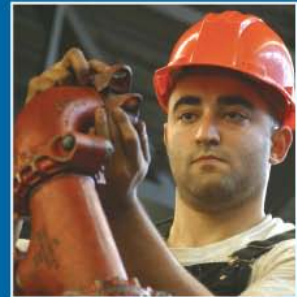


Cook (Professional Cook 3) Program Outline



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**COOK
(PROFESSIONAL COOK LEVEL 3)
PROGRAM OUTLINE**

December, 2008

**Developed by Propel
for the
Industry Training Authority
Province of British Columbia**

TABLE OF CONTENTS

Foreword	ii
Acknowledgements	iii
Section 1 – Skills Chart and Time Allotment	1
Occupational Analysis Chart	2
Schedule of Time Allotment	4
Section 2 – Program Outline	6
Block A: Occupational Skills	7
Block B: Stocks, Soups, and Sauces	17
Block E: Meats	20
Block F: Poultry	25
Block G: Seafood	29
Block H: Garde Manger	35
Block J: Baked Goods and Desserts	42
Block K: Beverages	50
Section 3 – Facility and Tool Requirements	53
Facility Requirements	54
Student’s Tool and Equipment Requirements	58
Section 4 – Faculty and Sponsor Requirements	59
Faculty Credential and Experience Requirements	60
Sponsor’s Requirements	61
Section 5 – Required and Recommended Resources	63
Required Resources	64
Recommended Additional Resources	64
Section 6 – Glossaries	66
Glossary of Verbs	67

FOREWORD

This Program Outline is intended as a guide for instructors of the Cook (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 “course content” portion of each subject is there as a guide only, and is not intended to be exhaustive.

A glossary of verbs is included at the end of the program outline. It is there to clarify the intent of the “objective” and “key competency” statements. Also included at the end of the program outline is a glossary of trade terminology

The Program Outline was prepared with the advice and assistance of industry representatives and in cooperation with the Industry Training Authority.

SAFETY ADVISORY

Be advised that references to the WorkSafe BC 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

Special acknowledgement is extended to the following, who have contributed to the updating of the program outline and course content:

Bill Adams
Michael Allemeier
Dan Atkinson
Xavier Bauby
Peter Bucher
Bernard Casavant
Sylvain Cuerrier
Andrew George
Ralph Graham
James Hutton
Kimberley Johnstone
James Kennedy
Christopher Klufftinger
Christophe Kwiatkowsky
Bruno Marti
Daryle Nagata
Gilbert Noussitou
Ian Riddick
Dino Renaerts
Heidi Romich Schoustal
Settimio Sicoli
Terry Tanasiuk
Stephen Wade
Steve Walker-Duncan

SECTION 1

SKILLS CHART AND TIME ALLOTMENT

PROFESSIONAL COOK 3 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
OCCUPATIONAL SKILLS A.	Sanitary Standards	Describe the principles of a food safety plan	Prepare a food safety plan			
	Production Procedures	Describe cook-chill and cook-freeze systems	Describe the principles of low temperature and sous vide cooking	Describe the principles of marinating and brining	Describe the principles of plate composition	Describe modern preparation procedures and trends
	Menu Planning	Describe menus for a variety of different diets	Describe the planning of an "a la carte" menu	Plan an "a la carte" menu	Identify and describe regional foods	Describe the principles of the sustainability of our food supply
	Human Resource and Leadership Skills	Set personal goals	Describe stress management techniques	Describe team building and leadership skills	Describe conflict resolution techniques	Describe effective problem solving and decision making
	Cost Management	Describe food cost controls	Describe the principles of menu engineering	Interpret point of sale information	Interpret budgets and profit/loss statements	Apply cost control procedures
		Describe labour cost controls	Describe the principles of planning personnel requirements			
STOCKS, SOUPS AND SAUCES B.	Sauces	Describe types of specialty sauces	Apply principles of sauce selection	Prepare savory fruit sauces and gastrique	Prepare salsas, relishes, and chutneys	Prepare international sauces
MEATS E.	Cut and Process Meats	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
	Cook Meats	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			
POULTRY F.	Cut and Process Poultry	Identify and describe types of game birds	Describe the grading, inspection, and storage of game birds	Cut and process game birds		

PROFESSIONAL COOK 3 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
	Cook Poultry	Describe suitable cooking methods for game birds	Prepare game birds for cooking	Cook game birds	Describe specialty poultry dishes	Prepare specialty poultry dishes
SEAFOOD G.	Cut and Process Seafood	Identify and describe specialty shellfish	Clean and process specialty shellfish			
	Cook Fish	Describe specialty fish dishes	Prepare specialty fish dishes			
	Cook Shellfish	Describe specialty shellfish dishes	Prepare specialty shellfish dishes			
GARDE MANGER H.	Dressings, Condiments and Accompaniments	Describe the principles of pickling	Prepare pickles	Describe the principles of infused oil and vinegar production	Prepare infused oils and vinegars	
	Presentation Platters	Describe the principles of buffet presentation	Describe the principles of buffet design	Prepare and present buffet and charcuterie platters		
	Patés, Terrines, and Charcuterie	Describe salt curing, drying, and smoking	Describe the principles of forcemeat production	Prepare pâtés and terrines	Prepare fresh sausages	Perform salt curing, drying and smoking
BAKED GOODS AND DESSERTS J.	Desserts	Identify and describe hot desserts	Prepare hot desserts	Identify and describe specialty desserts	Prepare specialty desserts	Prepare dessert sauces
	Cakes and Tortes	Identify and describe specialty cakes	Prepare specialty cakes and tortes			
	Frozen Desserts	Identify and describe frozen desserts	Prepare ice creams and sorbets	Prepare specialty frozen desserts		
	Chocolate, Sugar, and Garnishes	Describe types and properties of chocolate	Describe the principles of sugar work	Prepare and temper chocolate	Prepare sugar garnishes	Plate desserts
	Beverages	Describe the service of beers, wines, spirits and liqueurs	Identify major types and styles of beers, wines, spirits and liqueurs	Describe the principles of wine selection		
BEVERAGES K.						

SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR COOK (PROFESSIONAL COOK 3)

		Theory	Practical	Page
Block A	Occupational Skills	14% of Time		
	Sanitary Standards	✓	✓	7
	Production Procedures	✓		8
	Menu Planning	✓	✓	10
	Human Resource and Leadership Skills	✓		12
	Cost Management	✓	✓	14
Block B	Stocks, Soups and Sauces	7% of Time		
	Sauces	✓	✓	17
Block E	Meats	13% of Time		
	Cut and Process Meats	✓	✓	20
	Cook Meats	✓	✓	22
Block F	Poultry	10% of Time		
	Cut and Process Poultry	✓	✓	25
	Cook Poultry	✓	✓	27
Block G	Seafood	10% of Time		
	Cut and Process Seafood	✓	✓	29
	Cook Fish	✓	✓	31
	Cook Shellfish	✓	✓	33

			Theory	Practical	Page
Block H	Garde Manger	13% of Time			
	Dressings, Condiments and Accompaniments		✓	✓	35
	Presentation Platters		✓	✓	37
	Pâtés, Terrines, and Charcuterie		✓	✓	39
Block J	Baked Goods and Desserts	10% of Time			
	Desserts		✓	✓	42
	Cakes and Tortes		✓	✓	45
	Frozen Desserts		✓	✓	47
	Chocolate, Sugar, and Garnishes		✓	✓	49
Block K	Beverages	3% of Time			
	Beverages		✓	✓	51
	Inter- Provincial Red Seal Exam Review	7% of Time			
	Exams	10% of Time			

Total Hours: 180

SECTION 2

COOK
(PROFESSIONAL COOK 3)
PROGRAM OUTLINE

BLOCK A: OCCUPATIONAL SKILLS

Subject: Sanitary Standards

Objective:

A food safety plan is essential to the training of any new employees. Cooks must understand the principles used to design a food safety plan.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Describe the principles of a food safety plan

Prepare a food safety plan

COURSE CONTENT

- Overview and purpose
- Food Safety Plan
 - Critical steps
 - Control points
 - Safe practices
- Design a food safety plan

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given an assignment from the instructor:

- The learner will prepare a food safety plan as directed by the instructor.
- Criteria: control points, accuracy, clarity

THEORY

Given a written test:

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

BLOCK A: OCCUPATIONAL SKILLS

Subject: Production Procedures

Objective:

Cooks will prepare foods for later use and must understand correct cook-chill and cook-freeze procedures. Techniques such as marinating, brining, low temperature cooking, and other procedures are a key component of the trade, and cooks must know how to use these techniques and present food attractively.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe the basic principles behind cook-chill and cook-freeze systems
- Describe the principles of low temperature and sous vide cooking
- Describe the principles of marinating and brining
- Describe the principles of plate composition
- Describe modern preparation procedures and trends

KEY COMPETENCIES

Describe the basic principles behind cook-chill and cook-freeze systems

Describe the principles of low temperature and sous vide cooking

COURSE CONTENT

- Overview and purpose
- Cook-chill systems
 - Process
 - ♦ Chilling
 - ♦ Storing
 - ♦ Distributing
 - ♦ Reheating
- Choosing cook-chill menu items
- Cook-freeze systems
 - Process and use
- Labour savings

- Overview and purpose
- Techniques
- Equipment necessary
- Process
 - Preparation
 - Cooking
 - Holding
 - Storing
 - Reheating
- Important safeguards

Describe the principles of marinating and brining

- Marinating
 - Principles
 - Types
 - Ingredients
 - Ratios
- Brining
 - Principles
 - Types
 - Ingredients
 - Ratios

Describe the principles of plate composition

- Choosing appropriate accompaniments
- Flavour building and complimenting
- Colour and texture
- Contrast
- Balance within the menu
- Avoiding duplication of ingredients

Describe modern preparation procedures and trends

- Current trends
- New technology
- Molecular gastronomy
- Popular procedures
- Emerging cuisines

Achievement Criteria:

ASSESSMENT

THEORY

Given a written test:

CRITERIA

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

BLOCK A: OCCUPATIONAL SKILLS

Subject: Menu Planning

Objective:

Cooks must plan menus that offer customer choices and can satisfy a variety of diets. The importance of using sustainable, regional, and seasonal foods is an ever increasing part of planning menus.

A COMPETENT PROFESSIONAL COOK SHOULD 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

KEY COMPETENCIES

Describe menus for a variety of different diets

Describe the planning of an á la carte menu

Plan an á la carte menu

COURSE CONTENT

- Overview
- Religious based diets
 - Jewish dietary practices
 - Muslim diets
 - Hindu 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
- Techniques and directions followed
- Menus appropriately planned, cost and priced
- Work well organized
- Strategy for implementation

Identify and describe regional foods

- Identify foods that are native to the region
- Traditional uses
- Seasonal availability

Describe the principles of the sustainability of our food supply

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

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given an assignment from the instructor:

- The learner will develop a basic á la carte menu, using seasonally available local ingredients.
- Criteria: balance, variety, presentation

THEORY

Given a written test:

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

BLOCK A: OCCUPATIONAL SKILLS

Subject: Human Resource and Leadership Skills

Objective:

Teambuilding, stress management, and effective decision making are all skills cooks must develop in order to succeed in the profession.

