </li> <li>• Brining             <ul style="list-style-type: none"> <li>○ Principles</li> <li>○ Types</li> <li>○ Ingredients</li> <li>○ Ratios</li> </ul> </li> </ul> |
| <p>4. Describe the principles of plate composition</p>      | <ul style="list-style-type: none"> <li>• Choosing appropriate accompaniments</li> <li>• Flavour building and complimenting</li> <li>• Colour and texture</li> <li>• Contrast</li> <li>• Balance within the menu</li> <li>• Avoiding duplication of ingredients</li> </ul>   |
| <p>5. Describe modern preparation procedures and trends</p> | <ul style="list-style-type: none"> <li>• Current trends</li> <li>• New technology</li> <li>• Molecular gastronomy</li> <li>• Popular procedures</li> <li>• Emerging cuisines</li> </ul>   |



**LEARNING TASKS**

5. Describe the principles of the sustainability of our food supply

**CONTENT**

- Importance of having a sustainable food supply
- Current issues
- Current trends
- Endangered resources

**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will develop a basic á la carte menu, using seasonally available local ingredients.  |
| Conditions  | <ul style="list-style-type: none"> <li>• The individual will be given criteria for the menu</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 terminology</li> <li>• Variety of menu items</li> <li>• Balance of menu items</li> <li>• Nutritional value</li> <li>• Efficient use of product</li> </ul> |

**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:

- Set personal goals.
- Describe stress management techniques.
- Describe teambuilding and leadership skills.
- Describe conflict resolution techniques.
- Describe effective problem-solving and decision-making.

**LEARNING TASKS**

1. Set personal goals
  
2. Describe stress management techniques
  
3. Describe teambuilding and leadership skills
  
4. Describe conflict resolution techniques

**CONTENT**

- Overview related to the Cook trade
- Values and beliefs
- Action planning
  
- Overview of stress in the Cook trade
- Unhealthy levels of stress
- Low-stress living
- Managing stress at work
- Stress relief
  
- Overview of the team within the restaurant and food services industry
- Characteristics of effective working groups
- Stages of group development
- Roles of group members
- Barriers to group performance
- Good communication
- Leadership
- Leadership styles
- Delegation
  
- Overview
- Ineffective ways to deal with conflict
- Effective conflict resolution
- Conflict resolution process
- Dealing with anger
- Handling customer complaints

**LEARNING TASKS**

5. Describe effective problem-solving and decision-making

**CONTENT**

- Types of decision-makers
- Method
  - Identify the problem
  - Search for alternatives
  - Weigh the alternatives
  - Make a choice
  - Implement the decision
  - Evaluate the outcome
- Creative thinking





**LEARNING TASKS**

3. Interpret point of sale information

4. Interpret budgets and profit/loss statements

5. Apply cost control procedures

6. Describe labour cost controls

**CONTENT**

- Overview
  - Types of point of sale equipment
  - Capabilities of point of sale systems
    - Sales analysis report
    - Ideal food cost
  - Menu analysis and engineering
    - Profitability
    - Popularity
    - Menu revisions
  - Forecasting inventory requirements
  - Forecasting staffing requirements
  - Manage staff
- 
- Review basic information about costs
  - Sales/cost/profit equation
  - Planning for a profit
  - Calculating other costs
  - Calculating projected sales levels
  - Calculating food costs
  - Cost percentages
  - Calculating projected sales
  - Determining profit levels and costs
  - Creating the projection budget
  - Interpreting the budget
  - Income statement
- 
- Cost control forms
  - Directions followed
  - Form is appropriately filled out
  - Work is well organized
- 
- Factors affecting labour costs
  - Calculating labour costs
  - Managing labour costs
    - Increasing productivity
    - Cross training
    - Succession planning

**LEARNING TASKS**

7. Describe the principles of planning personnel requirements

**CONTENT**

- Productivity
  - Factors affecting work performance
  - Menu items
  - Use of convenience foods
  - Type of service
  - Quality of meals and number of meal periods
  - Facility layout and design and production equipment
  - Work environment and number of hours worked
- Productivity standards
- Determining requirements
  - Staffing guide
  - Fixed labour costs
  - Variable labour costs
  - Peak periods
  - Scheduling of staff
  - Staying within budgeted labour cost
- Position performance analysis

**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



**LEARNING TASKS**

3. Prepare savory fruit sauces and gastrique

4. Prepare salsas, relishes, and chutneys

5. Prepare international sauces

**CONTENT**

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

**Achievement Criteria**

- Performance** The individual will prepare and present a variety of hot and cold specialty sauces 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):**        **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 game and variety meat.
- Describe types of game meats.
- Describe variety meats and offal.
- Cut and process game.
- Cut and process variety meats and offal.

