

PROGRAM OUTLINE

Cook (Professional Cook 3)
Indigenous Content

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**PROFESSIONAL COOK 3
PROGRAM OUTLINE
INDIGENOUS CONTENT**

**APPROVED BY INDUSTRY
JANUARY 2011**

**BASED ON
NOA 2011**

**Developed by
SkilledTradesBC
Province of British Columbia**

INTRODUCTION

The Indigenous Cook Program, Professional Cook Levels 1 and 2 and Cook Level 3 have all been enhanced to introduce Indigenous culture through food gathering and preparation. The program prepares apprentices to complete each level of the provincial exams and practical assessments while introducing apprentices to Indigenous culture from their specific area. When completed an apprentice will be able to write the Cook Interprovincial Red Seal Exam, while exploring, learning and celebrating Indigenous ingredients, traditional ways of knowing, food gathering, and food preparation techniques.

SkilledTradesBC recognizes and appreciates the unique history of Indigenous peoples in British Columbia and across our Nation. As a Crown Corporation of dedicated professionals, SkilledTradesBC is mandated to actively play a role in reconciliation. As the governing body responsible for trades training and apprenticeship in British Columbia, we consider sharing Indigenous culture through the Professional Cook program a means toward reconciliation.

SkilledTradesBC will continue to foster an environment for trades training and apprenticeship that allows Indigenous people to grow while sharing their knowledge, perspectives and worldviews. We will work hard as Indigenous peoples and Canadians alike grow and understand the impacts of colonialism and assimilation as we partner to bring innovative trades training and apprenticeship opportunities to British Columbians.

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission of Canada: (TRC) Calls to Action, are key to guiding SkilledTradesBC's commitment to reconciliation and increasing Indigenous people's success in trades training and apprenticeships.

A Special Note to Instructors: This document is a *template* that can be modified to encompass the diverse Indigenous regions of our provinces and across the country. It is a guide to be adapted to specific regions and communities and is intended to introduce the Indigenous culture of hunting, gathering, and food preparation. As part of the program, it is equally important to bring in Traditional Knowledge Keepers (TKK) and Elders to share in storytelling about the rich Indigenous culture from the area. It allows for inclusion of regional Indigenous culture of where to gather and hunt, and how to prepare the rewards.

Please contact the **Indigenous Initiatives** Department at SkilledTradesBC prior to modifying the template or starting a new program to ensure regionally appropriate ingredients, practices and knowledge are incorporated into the program, while maintaining the Red Seal Cook Program objectives.

Sincerely,



Andrew George,
Director, Indigenous Initiatives
SkilledTradesBC

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Section 1
INTRODUCTION
Professional Cook 3
Indigenous Content

Foreword

This Program Outline is 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

Professional Cook Level 3 Indigenous Content

Industry and Instructor Subject Matter Experts retained to assist in the development and review of the Professional Cook Level 3 Indigenous Content Program Outline:

- Anthony Isaac – Okanagan College
- Kim Wallace – Nicola Valley Institute of Technology
- Reinhard Foerderer – Okanagan College
- Daryle Nagata – Premium Brands Holdings Corporation
- Andrew George – Director, Indigenous Initiatives at SkilledTradesBC
- Donna Anderson – Liaison, Indigenous Initiatives at SkilledTradesBC
- Finbar O’Sullivan – Apprenticeship Advisor at SkilledTradesBC

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 with Indigenous Content 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.

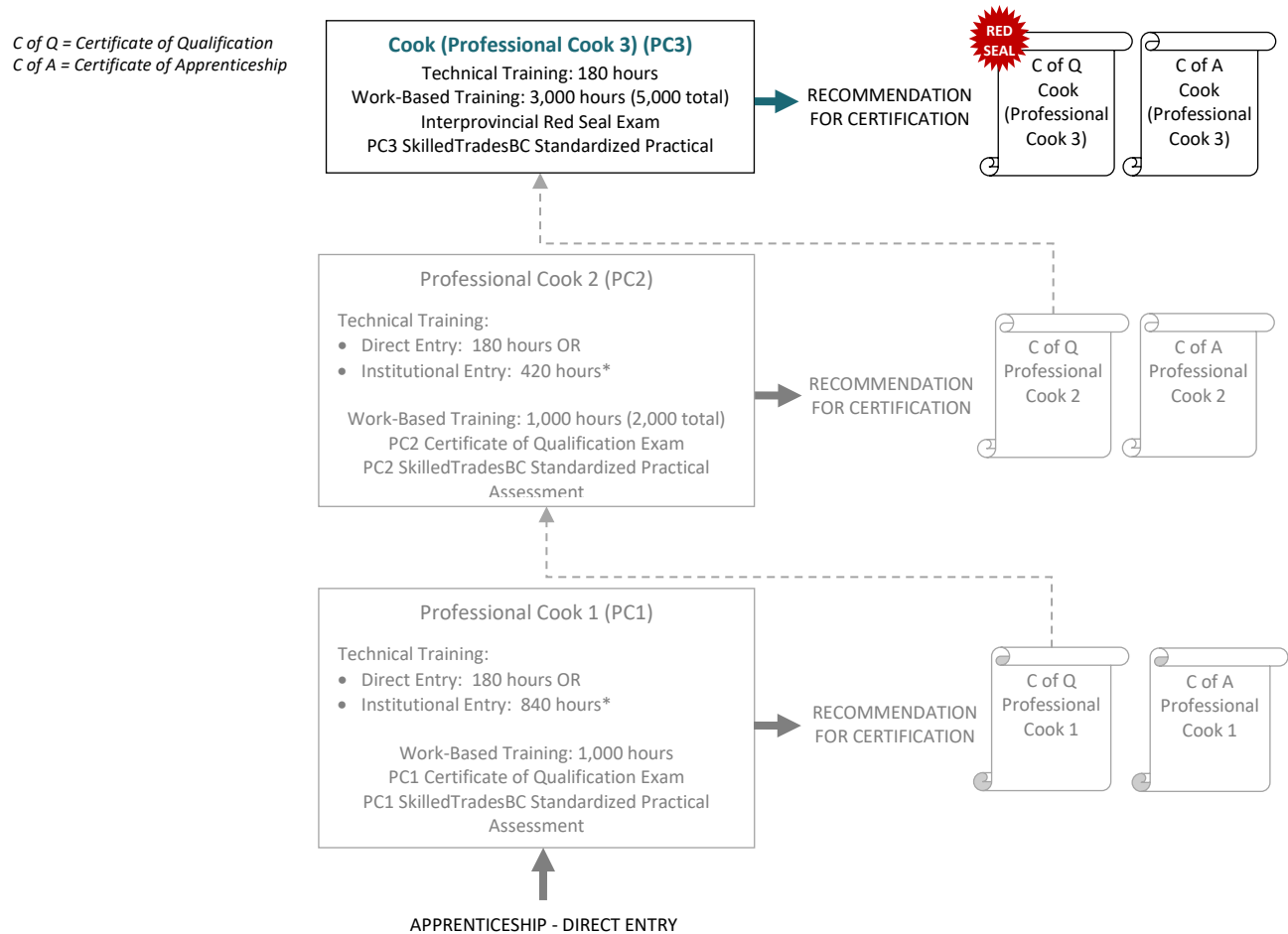
Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	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 3
Indigenous Content