A COMPETENT PROFESSIONAL COOK SHOULD 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

KEY COMPETENCIES

Set personal goals

Describe stress management techniques

Describe teambuilding and leadership skills

Describe conflict resolution techniques

COURSE 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

Describe effective problem-solving and decision-making

- Conflict resolution process
- Dealing with anger
- Handling customer complaints

- 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

Achievement Criteria:

ASSESSMENT

PRACTICAL

During the duration of the program:

THEORY

Given a written test:

CRITERIA

- The learner will demonstrate personal and interpersonal management skills as observed and documented by the instructor.

- The learner will answer questions covering the course content related to human resource and leadership skills, scoring a minimum of 70% correct.

BLOCK A: OCCUPATIONAL SKILLS

Subject: Cost Management

Objective:

Cooks must be able to apply cost control procedures when planning menus and schedules in order to achieve budget targets.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe food cost controls
- Describe the principles of menu engineering
- Interpret point of sale information
- Interpret budgets and profit/loss statements
- Apply cost control procedures
- Describe labour cost controls
- Describe the principles of planning personnel requirements

KEY COMPETENCIES

Describe food cost controls

Describe the principles of menu engineering

Interpret point of sale information

COURSE CONTENT

- Review basic costing procedures
- Standard purchase specifications
- Standard recipes
- Standard yields
- Standard portions
- Standard portion costs
- Reference to menus
- Basic cost of food formula
- Adjusting (credits and transfers) the evaluation of food costs
- Food cost report

- High and low food cost items
- Balancing the menu to achieve targets
- Utilization of specials and feature items

- 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

Interpret budgets and profit/loss statements

- 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

Apply cost control procedures

- Cost control forms
- Directions followed
- Form is appropriately filled out
- Work is well organized

Describe labour cost controls

- Factors affecting labour costs
- Calculating labour costs
- Managing labour costs
 - Increasing productivity
 - Cross training
 - Succession planning

Describe the principles of planning personnel requirements

- 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:

ASSESSMENT

PRACTICAL

Given an assignment and a working knowledge of cost controls:

THEORY

Given a written test:

CRITERIA

- The learner will apply cost control procedures.
- The learner will answer questions covering the course content related to cost management, scoring a minimum of 70% correct.

BLOCK B: STOCKS, SOUPS AND SAUCES

Subject: Sauces

Objective:

Menu items are increasingly using sauces other than the leading (mother) sauce derivatives. Cooks must be able to identify and prepare a variety of specialty sauces.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe types of specialty sauces
- Apply principles of sauce selection
- Prepare savory fruit sauces and gastrique
- Prepare salsas, relishes, and chutneys
- Prepare international sauces

KEY COMPETENCIES

Describe types of specialty sauces

Apply principles of sauce selection

Prepare savory fruit sauces and gastrique

COURSE CONTENT

- Review
- Game sauces
 - Stock
 - Secondary sauces
 - Major ingredients
 - Serving suggestions
- Savory fruit sauces/gastrique
 - Types
 - Ingredients
 - Uses
- Salsas, relishes, chutneys
 - Types
 - Ingredients
 - Uses
- International sauces
 - Types
 - Ingredients
 - Uses
- Review basic principles
- Factors influencing sauce selection
 - Flavour
 - Texture
 - Season
 - Theme
- Method
 - Order of operations

Prepare salsas, relishes, and chutneys

- Cooking time
- Finishing
- Holding and serving

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

Prepare international sauces

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

PRODUCTION PROCEDURE

Prepare and present sauces

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

CRITERIA

- The learner will prepare and present a variety of hot and cold specialty sauces, as directed by the instructor to industry standards for production time.

- Criteria: taste, consistency, appearance

THEORY

Given a written test:

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

BLOCK E: MEATS

Subject: Cut and Process Meats

Objective:

Game and variety meats are components of many menus. Cooks must be able to identify, handle, and process them correctly.

A COMPETENT PROFESSIONAL COOK SHOULD 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

KEY COMPETENCIES

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

COURSE 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

Cut and process variety meats and offal

- Minimizing waste
- Accuracy

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

PRODUCTION PROCEDURE

Cut and process game, variety meats, and offal

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given game carcasses and variety meats:

CRITERIA

- The learner will cut and process game and variety meats.
- Criteria: accuracy, appearance, portion and waste control

THEORY

Given a written test:

- The learner will answer questions covering the course content related to cutting and processing game and variety meats, scoring a minimum of 70% correct.

BLOCK E: MEATS

Subject: Cook Meats

Objective:

Cooks must be able to utilize the skills they have learned to prepare meats using a variety of methods, and present them with appropriate accompaniments and garnishes.

A COMPETENT PROFESSIONAL COOK SHOULD 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

KEY COMPETENCIES

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

COURSE 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

- Suitable cuts
- Preparation for cooking

Describe specialty meat dishes

- Cooking procedure
- Finishing
- Holding and serving

- Review
- Advanced moist-heat cooking methods
 - Beef (i.e. short ribs)
 - Pork (i.e. pork belly)
 - Veal (i.e. cheek)
 - Lamb (i.e. shank)
 - Offal (sweetbreads)
- Advanced dry-heat cooking methods
 - Beef (i.e. loin)
 - Pork (i.e. loin)
 - Veal (i.e. rib)
 - Lamb (i.e. rack)
 - Offal (i.e. liver)
- Timing
- Sauces, garnishes and accompaniments
- Presentation

Prepare specialty meat dishes

- Determine recipe suitable for cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Accompaniments and sauces
- Serving and presenting

PRODUCTION PROCEDURE

Prepare meat and game for à la carte and banquet dishes

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will cook a variety of meats, game and offal, using advanced moist and dry heat methods, with appropriate sauce and garnish, as directed by the instructor, to industry standards for production time.
- Criteria: degree of doneness, taste, appearance, sauce, garnish

THEORY

Given a written test:

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

BLOCK F: POULTRY

Subject: Cut and Process Poultry

Objective:

Game birds are components of many menus. Cooks must be able to identify, handle, and process them correctly.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Identify and describe types of game birds

Describe the grading, inspection, and storage of game birds

Cut and process game birds

COURSE CONTENT

- Types of game birds
 - Pheasant
 - Quail
 - Partridge
 - Guinea fowl
 - Squab
 - Duck
 - Emu and ostrich
 - ♦ Primal cuts
 - ♦ Secondary cuts and uses
 - Domestic/imported
- Cutting and boning methods
- Nutrition
- Inspection and regulations
- Purchasing and storing
- Tools
- Portion cutting
 - Identify variety
 - Techniques
 - Trimming
 - Minimizing waste
 - Accuracy

PRODUCTION PROCEDURE

Cut and process game birds

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given game bird carcasses:

THEORY

Given a written test:

CRITERIA

- The learner will cut and process game birds
- Criteria: accuracy, appearance, portion and waste control
- The learner will answer questions covering the course content related to cutting and processing poultry, scoring a minimum of 70% correct.

BLOCK F: POULTRY

Subject: Cook Poultry

Objective:

Cooks must be able to utilize the skills they have learned to prepare poultry using a variety of methods, and present them with appropriate accompaniments and garnishes.

A COMPETENT PROFESSIONAL COOK SHOULD 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

KEY COMPETENCIES

Describe suitable cooking methods for game birds

Prepare game birds for cooking

Cook game birds

Describe specialty poultry dishes

COURSE 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

Prepare specialty poultry dishes

- Determine recipe suitable for cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Accompaniments and sauces
- Serving and presenting

PRODUCTION PROCEDURE

Cook poultry and game birds

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

CRITERIA

- The learner will cook poultry and game bird dishes, using dry, moist, and combination heat methods, with appropriate sauces and garnish, as directed by the instructor to industry standards for production time.
- Criteria: degree of doneness, taste, appearance, sauce, garnish

THEORY

Given a written test:

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

BLOCK G: SEAFOOD

Subject: Cut and Process Seafood

Objective:

Cooks must be able to identify and correctly process specialty and exotic varieties of fish and shellfish.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Identify and describe specialty shellfish
- Clean and process specialty shellfish

KEY COMPETENCIES

Identify and describe specialty shellfish

Clean and process specialty shellfish

PRODUCTION PROCEDURE

Clean and process specialty shellfish

COURSE CONTENT

- Review
- Types and characteristics of specialty shellfish
 - Langouste
 - Crayfish
 - Octopus
 - Snails
 - Sea urchin
 - Abalone
 - Geoduck
- Preparation
- Storage

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

METHODOLOGY

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

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

THEORY

Given a written test:

CRITERIA

- The learner will process specialty shellfish as directed by the instructor, to industry standards for production time.
- Criteria: accuracy, appearance, portion and waste control
- The learner will answer questions covering the course content related to cutting and processing seafood, scoring a minimum of 70% correct.

BLOCK G: SEAFOOD

Subject: Cook Fish

Objective:

Fish dishes are a key component of many menus. Cooks must be able to correctly prepare a variety of specialty fish dishes.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe specialty fish dishes
- Prepare specialty fish dishes

KEY COMPETENCIES

Describe specialty fish dishes

Prepare specialty fish dishes

COURSE 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

PRODUCTION PROCEDURE

Prepare specialty fish dishes

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

THEORY

Given a written test:

CRITERIA

- The learner will cook specialty fish, using advanced preparation techniques, with appropriate sauce and garnish, as directed by the instructor to industry standards for production time.
- Criteria: degree of doneness, taste, appearance, sauce, garnish
- The learner will answer questions covering the course content related to preparing fish, scoring a minimum of 70% correct.

BLOCK G: SEAFOOD

Subject: Cook Shellfish

Objective:

Shellfish dishes are a key component of many menus. Coos must be able to prepare a variety of specialty shellfish dishes.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe specialty shellfish dishes
- Prepare specialty shellfish dishes

KEY COMPETENCIES

Describe specialty shellfish dishes

Prepare specialty shellfish dishes

COURSE 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

PRODUCTION PROCEDURE

Prepare specialty shellfish dishes

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

THEORY

Given a written test:

CRITERIA

- The learner will prepare specialty shellfish and shellfish dishes, with appropriate sauces and garnish, as directed by the instructor, to industry standards for production time.
- Criteria: degree of doneness, taste, appearance, sauce, garnish
- The learner will answer questions covering the course content related to preparing shellfish, scoring a minimum of 70% correct.

BLOCK H: GARDE MANGER

Subject: Dressings, Condiments and Accompaniments

Objective:

A variety of different accompaniments, such as pickles and infused oils and vinegars are common components of many foodservice menus.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Describe the principles of pickling

Prepare pickles

Describe the principles of infused oil and vinegar production

Prepare infused oils and vinegars

PRODUCTION PROCEDURE

Prepare pickles, infused oils and vinegars

COURSE 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

METHODOLOGY

- Utensils
- Ingredients
 - Recipe followed correctly
- Work well organized
 - Good mise en place
 - Safe work habits

- Work station kept clean and tidy
- Texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare a variety of condiments (such as pickles, infused oils, and vinegars) as directed by the instructor to industry standards for production time.
- Criteria: taste, appearance, colour

THEORY

Given a written test:

- The learner will answer questions covering the course content related to dressings, condiments, and accompaniments, scoring a minimum of 70% correct.