**LEARNING TASKS**

1. Describe the grading, inspection, and storage of game and variety meat
  
2. Describe types of game meats
  
3. Describe variety meats and offal
  
4. Cut and process game

**CONTENT**

- Nutrition
- Inspection and regulations
- Purchasing and storing
  
- Types of footed game
  - Rabbit
  - Venison
  - Wild boar
  - Bison (North American buffalo)
  - Domestic/imported
- Cuts
  - Rabbit
  - Venison
- Cutting and boning methods
- Uses
  
- Types
- Market forms
- Cutting and processing methods
- Uses
  
- Tools
- Portion cutting
  - Identify variety
  - Techniques
  - Trimming
  - Minimizing waste
  - Accuracy

**LEARNING TASKS**

5. Cut and process variety meats and offal

**CONTENT**

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

**Achievement Criteria**

**Performance** The individual will cut and process game and variety meats.

- Conditions**
- 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** 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 within industry expectations

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

**Objectives**

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

- Describe suitable cooking methods for game.
- Describe suitable cooking methods for variety meats and offal.
- Prepare game for cooking.
- Cook game.
- Cook variety meats and offal.
- Describe specialty meat dishes.
- Prepare specialty meat dishes.

**LEARNING TASKS**

1. Describe suitable cooking methods for game
  
2. Describe suitable cooking methods for variety meats and offal
  
3. Prepare game for cooking
  
4. Cook game

**CONTENT**

- Game and specialty meats
  - Types
- Dry and moist heat cooking methods
- Civet
- Use of marinades in sauces
  
- Types
- Dry and moist heat cooking methods
  
- Marinating
- Preparation for cooking
  - Marinating
  - Barding
  - Larding
- Seasoning prior to cooking
  
- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving





**Achievement Criteria**

|             |  |
|-------------|--|
| Performance | The individual will cook a variety of meats, game and offal, using advanced moist and dry heat methods, with appropriate sauce and garnish 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 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> |



**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will cut and process game birds to industry standards for quality and production 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 within industry expectations</li></ul> |

**Line (GAC):** F **POULTRY**  
**Competency:** F2 **Cook Poultry**

**Objectives**

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

- Describe suitable cooking methods for game birds.
- Prepare game birds for cooking.
- Cook game birds.
- Describe specialty poultry dishes.
- Prepare specialty poultry dishes.

**LEARNING TASKS**

1. Describe suitable cooking methods for game birds
  
2. Prepare game birds for cooking
  
3. Cook game birds
  
4. Describe specialty poultry dishes

**CONTENT**

- Game bird dishes
- Moist and dry-heat cooking methods
- Salmis
- Sauces, garnishes and accompaniments
  
- Marinating
- Preparation for cooking
  - Marinating
  - Barding
  - Larding
- Seasoning prior to cooking
  
- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving
  
- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation

**LEARNING TASKS**

5. Prepare specialty poultry dishes

**CONTENT**

- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation

**Achievement Criteria**

**Performance** The individual will cook poultry and game bird dishes, using dry, moist, and combination heat methods, with appropriate sauces and garnish, 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
- 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



**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will process and portion specialty shellfish, to industry standards for quality and production time.   |
| Conditions  | <ul style="list-style-type: none"><li>• The individual will be given a workstation, fish or shellfish, 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 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 specialty fish dishes.
- Prepare specialty fish dishes.

**LEARNING TASKS**

1. Describe specialty fish dishes

2. Prepare specialty fish dishes

**CONTENT**

- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation
- Varieties
  - Matelote
  - Fish consommés
  - Fish pies
  - Fish forcemeats
  - Mousseline
    - Quenelles
    - Mousses
    - Terrines
    - Galantines
    - Timbales
- Determine recipe suitable for cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Accompaniments and sauces
- Serving and presenting

**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will cook specialty fish, using advanced preparation techniques, with appropriate sauce and garnish, 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 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):**        **G    SEAFOOD**  
**Competency:**     **G3   Cook Shellfish**

**Objectives**

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

- Describe specialty shellfish dishes.
- Prepare specialty shellfish dishes.