Program Credentialing Model

Apprenticeship Pathway

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

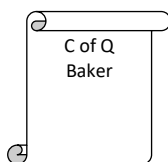


* Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

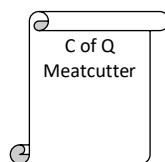
- PC1: 600 hours
- PC2: 240 hours

CROSS-PROGRAM CREDITS

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



C of Q Baker
 Technical Training: None
 Work-Based Training: 500 hours

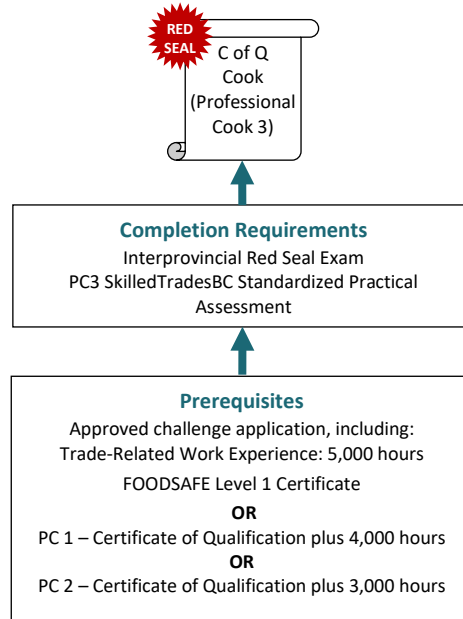


C of Q Meatcutter
 Technical Training: None
 Work-Based Training: 500 hours

Challenge Pathway

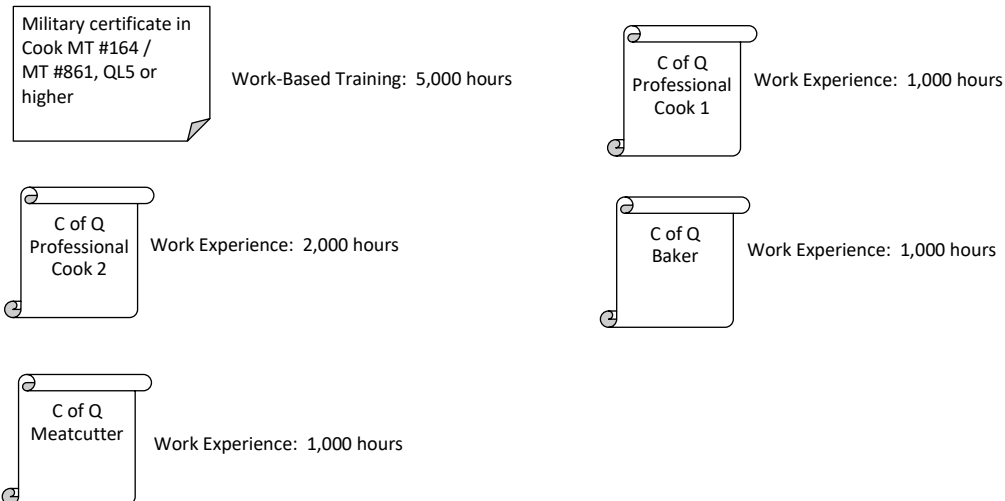
This graphic provides an overview of the Professional Cook 3 challenge pathway.