BLOCK H: GARDE MANGER

Subject: Presentation Platters

Objective:

Buffets make up a significant portion of many foodservice operations. Cooks must know the principles and procedures to designing and presenting a buffet and assembling buffet platters.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Describe the principles of buffet presentation

Describe the principles of buffet design

Prepare and present buffet and charcuterie platters

COURSE CONTENT

- Types and purpose
- Planning group - staff involvement
- Theme
- Menu design

- Function/event
- Shapes and sizes of tables
- Location
- Layout
 - Flow
 - Spacing
 - Reach
 - Accompaniments
 - Centrepieces
 - Decorations
 - Labels
- Décor

- Selection
- Slicing, glazing, and laying the lines
- Portion control and uniformity
- Sauces, garnishes and accompaniments
- Present and maintain the buffet
 - Portioning foods
 - Presentation
 - ♦ Hot
 - ♦ Cold
 - Replenishing
- Serving

PRODUCTION PROCEDURE

Prepare and present buffet and charcuterie platters

METHODOLOGY

- Selection
- Slicing, glazing, and laying the lines
- Portion control and uniformity
- Sauces, garnishes and accompaniments
- Utensils
- Temperature
- Neat and attractive appearance
- Work well organized
 - Good mise en place
 - Safe work habits
- Work station kept clean and tidy
- Production time within industry expectations

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

THEORY

Given a written test:

CRITERIA

- The learner will prepare buffet and charcuterie platters, with appropriate centerpiece, glaze, sauce and garnish, as directed by the instructor to industry standards for production time.
- Criteria: appearance, accuracy, functionality
- The learner will answer questions covering the course content related to presentation platters, scoring a minimum of 70% correct.

BLOCK H: GARDE MANGER

Subject: Pâtés, Terrines, and Charcuterie

Objective:

Charcuterie, while rooted in traditional menus has made a resurgence in recent years. Cooks must know the correct procedures for preparing traditional and modern charcuterie items.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe salt curing, drying, and smoking
- Describe the principles of forcemeat production
- Prepare pâtés and terrines
- Prepare fresh sausages
- Perform salt curing, drying and smoking

KEY COMPETENCIES

Describe salt curing, drying, and smoking

Describe the principles of forcemeat production

Prepare pâtés and terrines

COURSE CONTENT

- Definitions and characteristics
- Processes
 - Salt-curing
 - Leaching
 - Brining
 - Drying
 - Smoking
- Definition and types
- Ingredients
 - Meats
 - Fats
 - Binders
 - Seasonings
 - Garnishes
- Equipment
- Preparation
 - Types
 - Basic procedures
 - Uses
-
- 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

Prepare fresh sausages

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

Perform salt curing, drying and smoking

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

PRODUCTION PROCEDURE

Prepare charcuterie items

METHODOLOGY

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

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare a variety of:
 - forcemeat based products, with appropriate aspics, doughs, and accompaniments
 - sausages
 - cured pork products
- as directed by the instructor to industry standards for production time.
- Criteria: taste, appearance, texture

THEORY

Given a written test:

- The learner will answer questions covering the course content related to pâtés, terrines, and charcuterie, scoring a minimum of 70% correct.

BLOCK J: BAKED GOODS AND DESSERTS

Subject: Desserts

Objective:

Hot and specialty desserts are common on many menus. Cooks must be able to identify and correctly prepare a variety of hot and specialty desserts.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Identify and describe hot desserts

Prepare hot desserts

COURSE 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
- Method
- Production procedure
- Cooking time

Identify and describe specialty desserts

- Doneness
- Finishing
- Holding, presenting, and serving

Prepare specialty desserts

- Types
- Ingredients
- Preparation
- Handling and storage

Prepare dessert sauces

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

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

PRODUCTION PROCEDURE

Prepare hot and specialty desserts

METHODOLOGY

- Utensils
- Ingredients
- Finished product
 - Texture
 - Colour
 - Temperature
 - Appearance
 - Seasoned or flavoured correctly
 - Garnishes and sauces
- Organized work station
- Safe work habits
- Production time within industry expectations

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare hot and specialty desserts, with appropriate sauces and garnishes, as directed by the instructor to industry standards for production time.
- Criteria: taste, appearance, presentation

THEORY

Given a written test:

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

BLOCK J: BAKED GOODS AND DESSERTS

Subject: Cakes and Tortes

Objective:

Cooks must be able to identify and correctly prepare a number of specialty cakes and tortes.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Identify and describe specialty cakes and tortes

Prepare specialty cakes and tortes

PRODUCTION PROCEDURE

Prepare specialty cakes and tortes

COURSE CONTENT

- Types
 - Lemon Torte
 - Linzertorte
 - Ganache
 - Sacher
 - Struesel
 - Frangipane
 - Clafoutis
- Preparation methods
- Presentation and portion control

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

METHODOLOGY

- Utensils
- Ingredients
- Finished product
 - Texture
 - Colour
 - Temperature
 - Appearance
 - Seasoned or flavoured correctly
- Organized work station
- Safe work habits
- Production time within industry expectations

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare and present a variety of specialty cakes and tortes, with appropriate sauces and garnishes, as directed by the instructor to industry standards for production time.
- Criteria: taste, appearance, presentation

THEORY

Given a written test:

- The learner will answer questions covering the course content related to cakes and tortes, scoring a minimum of 70% correct.

BLOCK J: BAKED GOODS AND DESSERTS

Subject: Frozen Desserts

Objective:

Many foodservice establishments serve frozen desserts. Cooks must be able to identify and correctly prepare a variety of frozen desserts.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Identify and describe frozen desserts

Prepare ice creams and sorbets

Prepare specialty frozen desserts

COURSE 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

PRODUCTION PROCEDURE

Prepare frozen desserts

METHODOLOGY

- Utensils
- Ingredients
- Finished product
 - Texture
 - Colour
 - Temperature
 - Appearance
 - Seasoned or flavoured
 - Garnishes and sauces
- Organized work station
- Safe work habits
- Production time within industry expectations

Achievement Criteria:

ASSESSMENT

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

THEORY

Given a written test:

CRITERIA

- The learner will prepare frozen desserts, with appropriate sauces and garnishes, as directed by the instructor to industry standards for production time.
- Criteria: taste, texture, appearance, presentation
- The learner will answer questions covering the course content related to frozen desserts, scoring a minimum of 70% correct.