**LEARNING TASKS**

1. Describe specialty shellfish dishes

2. Prepare specialty shellfish dishes

**CONTENT**

- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation
- Varieties
  - Newburg
  - Thermidor
  - Stuffing
  - Smoking
  - Oyster varieties
  - Forcemeats
- Determine recipe suitable for cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Accompaniments and sauces
- Serving and presenting

**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will prepare specialty shellfish and shellfish dishes, with appropriate sauces and garnish, 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 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):**           **H    GARDE MANGER**  
**Competency:**       **H1   Dressings, Condiments and Accompaniments**

**Objectives**

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

- Describe the principles of pickling.
- Prepare pickles.
- Describe the principles of infused oil and vinegar production.
- Prepare infused oils and vinegars.

**LEARNING TASKS**

1. Describe the principles of pickling
  
2. Prepare pickles
  
3. Describe the principles of infused oil and vinegar production
  
4. Prepare infused oils and vinegars

**CONTENT**

- Types and uses
- Preparation
- Cooking methods
  
- Varieties
- Production procedures
- Seasoning
- Finishing
- Storing for use
  
- Types
- Infusion techniques
  
- Varieties
- Production procedures
- Seasoning
- Finishing
- Storing for use

**Achievement Criteria**

|             |  |
|-------------|--|
| Performance | The individual learner will prepare a variety of condiments (such as pickles, infused oils, and vinegars) 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 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 buffet and charcuterie platters, with appropriate centerpiece, glaze, sauce and garnish, 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>• 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> |





**LEARNING TASKS**

3. Prepare pâtés and terrines

**CONTENT**

- Definitions and types
- Basic forcemeats
  - Country-style
  - Straight
  - Mousseline
  - Quenelles
- Ingredients
- Equipment
  - Pâté pans
  - Moulds and terrines
- Preparation
  - Basic procedures to prepare
    - Terrines
    - Aspic Jelly
    - Rillettes and confits
    - Pâté en Croûte
    - Pâté dough
    - Galantines
    - Ballotine

4. Prepare fresh sausages

- Basic procedure for making sausages
- Utensils and equipment
- Ingredients
- Components
  - Casings
  - Seasonings and spicing

5. Perform salt curing, drying and smoking

- Basic procedures
- Method
  - Type of cure
  - Length of cure
  - Drying
  - Cooking, smoking, and drying
- Handling and storing

**Achievement Criteria**

|             |  |
|-------------|--|
| Performance | The individual will prepare a variety of forcemeat based products, sausages, and cured pork products with appropriate aspics, doughs, and accompaniments, 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>• 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):** J **BAKED GOODS AND DESSERTS**  
**Competency:** J3 **Desserts**

**Objectives**

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

- Identify and describe hot desserts.
- Prepare hot desserts.
- Identify and describe specialty desserts.
- Prepare specialty desserts.
- Prepare dessert sauces.

**LEARNING TASKS**

1. Identify and describe hot desserts

**CONTENT**

- Soufflés
  - Types
  - Ingredients
  - Preparation
- Sabayon
  - Types
  - Ingredients
  - Preparation
  - Presentation
- Beignets
  - Doughnuts or fruit fritters
- Flambé
  - Types
  - Ingredients
  - Equipment
  - Guéridons
  - Réchauds
  - Pans
  - Personnel
- Other hot desserts
  - Puddings
  - Cobblers
  - Crepes
  - Tatins

**LEARNING TASKS**

2. Prepare hot desserts

3. Identify and describe specialty desserts

4. Prepare specialty desserts

5. Prepare dessert sauces

**CONTENT**

- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
- Holding, presenting, and serving

- Types
- Ingredients
- Preparation
- Handling and storage

- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
- Holding, presenting, and serving

- Types
  - Fruit coulis
  - Fruit sauce
  - Crème Anglaise
- Ingredients
- Preparation

**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will prepare hot and specialty desserts, with appropriate sauces and garnishes, 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 and present a variety of specialty cakes and tortes, with appropriate sauces and garnishes 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:** J8 **Frozen Desserts**

**Objectives**

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

- Identify and describe frozen desserts.
- Prepare ice creams and sorbets.
- Prepare specialty frozen desserts.