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



INDEX: Professional Cook 3 Indigenous Content (PC3IC)

The following Index shows the sections that have Indigenous content.		
General Area of Competency (GAC)	Competency	Page
A - OCCUPATIONAL SKILLS	A3 - Sanitary standards	19
	A4 - Production Procedures (TKK)	20
	A5 - Menu Planning (TKK)	22
	<i>Achievement Criteria: Develop basic á la cart menu</i>	23
	A8 - Human resource and leadership skills (TKK)	24
	A9 - Cost management (TKK)	26
	<i>Achievement Criteria: Cost and price menu items</i>	28
B - STOCKS, SOUPS AND SAUCES	B4 - Sauces (TKK)	29
	<i>Achievement Criteria: Prepare sauces</i>	30
E - MEATS	E1 - Cut and Process Meats (TKK)	31
	<i>Achievement Criteria: Cut and dry-age game meat</i>	32
	E2 - Cook Meats (TKK)	33
F - POULTRY	F1 - Cut and Process Poultry (TKK)	36
	F2 - Cook Poultry	38
	<i>Achievement Criteria: Cook Poultry</i>	39
G - SEAFOOD	G1 - Cut and Process Seafood (TKK)	40
	G2 - Cook Fish (TKK)	42
	<i>Achievement Criteria: Cook Fish</i>	43
	G3 - Cook Shellfish (TKK)	44
	<i>Achievement Criteria: Cook Shellfish</i>	45
H - GARDE MANGER	H1 - Dressings, Condiments and Accompaniments	46
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	H5 - Presentation Platters (TKK)	48
	<i>Achievement Criteria: Prepare and present feast house/potlatch style event</i>	49
	H6 - Pâtés, terrines, and charcuterie (TKK)	50
<i>Achievement Criteria: Prepare forcemeat based products</i>	52	
J - BAKED GOODS AN DESSERTS	J3 - Desserts (TKK)	53
	<i>Achievement Criteria: Prepare hot specialty desserts with sauce</i>	55
	J7 - Cakes and Tortes	56
	<i>Achievement Criteria: Prepare cakes and tortes with sauce</i>	57
	J8 - Frozen Desserts	58
	<i>Achievement Criteria: Prepare frozen desserts</i>	59
J9 - Chocolate, Sugar, and Garnishes	61	
K - BEVERAGES	K1 - Beverages (TKK)	62

Occupational Analysis Chart

COOK (PROFESSIONAL COOK 3) **INDIGENOUS CONTENT**

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.

PC3IC = Professional Cook 3 Indigenous Content

TKK = Traditional Knowledge Keeper - Where it states TKK, Instructors are to consult with an Indigenous Traditional Knowledge Keeper

OCCUPATIONAL SKILLS A	Trade Knowledge A1 1 2	Safety Standards A2 1	Sanitary Standards PC3IC A3 1 3	Production Procedures PC3IC (TKK) A4 1 3	Menu Planning PC3IC (TKK) A5 1 2 3	Ordering and Inventory A6 1 2
	Ingredients and Nutritional Properties A7 1 2	Human Resource and Leadership Skills PC3IC (TKK) A8 2 3	Cost Management PC3IC (TKK) A9 2 3	Front of House A10 2		
STOCKS, SOUPS AND SAUCES B	Stocks B1 1	Thickening and Binding Agents B2 1	Soups B3 1 2	Sauces PC3IC (TKK) B4 1 2 3		

VEGETABLES AND FRUITS C	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 PC3IC (TKK) E1	Cook Meats PC3IC (TKK) E2				
	1 2 3	1	2	3		
POULTRY F	Cut and Process Poultry PC3IC (TKK) F1	Cook Poultry PC3IC F2				
	1 2 3	1	2	3		
SEAFOOD G	Cut and Process Seafood PC3IC (TKK) G1	Cook Fish PC3IC (TKK) G2	Cook Shellfish PC3IC G3			
	1 2 3	1 2 3	1	2	3	
GARDE MANGER H	Dressings, Condiments and Accompaniments PC3IC H1	Salads H2	Sandwiches H3	Hors d'oeuvre and Appetizers H4	Presentation Platters PC3IC (TKK) H5	Pâtés, Terrines, and Charcuterie PC3IC (TKK) H6
	1 2 3	1 2	1	2	3	3

Program Overview

EGGS, BREAKFAST COOKERY, AND DAIRY I	Egg Dishes I1 1	Breakfast Accompaniments I2 1	Dairy Products and Cheeses I3 1				
BAKED GOODS AND DESSERTS J	Principles of Baking J1 1	Pastries J2 1 2	Desserts PC3IC (TKK) J3 1 3	Quick Breads J4 1	Cookies J5 1	Yeast Products J6 1 2	
	Cakes and Tortes PC3IC J7 2 3	Frozen Desserts PC3IC J8 3	Chocolate, Sugar, and Garnishes PC3IC J9 3				
BEVERAGES K	Beverages PC3IC (TKK) K1 1 3						

Training Topics and Suggested Time Allocation

Professional Cook 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	14%	75%	25%	100%
A3	Sanitary Standards		✓	✓	
A4	Production Procedures		✓		
A5	Menu Planning		✓	✓	
A8	Human Resource and Leadership Skills		✓		
A9	Cost Management		✓	✓	
Line B	STOCKS, SOUPS AND SAUCES	7%	25%	75%	100%
B4	Sauces		✓	✓	
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	10%	25%	75%	100%
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
Line H	GARDE MANGER	13%	25%	75%	100%
H1	Dressings, Condiments and Accompaniments		✓	✓	
H5	Presentation Platters		✓	✓	
H6	Pâtés, Terrines, and Charcuterie		✓	✓	
Line J	BAKED GOODS AND DESSERTS	13%	25%	75%	100%
J3	Desserts		✓	✓	
J7	Cakes and Tortes		✓	✓	
J8	Frozen Desserts		✓	✓	
J9	Chocolate, Sugar, and Garnishes		✓	✓	
Line K	BEVERAGES	3%	100%	0%	100%
K1	Beverages		✓		
	Interprovincial Red Seal Exam Review	7%	100%	0%	100%
	Exams	10%	67%	33%	100%
Total Percentage for Professional Cook 3		100%			

Section 3
PROGRAM CONTENT
Professional Cook 3
Indigenous Content

Professional Cook 3

Indigenous Content

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

Objectives

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

- Describe the principles of a food safety plan
- Prepare a food safety plan

LEARNING TASKS

CONTENT

1. Describe the principles of a food safety plan

- Overview and purpose
- Food Safety Legislation
 - Food Safety Act
 - Meat Inspection Regulation
 - Identify damaged meats
- Wildlife Act Regulation
 - Sale of game meat (off reserve)
 - Offering/gifting/bartering on reserve (community protocol)
- Health protocols for transportation, storage, and processing
 - On Reserve
 - Off Reserve
- Food Safety Plan
 - Critical steps
 - Control points
 - Safe practices

2. Prepare a food safety plan

- Design a food safety plan

Achievement Criteria

Performance The individual will prepare a food safety plan.