BLOCK J: BAKED GOODS AND DESSERTS

Subject: Chocolate, Sugar, and Garnishes

Objective:

Chocolate and sugar are key ingredients in many dessert preparations and garnishes. Cooks must be able to handle and prepare a variety of chocolate, sugar, and other garnishes for desserts.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

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

KEY COMPETENCIES

Describe types and properties of chocolate

Describe the principles of sugar work

Prepare and temper chocolate

Prepare sugar garnishes

COURSE 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

Plate desserts

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

PRODUCTION PROCEDURE

METHODOLOGY

- Utensils
- Ingredients
- Finished product
 - Texture
 - Colour
 - Temperature
 - Appearance
 - Seasoned or flavoured correctly
 - Garnishes and sauces
- Organized work station
- Safe work habits
- Production time within industry expectations

Achievement Criteria:

ASSESSMENT

CRITERIA

PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare chocolate, sugar, and dessert garnishes, as directed by the instructor to industry standards for production time.
- Criteria: taste, appearance, presentation

THEORY

Given a written test:

- The learner will answer questions covering the course content related to chocolate, sugar, and garnishes, scoring a minimum of 70% correct.

BLOCK K: BEVERAGES

Subject: Beverages

Objective:

The service of alcoholic beverages is common in most foodservice operations. Cooks must know the principles of correct beverage service and selection.

A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:

- Describe the service of beers, wines, spirits and liqueurs
- Identify major types and styles of beers, wines, spirits and liqueurs
- Describe the principles of wine selection

KEY COMPETENCIES

Describe the service of beers, wines, spirits and liqueurs

Identify major types and styles of beers, wines, spirits and liqueurs

Identify the principles of wine selection

COURSE CONTENT

- Classification of alcoholic beverages
- Classes of liquor licenses in BC
- Types of alcoholic beverages
 - Characteristics
 - Production
 - Types of glasses
 - Mocktails
- Handling and storage
- Beers
 - Types
 - Dealcoholized beers
 - Popular brands
- Wines
 - Types
 - BC wines
 - Sizes and shapes of wine bottles
 - Dryness or sweetness
 - Aromatized and fortified wines
 - Table wines
 - Quality Assurance
 - Wine labels
- Spirits
- Liqueurs or cordials
- Matching food and wine
- Sequence of wines
- Serving table wines

Achievement Criteria:

ASSESSMENT

THEORY

Given a written test:

CRITERIA

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

SECTION 3

FACILITY AND TOOL REQUIREMENTS

FACILITY REQUIREMENTS:

LIST OF RECOMMENDED TOOLS & EQUIPMENT REQUIRED FOR DELIVERY OF THE COOK (PROFESSIONAL COOK 3) PROGRAM

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

Min. No. Type of Equipment or Tools

LARGE EQUIPMENT

2	Convection ovens (stacking)
1	Bain-Marie (minimum of 45 cm X 24 cm)
1	Three compartment steam injection deck oven
1	Band saw
1	Char - Broiler 32 inches x 31 inches (90,000 BTUs)
2	Chiller racks
1	Combi oven
2	Single horse power .5 gallon industrial blenders
1	Gas deep fryer w/baskets 18 kg fat capacity – 130,000 BTUs
1	Dishwashing machine w/drainage area, spray – garbage disposal
1	Three compartment sink (stainless) with drainage area
1	Food slicer (electric meat slicer)
8	4 quart food processors with attachments
2	2 door upright refrigerators with shelving
3	Stainless steel tables /stainless steel under-shelf 36" X 96"
1	Counter top griddle
1	Proofing cabinet
1	Rotary toaster
1	34" high X 24" X 24" maple chopping block
2	20 quart mixing machines with attachments
1	10 quart table top mixing machine with attachments
4	Kitchen Aid multi function mixers w/attachments
8	Stainless Steel Work tables with lower shelves – each student to receive a minimum of 1 meter X 75 cm table space
4	1 sink per for each 4 students attached to work tables
1	1 hand washing sink w/soap and paper towel dispensers
1	Ice maker
1	Microwave oven
1	Meat grinder attachment for 20 quart mixer
6	Ranges – Gas (with conventional ovens with racks, 6 star burners per unit, backs and shelving – minimum of two burners per student)
1	Refrigerator (minimum of 90 cm X 96 cm walk-in) Appropriate shelving for walk-in fridge
1	Freezer (minimum 90 cm X 75 cm walk-in) Appropriate shelving for walk-in freezer
2	Salamander (preferably gas)
1	Steam kettle
1	5 compartment steam table w/upper shelves, heating apparatus and plate warming area in lower compartment

Min. No. Type of Equipment or Tools

- 1 Electric single compartment table top steamer
- 1 Cry-o-vac machine
- 1 Basic 30 gallon gas tilting skillet
- 1 Sous-vide circulator
- 2 Small hand blenders (bermix)
- 1 Large hand blender (bermix)
- Racks for dry good storage; storage of pots and pans, and china
- Quantity based on available space.
- 4 Portable rack and roll wagons
- 4 Portable Queen Mary wagons
- 2 200# capacity Rubber Maid utility cart