**LEARNING TASKS**

1. Identify and describe frozen desserts

2. Prepare ice creams and sorbets

3. Prepare specialty frozen desserts

**CONTENT**

- Types
  - Ice creams
  - Parfaits
  - Soufflés glace
  - Sorbets
- Ingredients
- Preparation
- Presentation
  
- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
- Freezing time and temperature
- Holding, presenting, and serving
  
- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
- Freezing time and temperature
- Holding, presenting, and serving

**Achievement Criteria**

|             |   |
|-------------|---|
| Performance | The individual will prepare frozen desserts, with appropriate sauces and garnishes, 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:** J9 **Chocolate, Sugar, and Garnishes**

**Objectives**

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

- Describe types and properties of chocolate.
- Describe the principles of sugar work.
- Prepare and temper chocolate.
- Prepare sugar garnishes.
- Plate desserts.

**LEARNING TASKS**

1. Describe types and properties of chocolate
  
2. Describe the principles of sugar work
  
3. Prepare and temper chocolate
  
4. Prepare sugar garnishes

**CONTENT**

- Types
- Components
- Properties
- Cooking and baking with chocolate
- Handling and storage
  
- Types
- Properties
- Preparation procedures
- Handling and storage
  
- Method
- Production procedure
- Temperature and time
- Doneness
- Finishing
- Holding, presenting, and serving
  
- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
- Holding, presenting, and serving

**LEARNING TASKS**

5. Plate desserts

**CONTENT**

- Principles of plate presentation
- Choosing accompaniments
  
- Garnishes
  - Tempered chocolate
  - Fruit chips
  - Tuiles
  - Candied
    - Caramel
    - Nut clusters
    - Citrus zest

**Achievement Criteria**

- Performance** The individual will prepare chocolate, sugar, and dessert garnishes 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



# **Section 4**

## **ASSESSMENT GUIDELINES**

## Assessment Guidelines

### Level 3 Grading Sheet: Subject Competency and Weighting

| PROGRAM:<br>IN-SCHOOL TRAINING:                                      |                          | COOK (COOK)<br>LEVEL 3 |                        |
|--|--------------------------|------------------------|------------------------|
| LINE   | SUBJECT COMPETENCIES     | THEORY<br>WEIGHTING    | PRACTICAL<br>WEIGHTING |
| A  | OCCUPATIONAL SKILLS      | 20%                    | 20%                    |
| B  | STOCKS, SOUPS AND SAUCES | 15%                    | 15%                    |
| E  | MEATS                    | 15%                    | 15%                    |
| F  | POULTRY                  | 10%                    | 10%                    |
| G  | SEAFOOD                  | 10%                    | 10%                    |
| H  | GARDE-MANGER             | 15%                    | 15%                    |
| J  | BAKED GOODS AND DESSERTS | 10%                    | 15%                    |
| K  | BEVERAGES                | 5%                     | 0%                     |
|  | 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 3 of the Cook program with a FINAL in-school mark of 70% or greater will write the Interprovincial Red Seal examination and take the Professional Cook Level 3 Practical Examination for their final assessment.**

|   |        |
|---|--------|
| <b>Interprovincial Red Seal Exam Mark</b><br>A score of 70% or greater is required for a pass | EXAM % |
| <b>Practical Assessment Exam Mark</b><br>A score of 70% or greater is required for a pass     | EXAM % |

# **Section 5**

## **FACILITY REQUIREMENTS**



## 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**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Bone saw - manual</li> <li>• Cleaver</li> <li>• 3-sided oil or water stone sharpening set</li> <li>• Scissors/shears</li> <li>• Refrigerator/freezer thermometers</li> <li>• Box graters</li> <li>• Table top can opener</li> <li>• Cheese cloth</li> <li>• Off set spatulas (large for griddle)</li> <li>• Assorted sizes of funnels</li> <li>• Coloured poly cutting boards</li> <li>• Food mills</li> <li>• Hand ricers</li> </ul> | <ul style="list-style-type: none"> <li>• Meat mallets</li> <li>• Long wooden paddles</li> <li>• Griddle scraper</li> <li>• Stainless steel skimmers</li> <li>• Assorted sizes of spiders</li> <li>• Bench scrapers</li> <li>• Bench brushes</li> <li>• Various sizes of portion scoops</li> <li>• Rolling pins</li> <li>• Assorted sizes of measuring cups</li> <li>• Graduated measuring spoon sets</li> <li>• Graduated measuring cup sets</li> </ul> |
|--|---|

***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 # 7960003374

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