- Conditions**
- The individual will be given a recipe or 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:

- Correct terminology
- Identification of critical control points
- Clear instructions
- Food safety regulations

LEARNING TASKS

CONTENT

- | | |
|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>3. Describe the principles of marinating and brining</p> | <ul style="list-style-type: none"> • Marinating <ul style="list-style-type: none"> ○ Principles ○ Types ○ Ingredients ○ Ratios • Brining <ul style="list-style-type: none"> ○ Principles ○ Types ○ Ingredients ○ Ratios |
| <p>4. Describe the principles of plate composition</p> | <ul style="list-style-type: none"> • Choosing appropriate accompaniments • Flavour building and complimenting • Colour and texture • Contrast • Balance within the menu • Avoiding duplication of ingredients |
| <p>5. Describe modern preparation procedures and trends TKK</p> | <ul style="list-style-type: none"> • Current trends <ul style="list-style-type: none"> ○ Sustainable practices <ul style="list-style-type: none"> ▪ Using the whole animal (e.g., using hide for making drums) • New technology • Molecular gastronomy • Popular procedures • Emerging cuisines |

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

Objectives

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

- Describe menus for a variety of different diets
- Describe the planning of an á la carte menu
- Plan an á la carte menu
- Identify and describe regional foods
- Describe the principles of the sustainability of our food supply

LEARNING TASKS

1. Describe menus for a variety of different diets

2. Describe the planning of an á la carte menu **TKK**

CONTENT

- Overview
- Religious/Cultural based diets
 - Jewish dietary practices
 - Muslim diets
 - Hindu diets
 - **Traditional/regional First Nation, Inuit, and Métis diets**
- Health based diets
 - Principles
 - Trends
 - Types
- Review information on basic menu planning
- Terminology
- Layout and design
- Nature of the clientele
- Limitations of facilities
- Capabilities of personnel
- Availability of raw materials
- Consideration of food costs
- **Evolving potlatch menu to á la carte menu planning (culture on a plate; foraging to fork)**
- **Teachings on moon cycles between different Indigenous cultures and beliefs (seasonal calendars)**

LEARNING TASKS

3. Plan an á la carte menu

4. Identify and describe regional foods

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

CONTENT

- Techniques and directions followed
- Menus appropriately planned, cost and priced
- Work well organized
- Strategy for implementation

- Identify foods that are native to the region
- Traditional uses
- Seasonal availability
- **Utilizing local Indigenous fruits and seasonal vegetables**

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

Instructor note: Work with local Traditional Knowledge Keepers and Elders to incorporate local Indigenous languages into the menu.

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"> • The individual will be given criteria for the menu • The individual will work with TKK and producers to use correct terminology in menu planning. • 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 terminology. • Variety of menu items. • Balance of menu items. • Nutritional value. • Efficient use of product. |

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

CONTENT

- | | |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Set personal goals</p> | <ul style="list-style-type: none"> • Overview related to the Cook trade • Values and beliefs • Action planning |
| <p>2. Describe stress management techniques TKK</p> | <ul style="list-style-type: none"> • Overview of stress in the Cook trade • Unhealthy levels of stress • Low-stress living • Managing stress at work • Stress relief • Traditional storytelling • Elder and community connection |
| <p>3. Describe teambuilding and leadership skills</p> | <ul style="list-style-type: none"> • 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 • Teambuilding and leadership through community initiatives |

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

Instructor note: Demonstrate community reciprocity when harvesting and processing by distributing and gifting finished product back to community.

Achievement Criteria

Performance	The individual will cost and price menu items.
Conditions	<ul style="list-style-type: none"> • 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. • The individual will engage in foraging field school and break down cost into menu pricing. • The individual will demonstrate community reciprocity when harvesting and processing by distributing and gifting finished product back to community.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Accuracy of costing

LEARNING TASKS

CONTENT

- | | |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. Prepare savory fruit sauces and gastrique | <ul style="list-style-type: none"> • Method <ul style="list-style-type: none"> ○ Order of operations ○ Cooking time ○ Finishing • Holding and serving |
| 4. Prepare salsas, relishes, and chutneys | <ul style="list-style-type: none"> • Method <ul style="list-style-type: none"> ○ Order of operations ○ Cooking time ○ Finishing • Holding and serving |
| 5. Prepare international sauces | <ul style="list-style-type: none"> • Method <ul style="list-style-type: none"> ○ Order of operations ○ Cooking time ○ Finishing • Holding and serving |

Instructor note: Incorporate TKK to explain why specific ingredients are used and how to harvest these ingredients.

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 | <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. • PC3IC: suggested use of Saskatoon preserves, spruce tips, soap berries, chutneys, and pestos. |
| 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 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

CONTENT

- Nutrition
- Inspection and regulations
- Purchasing and storing
- **Dry aging**

- 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

LEARNING TASKS

4. Cut and process game **TKK**

Use FeedBC to acquire game meat.

5. Cut and process variety meats and offal

CONTENT

- Tools
 - **Indigenous tools**
 - **Obsidian**
 - **Bone**
 - **Traditional vs. Contemporary methods of butchering**
 - Portion cutting
 - Identify variety
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy
-
- Tools
 - Portion cutting
 - Identify variety
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy
 - **Regional game meat**
 - **Symbolism**
 - **Honouring animal**
 - **Using the whole animal**

Achievement Criteria

Performance **The individual will cut and dry-age red game meat.**

- 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 **TKK**

Partner to create moon calendar and learn about drums and offerings.