POTS AND PANS

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

Min. No. Type of Equipment or Tools

Half sized 6 inch stainless steel hotel pans
Full sized 4 inch stainless steel hotel pans
Quarter sized 2 ½ inch stainless steel hotel pans
Quarter sized 4 inch stainless steel hotel pans
Sixth sized 2 ½ inch stainless steel hotel pans
Sixth sized 4 inch stainless steel hotel pans
Ninth sized 2 ½ inch stainless steel hotel pans
Ninth sized 4 inch stainless steel hotel pans
2 gallon clear cam-wear storage containers with lids
3.5 gallon clear cam-wear storage containers with lids
5 gallon clear cam-wear storage containers with lids
8.5 gallon clear cam-wear storage containers with lids
12.5 gallon clear cam-wear storage containers with lids
21.5 gallon clear cam-wear storage containers with lids
5 gallon plastic storage buckets
2.5 gallon plastic storage buckets

BAKE SHOP

Digital portion scales
Bakers balance scales including counterbalances, weights and scaling pans
All purpose scales weighing to 25 kg
Large aluminium baking sheets
Half sized aluminium baking sheets
4 compartment coated bread pans
8 inch round cake pans
10 inch spring form pans
Stainless steel cooling racks
Ramekins
Stainless steel cream horn tubes
30 quart heavy duty stainless steel mixing bowls
13 quart heavy duty stainless steel mixing bowls
8 quart heavy duty stainless steel mixing bowls
3 quart heavy duty stainless steel mixing bowl
1 ½ quart heavy duty stainless steel mixing bowl
Sets of concentric plain circular cutters
Sets of concentric fluted cutters
Bench scrapers
24 compartment muffin pans
12 compartment muffin pans (Yorkshire Puddings)
Medium sized plasticized cloth piping bags
Various sizes of star piping tubes
Various sizes of plain piping tubes
Bench brushes
Pastry brushes
Pastry wheels
Pie server
Various sizes of portion scoops

Min. No. Type of Equipment or Tools

French rolling pins
4 quart Cam-wear measuring cups
2 quart Cam-wear measuring cups
1 quart Cam-wear measuring cups
Graduated measuring spoon sets
Graduated measuring cup sets
158 # ingredient bins with lids
12 oz. aluminum scoops – for bins
12 inch stainless steel sieves (tamis)
Docking rollers
10 inch aluminum pie plates

KNIVES (also see Student's tools)

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

SMALL EQUIPMENT

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

Min. No. Type of Equipment or Tools

Small stainless steel timbale molds

MISC. ITEMS

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

SAFETY RELATED ITEMS

Protective eyewear, face masks, gloves etc.
Eye wash station
Fire extinguishers, fire blankets,
First aid kit
A locked area for the orderly storage of hazardous materials in accordance to WHIMS
Signage posted (fire exits, hazardous materials, safety equipment)

INDIVIDUAL STUDENT'S TOOLS

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

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

SECTION 4

FACULTY AND SPONSOR REQUIREMENTS

FACULTY CREDENTIAL AND EXPERIENCE REQUIREMENTS:

BC Cook (Professional Cook 3) Program

Instructor Qualifications:

Instructors delivering the British Columbia ITA accredited Cook (Professional Cook 3) Program curricula must meet the following requirements:

- Have minimum 10 years experience as a Cook/Chef of which 3 years have been in a supervisory capacity;
- Hold a valid Certificate of Qualification and Inter-Provincial Red Seal, or equivalent, in the Cook trade
- Be enrolled 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.)

Verification is required and should take the form of:

- A photocopy of instructor's Certificate of Qualification;
- A photocopy of instructor's teaching certificate(s) or proof of enrolment in a program leading to teacher certification; and
- Photocopies or proof of other credentials as required by the Province may be required.

SPONSOR'S REQUIREMENTS:

Sponsorship

Approximately 80 per cent of an apprenticeship program is completed on the job while working for one or more employers. Sponsorship helps to ensure that the

- highest quality of training is provided
- full scope of training for a trade is covered
- apprentice achieves an industry training credential at the completion of their program.

In most cases, a sponsor is an employer, such as a certified tradesperson or company. However, a sponsor may also be a joint union-management training board, industry association, training institution or other entity.

Sponsor Eligibility

There are three basic eligibility requirements for sponsors of apprentices:

- A sponsor must be a legal entity (e.g., a company or organization) or an individual who is a certified tradesperson or equivalent
- A sponsor must be registered, or become registered, with the ITA
- A sponsor must be willing to assume the responsibilities listed

Sponsor Responsibilities

The specific responsibilities of sponsors are to

- Register themselves and their apprentice(s) with the ITA
- Notify the ITA of any changes to their (the sponsor's) contact information
- Ensure that the apprentice has a safe place to work and proper equipment
- Ensure that work-based training done by the apprentice is completed under the direction or supervision of a certified tradesperson or equivalent
- Ensure that the apprentice receives work-based training that incorporates the full scope of the apprenticeship program; training can take place at multiple work sites if required
- Track and report the apprentice's work-based training hours to the ITA
- Release the apprentice as necessary to attend technical training
- Review documentation sent by the ITA regarding training progress with the apprentice and report any discrepancies to the ITA in a timely manner
- Recommend the apprentice for certification when all required work-based training, technical training and any other program requirements have been completed

The ITA gives sponsors the flexibility to determine how best to manage an apprentice in an apprenticeship industry training program. There are currently no ITA requirements related to the

- Size of the workplace
- Number of certified tradespersons on staff
- Nature of the working relationship between the sponsor and apprentice, such as contract, full- or part-time employment
- Wages
- Number of apprentices that can be sponsored
- Duration of sponsorship for a particular apprentice

Sponsors are not required to sponsor an apprentice for the entire duration of the apprentice's industry training program. For example, the availability of work, the sponsor's ability to provide

training covering the scope of the trade or an apprentice's decision to change jobs may result in an apprentice having one or more sponsors during the time it takes for them to complete an apprenticeship program and obtain an ITA credential.

Work Based Training

Work-based training must be completed under the direction or supervision of a certified tradesperson (Red Seal or equivalent)

This individual can be either the sponsor or the person who supervises or directs the apprentice.