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
- Traditional value of saturated fat (bear fat)
- Traditional seasonal diet

- Types
- Dry and moist heat cooking methods
- Open flame cooking

- 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">• 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• 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): F **POULTRY**
Competency: F1 **Cut and Process Poultry**

Objectives

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

- Identify and describe types of game birds
- Describe the grading, inspection, and storage of game birds
- Cut and process game birds

LEARNING TASKS

1. Identify and describe types of game birds **TKK**

2. Describe the grading, inspection, and storage of game birds

3. Cut and process game birds

CONTENT

- Types of game birds
 - Pheasant
 - Quail
 - Partridge
 - Guinea fowl
 - Squab
 - Duck
 - Grouse
 - Wild turkey
 - Water fowl
 - Emu and ostrich
 - Primal cuts
 - Secondary cuts and uses
 - Domestic/imported
- Cutting and boning methods
- Traditional value of saturated fats (duck)
- Traditional seasonal diet

- Nutrition
- Inspection and regulations
- Purchasing and storing

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

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">• 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	<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 within industry expectations

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
- **Traditional indigenous methods and procedures**
 - **Hot smoke**

- 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
 - **PC3IC; suggests use of Toody Ni Juniper Duck recipe**
 - **See Indigenous recipes, Appendix B, Page [79](#)**
 - **Note: This is a suggested recipe, Various Indigenous regions may use a substitution**

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">• The individual will be given a workstation, fish or shellfish, 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 within industry expectations

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

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
- Rockfish
- Kokanee salmon
- Eel
- Spot prawns

LEARNING TASKS

2. Prepare specialty fish dishes **TKK**

CONTENT

- Determine recipe suitable for cuts
- Preparation for cooking
- Cooking procedure
 - Hot stone smoking
 - Direct fire
 - Pit cooking
- Finishing
- Accompaniments and sauces
- Serving and presenting
- Traditional knowledge
 - Types of stone
 - Types of wood
 - Types of seaweed

Achievement Criteria

Performance	The individual will cook a traditional barbequed salmon on a stick.
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 • PC3IC; suggests use of Salmon on a Stick recipe • See Indigenous recipes, Appendix B, Page 80 • Note: This is a suggested recipe, Various Indigenous regions may use a substitution
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • 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 prepare a traditional indigenous geoduck dish with appropriate sauces and garnish, 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 • PC3IC; suggests use of Geoduck recipe • See Indigenous recipes, Appendix B, Page 81 • Note: This is a suggested recipe, Various Indigenous regions may use a substitution
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe followed correctly • Work well organized • Proper mise en place • Safe work habits • Workstation kept clean and tidy • Taste, texture, colour, appearance and temperature • Seasoned and garnished appropriately • Appropriate sauces and accompaniments • Production time within industry expectations

LEARNING TASKS

CONTENT

- 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**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
 - **PC3IC; suggests use of Saskatoon Berry Chutney or Spruce Tip Jelly recipe**
 - **See Indigenous recipes, Appendix B, Page [77](#) or [78](#)**
 - **Note: This is a suggested recipe, Various Indigenous regions may use a substitution**

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

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

Line (GAC): H GARDE MANGER
Competency: H5 Presentation Platters

Objectives

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

- Describe the principles of buffet presentation
- Describe the principles of buffet design
- Prepare and present buffet and charcuterie platters

LEARNING TASKS

1. Describe the principles of buffet presentation **TKK**

Partner with traditional Indigenous artists and performers

2. Describe the principles of buffet design

3. Prepare and present buffet and charcuterie platters

CONTENT

- Types and purpose
- Planning group - staff involvement
- Theme
- Menu design
- Indigenous serving protocols and traditions
 - Elders
 - Knowledge keepers
 - Respect of community leadership
- Function/event
 - Feast house and potlatch
- Shapes and sizes of tables
- Location
- Layout
 - Flow
 - Spacing
 - Reach
 - Accompaniments
 - Centrepieces
 - Indigenous art and décor
 - Decorations
 - Labels
- Décor
 - Moss
 - Wood
 - Stone
 - Carvings
- Selection
- Slicing, glazing, and laying the lines
- Portion control and uniformity

LEARNING TASKS

CONTENT

- Sauces, garnishes and accompaniments
- Present and maintain the buffet
 - Portioning foods
 - Presentation
 - Hot
 - Cold
 - Replenishing
- Serving

Achievement Criteria

Performance **Within a team environment, the individual will prepare and present a feast house/potlatch style event.**

Conditions

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

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

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

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
 - Candied salmon
 - Air-dried game meats

4. Prepare fresh sausages

- Basic procedure for making sausages
- Utensils and equipment
- Ingredients
 - Traditional wild game meats
 - Bear fat
 - Mule deer
 - White/black tailed deer
 - Moose
- Components
 - Casings
 - Seasonings and spicing

LEARNING TASKS

5. Perform salt curing, drying and smoking **TKK**

CONTENT

- Basic procedures
- Method
 - Type of cure
 - Length of cure
 - Drying
 - Cooking, smoking, and drying
- Handling and storing
- **Seasonal diet**
- **Designated locations and environments for air drying**
- **Using whole animal**
 - **Using intestines as casing**

Achievement Criteria

Performance	The individual will prepare a variety of forcemeat based products, sausages, and cured pork (Indigenous-specific protein) products with appropriate aspics, doughs, and accompaniments, 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

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
 - Fritters
 - Local Indigenous fruits and berries

LEARNING TASKS

2. Prepare hot desserts

3. Identify and describe specialty desserts

4. Prepare specialty desserts

5. Prepare dessert sauces

CONTENT

- Method
 - Bitter/sweet fusion
- Production procedure
- Cooking time
- Doneness
- Finishing
 - Holding
 - Presenting
 - Serving

- Types
- Ingredients
- Preparation
- Handling and storage

- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
 - Holding
 - Presenting
 - Serving

- Types
 - Fruit coulis
 - Fruit sauce
 - Crème Anglaise
 - Syrups
 - Birch
 - Maple
 - Berry
 - Rose
 - Soap berry
- Ingredients
- Preparation

Instructor note: Include **TKK** to talk about collection and preparation of berries.

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"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training • PC3IC: Wild rice pudding with fritters and syrup • See Indigenous recipes, Appendix B, Page 82 and 83 • NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.
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

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:

- Identify and describe specialty cakes and tortes
- Prepare specialty cakes and tortes

LEARNING TASKS

1. Identify and describe specialty cakes and tortes

CONTENT

- Types
 - Lemon Torte
 - Linzertorte
 - Ganache
 - Sacher
 - Struesel
 - Frangipane
 - Clafoutis
 - **Corn bread**
 - **Fried bread/bannock**
- Preparation methods
- Presentation and portion control

2. Prepare specialty cakes and tortes

- Method
- Production procedure
- Cooking time
- Doneness
- Finishing
 - Holding
 - Presenting
 - Serving

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"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training • PC3IC: suggested use of Corn Bread Cobbler recipe. • See Indigenous recipes, Appendix B, Page 84 • Note: This is a suggested recipe. Various Indigenous regions may use a substitution.
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

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"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training • PC3IC; suggests use of Soapberry Ice Cream recipe • See Indigenous recipes, Appendix B, Page 85 • Note: This is a suggested recipe, Various Indigenous regions may use a substitution
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

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

CONTENT

- | | |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Describe types and properties of chocolate | <ul style="list-style-type: none"> • Types • Components • Properties • Cooking and baking with chocolate • Handling and storage |
| 2. Describe the principles of sugar work | <ul style="list-style-type: none"> • Types • Properties • Preparation procedures • Handling and storage |
| 3. Prepare and temper chocolate | <ul style="list-style-type: none"> • Method • Production procedure • Temperature and time • Doneness • Finishing <ul style="list-style-type: none"> ○ Holding ○ Presenting ○ Serving |
| 4. Prepare sugar garnishes | <ul style="list-style-type: none"> • Method • Production procedure • Cooking time • Doneness • Finishing <ul style="list-style-type: none"> ○ Holding ○ Presenting ○ Serving |

LEARNING TASKS

5. Plate desserts

CONTENT

- Principles of plate presentation
- Choosing accompaniments
- Garnishes
 - Tempered chocolate
 - Wild products
 - Berries
 - 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	<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 3 Grading Sheet: Subject Competency and Weighting

PROGRAM: IN-SCHOOL TRAINING:		COOK (COOK) LEVEL 3	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL 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%
In-school theory & practical subject competency weighting		25%	75%
Final in-school mark		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.

Interprovincial Red Seal Exam Mark A score of 70% or greater is required for a pass	EXAM %
Practical Assessment Exam Mark 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***

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

Portioning, measuring, and storage

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

Hand tools and utensils

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 Cooking, 9th Edition – Wayne Gisslen ISBN:978-1119399612

Recommended Resources

- 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, 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.

Recommended Indigenous Texts

- *Indian food: A cookbook of Native foods from British Columbia*
Health & Welfare Canada
©1972
- *Indigenous foods and plants and their place in culture*
Teresa Crawford
©2009
- *Food and recipes of the Native Americans*
George Erdosh
©1997
- *Indian harvests*
William Grimm, ill. By Ronald Himler
©1973
- *Native harvests: American Indian wild foods and recipes*
E. Barrie Kavasch
©2005
- *Native foods and nutrition: An illustrated reference manual*
Health Canada
©1995
- *Nuxalk food and nutrition handbook: A practical guide to family foods and nutrition using Native Foods*
The Naxalk Food and Nutrition Program Staff
©1984
- *The Sioux chef's indigenous kitchen*
Sean Sherman
©2017
- *Renewing salmon nation's food traditions*
Compiled and edited by Gary Nabhan
©2006
- *Native American cooking: Foods of the Southwest Indian Nations*
Lois E. Frank
©1991
- *Enduring harvests: native American foods and festivals for every season*
E. Barrie Kavasch
©1995
- *The art of American Indian cooking*
Yeffe Kimball and Jean Anderson
©2000
- *Cooking with spirit: North American Indian food and fact*
Darcy Williamson and Lisa Railsback
©1988
- *Recovering our ancestors' gardens: Indigenous recipes and guide to diet and fitness*
Devon A. Mihesuah

- ©2005
 - *A feast for all seasons: Traditional native people's cuisine*
Andrew George
- ©2010
 - *Modern native feasts: Healthy, innovative, sustainable cuisine*
Andrew George
- ©2013
 - *Feast! A Canadian native cuisine for all seasons*
Andrew George
- ©1996
 - *Vols. 1 & 2 A Tahltan cookbook*
edited by Louise Framst
- ©1994
 - *Where people feast: An indigenous people's cookbook*
Dolly Watts
- ©2007
 - *Cooking with the Wolfman*
David Wolfman and Marlene Finn
- ©2017
 - *The sacred cookbook: Forgotten healing recipes of the ancients*
Nick Polizzi
- ©2013
 - *The salmon cookbook*
Jerry Dennon
- ©1978
 - *Alice Hunter's North Country cookbook*
Alice Hunter
- ©1986
 - *Alice Hunter's North Country cookbook*
Alice Hunter