With the concurrence of their sponsor, apprentices are able to apply for credit for previous work experience obtained while working for employers other than their sponsor.

SECTION 5

REQUIRED AND RECOMMENDED RESOURCES

REQUIRED LEARNING RESOURCES:

On Cooking, Fourth Canadian Edition,
Sarah R. Labensky, Alan M. Hause, Fred Malley, Settimio Sicoli, Anthony Bevan,
ISBN: 978-0-131-58821-9
©2009

DVD: Kitchen Basics
SLB Video
©2008

Study Guide -- On Cooking, Fourth Canadian Edition, 4/E
Sarah R. Labensky, Alan M. Hause, Fred Malley, Settimio Sicoli, Anthony Bevan,
ISBN: 978-0-132-05186-6
©2009

RECOMMENDED ADDITIONAL RESOURCES:

Books:

Professional Cooking for Canadian Chefs, 6th Edition
Wayne Gisslen
ISBN: 978-0-471-66377-5
©2007

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

Garde Manger: The Art and Craft of the Cold Kitchen, 3rd Edition
The Culinary Institute of America (CIA)
ISBN: 978-0-470-05590-8
© 2007

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

Professional Baking, 5th Edition
Wayne Gisslen
ISBN: 978-0-470-31652-8
©2008

How Baking Works: Exploring the Fundamentals of Baking Science, 2nd Edition
Paula I. Figoni
ISBN: 978-0-471-74723-9
©2008

Web Resources:

Propel
www.go2propel.ca

Industry Training Authority
www.itabc.ca

Inter- Provincial Red Seal Program
www.red-seal.ca

BC Chef's Association
www.bcchefs.com

Canadian Culinary Federation
www.ccfcc.ca

SECTION 6

GLOSSARIES

GLOSSARY OF VERBS USED IN THE PROGRAM OUTLINE

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

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

Fill	To put into as much as can be held or conveniently contained
Fillet	To cut into a piece or slice of boneless meat or fish
Finish	To bring to completion or issue
Flambé	To flame intentionally with the use of an alcohol or liqueur
Freeze	To solidify as a result of abstraction of heat
Garnish	To add decorative or savory touches to food or drink
Grade	To assign a grade to or determine the quality of
Grill	To broil on a grill To fry or toast on a griddle
Handle	To act on or perform a required function with regard to
Heat	To make warm or hot
Hold	To maintain (a certain condition, situation, or course of action) without change
Ice	To cover with or as if with icing; <i>also</i> : to put on ice
Identify	To use the correct terminology to describe objects, both individually and collectively; to state their application or use, and to point out and name them
Inspect	To view closely in critical appraisal or look over
Interpret	To explain the meaning of
Juice	To extract the juice of
Knead	To work and press into a mass with or as if with the hands
Leaven	To raise (as bread) with a chemical, mechanical, or physical agent
List	To give in point form, several items of information; no sequence or inter-relationship is implied

Locate	To seek out and determine the location of
Maintain	To keep in good condition. To keep functional, and in good repair
Mash	To reduce to a soft pulpy state by beating or pressure
Mix	To combine or blend into one mass
Obtain	To gain or attain usually by planned action or effort
Operate	To perform a function: exert power or influence
Pack	To cover or surround with
Pan-fry	To cook in a frying pan with a small amount of fat
Peel	To strip off an outer layer of
Percolate	To prepare (coffee) by the use of circulating boiling water through grounds stored in a basket
Perform	To carry out To do in a formal manner or according to prescribed ritual
Poach	To cook in simmering liquid
Portion	To divide into portions
Prepare	To make ready beforehand for some purpose, use, or activity
Present	To serve completed servings of food or drink
Prevent	To keep from happening or existing
Price	To set a price for
Process	To subject to or handle through an established set of procedures
Produce	To oversee the making of
Purée	To make a paste or thick liquid suspension from

Rinse	To cleanse by flushing with liquid (as water)
Roast	To cook by exposing to dry heat (as in an oven or before a fire)
Roll	To wrap round on itself To shape into a ball or roll
Sanitize	To make sanitary (as by cleaning or sterilizing)
Sauté	To fry quickly in a small amount of fat
Scrub	To clean with hard rubbing
Select	To choose the most appropriate object, process or procedures, given a specific situation; (when used in relation to an object it also implies the ability to identify and describe)
Serve	To set out portions of food or drink
Service	To remove, maintain, repair, or replace items and/or components
Set up	To assemble the parts of and erect in position
Shell	To take out of a natural enclosing cover (as a shell, husk, pod, or capsule)
Shuck	To remove the shell of an oyster or clam
Simmer	To stew gently below or just at the boiling point
Sketch	To make a sketch, rough draft, or outline of
State	To set out briefly (in the equivalent or a sentence or two) an idea
Steam	To expose to the action of steam (as for softening or cooking)
Steep	To soak in a liquid at a temperature under the boiling point (as for softening, bleaching, or extracting an essence)
Stew	To boil slowly or with simmering heat
Stir-fry	To fry quickly over high heat in a lightly oiled pan (as a wok) while stirring continuously

Store	To place or leave in a location for preservation or later use or disposal
Stuff	To prepare by filling or lining
Test	To try something against a criterion or standard
Thicken	To make thick, dense, or viscous in consistency
Trim	To remove by or as if by cutting
Troubleshoot	To investigate a problem To look at, or into, critically and methodically in order to find out the causes, facts, conditions, etc
Use	The act or practice of employing something
Utilize	The act or practice of employing something
Wash	To cleanse by or as if by the action of liquid (as water)
Whip	To beat (as eggs or cream) into a froth with a utensil (as a whisk or fork)
Zest	To remove the outer peel of a citrus fruit (as an orange or lemon) for use as flavoring