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

Appendix A 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

Appendix B
Indigenous Recipes

STOCKS, SOUPS AND SAUCES

YIELD: 375ML

Saskatoon Berry Chutney

Ingredients:

2 Tbsp.	Vegetable Oil	½ Tsp.	Cinnamon, ground
1 Cup	Onion, chopped	1 Tsp	Salt
½ Cup	green bell pepper, chopped	¼ Tsp.	Red Pepper Flakes
2 Tsp.	Garlic, minced	3 Cups	Fresh Saskatoon Berries
1	Jalapeno pepper, seeds and stem removed and minced	¼ Cup	Brown Sugar, Packed
2 Tsp.	Fresh ginger, minced	¼ Cup	Balsamic or Apple Cider Vinegar
1 Tsp.	Turmeric	¼ Cup	Fresh Mint, minced

Procedure:

1. In a heavy saucepan, heat the oil over medium heat.
2. Add the onion and bell pepper, and cook, stirring, until soft, about 4 minutes.
3. Add the garlic, pepper, ginger, turmeric, cinnamon, salt, and pepper flakes, and cook for 1 minute, while stirring.
4. Add the berries, sugar, and vinegar and simmer over low heat until thickened and reduced, about 25 to 30 minutes, stirring occasionally.
5. Add the mint and cook 2 minutes.
6. Remove from the heat and cool before serving.

For Achievement Criteria information, see [page 47](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

STOCKS, SOUPS AND SAUCES

YIELD: 500ML

Spruce Tip Jelly

Ingredients:

1 Cup	Spruce Tips	2 Tbsp.	Fresh Lemon Juice
1 Cup	WATER	1 Tsp.	Pectin
1/3 Cup	White Sugar	2 Tbsp.	Liquid Honey (optional)

Procedure:

1. Roughly chop the spruce tips to release their natural oils
2. Place the chopped tips in a non-reactive medium size sauce pan with the water
3. Bring to a boil over high heat
4. Boil for approx. 3 min. then remove from heat
5. Allow the spruce tips to steep until liquid becomes room temperature.
6. Into another saucepan, using a cheesecloth or fine mesh strainer, strain out the tips until there is only the liquid remaining
7. Mix the liquid with the lemon juice and bring back to a boil
8. Whisk the pectin powder and sugar together
9. Add the pectin-sugar mixture to the boiling water, whisk vigorously until dissolved and no lumps are formed
10. Return to a boil, then remove from heat
11. Fill liquid jelly in glass jar 500ML and store in the refrigerator to set
12. Optional: for longer storage, Jelly can be sealed in jars using water bath canning method - instructor can demonstrate

For Achievement Criteria information, see [page 47](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

POULTRY

YIELD: 2 SERVINGS

Toody Ni Juniper Duck

Ingredients:

2-100 g each	Boneless smoked duck breast, raw	15 ml	Juniper berries, crushed
To taste	Salt and pepper	75 ml	Red wine
10 ml	Vegetable oil	125 ml	Duck stock or demi-glace
1	Shallot, large, chopped fine		

Procedure:

1. Season duck with salt and pepper and place breasts skin side up on a rack in a broiling pan.
2. Broil at 375°F (190°C) for 4-5 minutes on each side to a medium rare.
3. Take breasts off broiler and set aside to rest.
4. Heat oil in a small saucepan over medium-high heat.
5. Sauté shallots and juniper berries until shallots are transparent.
6. Add red wine and duck stock or demi-glace. Boil until reduced by half.
7. Slice the duck and arrange on a plate.
8. Pour sauce over the duck breasts.

For Achievement Criteria information, see page [39](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

SEAFOOD

**YIELD:
1 PORTION /120G**

Salmon on a Stick

Ingredients:

120gr	Salmon fillet / Skin on / PBO	1 Tsp.	Ground Black Pepper
½ Tsp.	Kosher Salt	1 Tsp	Orange Zest (Optional)
1 Tsp.	White Sugar	1	Tribal Member Hand-Carved Stick / Cedar Stick / Bamboo Skewer
1 Tsp.	Granulated Garlic		

Procedure:

1. Traditional slow roast using wood fire/charcoal/gas grill medium high heat
2. Place the salmon fillet on a sturdy table with the skin side down and with the thickest part towards you place the point of the stick just above the skin and carefully but firmly push it through the fillet, trying to make the point follow as close to the skin as possible (as if you are trying to slide the stick under the flesh against the skin) Season the fish.
3. Leave about 7" at each end of the stick so you can insert it into the ground and flip it as needed. When the coals are ready, place the stick vertically into the sand, dirt or instructor supplied base.
4. Start with the skin side towards the fire first as this will cause the skin to shrink around the stick so the salmon won't slide). Approx. 15-20 min slow roasting.
5. Approx. 1/4 of the way through the cooking process pull the stick out of the ground and plant the stick with the flesh side towards the fire.
6. Just before completely cooked, put the skin side towards the fire one last time for 3-5 minutes. This will draw the fat back towards the inside of the flesh.
7. Also, depending upon how evenly the top pieces of salmon are cooking you may need to flip the stick during the cooking process once for the skin side and once for the flesh side.
8. Cook to desired temperature/doneness as instructed, 65°C/150°F

For Achievement Criteria information, see page [43](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

SEAFOOD

**YIELD:
1 PORTION /140G**

Geoduck recipe

Ingredients:

140gr/5oz.	Geoduck	3 Tbsp.	White Wine / Vermouth / Sake (optional)
½ Tsp.	Kosher Salt		Large Bowl of Ice Water
3 Tbsp.	Butter (unsalted)		

Procedure:

1. Bring large pot of water, about 8 quarts, to boil.
2. Have large bowl of ice water ready.
3. Place geoduck inside pot and boil briefly until skin of the trunk turns a shade darker, about 30 seconds.
4. Using tongs, place the geoduck in ice water to stop cooking.
5. Peel off skin by tugging it off the meat (a dry dishtowel can help to get a grip).
6. Using a small boning knife, gently pry open shell and cut the meat away from the shell edges.
7. Discard the sack next to the body.
8. To Sauté the Body Meat: Slice thinly on a bias.
9. Heat butter in a 10-inch stainless steel skillet over medium heat until butter is slightly browned.
10. Add geoduck slices and wine (optional) and sauté for 5 to 10 seconds, until slices are just beginning to turn opaque. Season with salt to taste and serve immediately.

For Achievement Criteria information, see page [45](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

DESSERT

YIELD: 300ML

Wild Rice Pudding

Ingredients:

½ Cup	Wild Rice	½ Tsp.	Ginger (ground)
3 Cups	Whole Milk	¼ Tsp.	Cloves (ground)
¼ Cup	Canadian Maple Syrup	¼ Tsp.	Nutmeg (ground)
½ Tsp.	Salt	1 Tbsp.	Vanilla
½ Tsp.	Cinnamon (ground)		

Procedure:

1. Wash wild rice well, drain and place in medium large saucepan.
2. Add milk, maple syrup, salt, spices, and vanilla; Bring to a boil, stirring constantly.
3. Once rapidly boiling, reduce heat to low and cook, stirring occasionally, up to 45min.
4. Once cooked liquid should be reduced to for a thick pudding and rice is cooked.
5. Serve with fritters and maple syrup (optional)

For Achievement Criteria information, see [page 55](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

DESSERT

**YIELD:
6 / 50G**

Fritters

Ingredients:

1 Cup	Flour, all purpose	½ Tsp.	Cinnamon
1 ½ Tsp.	Baking Powder	1	Egg, Beaten
½ Tsp.	Salt	1 Cup	Whole Milk
1 Tbsp.	White Sugar	1 ½ Cups	Apples, Chopped (optional)

Procedure:

1. Mix dry ingredients in medium bowl.
2. In another bowl, beat eggs and milk together
3. Add wet ingredients to dry ingredients and mix until just incorporated
4. Using a 2 oz. scoop, carefully place batter into 170°C/340°F fryer and cook for 3-4 minutes, until golden brown.
5. Drain on paper towels to remove and oil on fritter

For Achievement Criteria information, see page [55](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

DESSERT

**YIELD:
1 PORTION/750ML**

Cornbread Cobbler

Ingredients:

Topping

2/3 Cup	Medium-Grind Cornmeal	½ Tsp.	Salt
2/3 Cup	Flour, All Purpose	1/3 Cup	Butter, unsalted/small dice
3 Tbsp.	White Sugar	½ Cup	Buttermilk
1 Tbsp.	Baking Powder	1 Cup	Fresh Corn Kernels
½ Tsp.	Baking Soda		

Filling:

3 ½ Cups	Wild Saskatoon Berries	½	Fresh Lemon, zested/juiced
2 Tbsp.	White Sugar	¼ Tsp.	Salt

Procedure:

1. Preheat oven to 190°C / 375°F
2. Mix blueberries, sugar, lemon zest, juice, and salt together in a 2 quart baking dish and set aside.
3. Whisk cornmeal, flour, sugar, baking powder, baking soda, and salt together in a bowl. Cut in butter with a pastry blender until mixture looks like small peas.
4. Mix in buttermilk
5. Fold in corn kernels
6. Scoop cornmeal batter over blueberry mixture
7. Bake in the preheated oven until blueberry juices are bubbling and the topping is golden brown, approx. 30-40 minutes. Cool for 15 to 30 minutes before serving

For Achievement Criteria information, see page [57](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

DESSERT

YIELD: 300ML

Soapberry Ice Cream

Ingredients:

1 Cup	Soapberries	4 Tbsp.	Brown Sugar
¼ Cup	Water		

Procedure:

1. Place all ingredients into a stainless-steel bowl
2. Blend well enough until a whipped pink foam consistency is reached

For Achievement Criteria information, see page [58](#)

NOTE: This is a suggested recipe. Various Indigenous regions may use a substitution.

Appendix C

Indigenous Projects and Field School

THEME: PRESENTATION AND CEREMONY

Indigenous Project Suggestions:

1. Video-record someone making indigenous food and telling a story about the food, history
2. Video clips of traditional knowledge keepers providing indigenous history/ inform at beginning of each section with **TKK**
3. Videographer - Traditional hunt
4. Pit house cook
5. Attend salmon feast or potlatch ceremony /event
6. Asking plants what you need

Indigenous Field School Suggestions:

1. **TKK** Talk about hunt on video - varies region by region
 - a. Butchering techniques
 - b. Fishing
 - c. Using nets
2. Go to event be mentored by elders
3. Food as medicine
 - a. Holistic well-being
4. Participate in traditional hunt
 - a. Hunting camp

Appendix D Previous Contributors

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

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

Industry Subject Matter Experts retained to assist in the development of the Program Outline (2012):

- Bill Adams Northwest Community College
- Xavier Bauby Vancouver Island University, Powell River
- Ralph Graham College of New Caledonia
- Kimberly Johnstone Thomposon Rivers University
- Christophe Kwiatkowsky Northwest Culinary Academy of Vancouver
- Gilbert Noussitou Camosun College
- Stephen Wade Burnaby Central Secondary
- Erik Anderson Camosun College
- Tim Curnow College of the Rockies
- Chris Hanson North Island College
- Ron Matthews Selkirk College
- Debbie Shore Vancouver Island University