PROFESSIONAL COOK 1
PROGRAM OUTLINE

APPROVED BY INDUSTRY
JANUARY 2011

BASED ON
NOA 2011

Developed by
Industry Training Authority
Province of British Columbia
TABLE OF CONTENTS

Section 1 INTRODUCTION ................................................................................................................ 4
  Foreword ................................................................................................................................... 5
  Acknowledgements .................................................................................................................. 6
  How to Use this Document .................................................................................................. 7

Section 2 PROGRAM OVERVIEW .................................................................................................... 9
  Program Credentialing Model ................................................................................................. 10
  Occupational Analysis Chart ................................................................................................. 12
  Training Topics and Suggested Time Allocation ..................................................................... 15

Section 3 PROGRAM CONTENT .................................................................................................... 17
  Professional Cook 1 ................................................................................................................ 18

Section 4 TRAINING PROVIDER STANDARDS ............................................................................ 96
  Facility Requirements ............................................................................................................ 97
  Tools and Equipment ............................................................................................................ 98
  Reference Materials ............................................................................................................ 102
  Instructor Requirements .................................................................................................... 103

APPENDICES ............................................................................................................................... 104
  Assessor Requirements ....................................................................................................... 105
Section 1

INTRODUCTION

Professional Cook 1
Foreword

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

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

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

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

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

SAFETY ADVISORY

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

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

- Michael Allemeier – Mission Hill Winery
- Bernard Casavant – Burrowing Owl Winery
- Andrew George – Kla How Ya Culinary Arts Program
- James Kennedy – White Spot
- Christopher Klutfinger – 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 Romic – Heidi’s Restaurant
- Settimio Sicoli – Vancouver Community College
- Terry Tanasiuk – Canadian Auto Workers; Fairmont Hotel Vancouver
- Steve Walker-Duncan – CCF Victoria; Ambrosia Catering

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

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

Industry Subject Matter Experts retained as outline reviewers:

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

Facilitators:

- Dennis Green – go2hr

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Professional Cook 1 occupation.
# How to Use this Document

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Training Providers</th>
<th>Employers/ Sponsors</th>
<th>Apprentices</th>
<th>challengers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Credentialing Model</strong></td>
<td>Communicate program length and structure, and all pathways to completion</td>
<td>Understand the length and structure of the program</td>
<td>Understand the length and structure of the program, and pathway to completion</td>
<td>Understand challenger pathway to Certificate of Qualification</td>
</tr>
<tr>
<td><strong>OAC</strong></td>
<td>Communicate the competencies that industry has defined as representing the scope of the occupation</td>
<td>Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification</td>
<td>View the competencies they will achieve as a result of program completion</td>
<td>Understand the competencies they must demonstrate in order to challenge the program</td>
</tr>
<tr>
<td><strong>Training Topics and Suggested Time Allocation</strong></td>
<td>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</td>
<td>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</td>
<td>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</td>
<td>Understand the relative weightings of various competencies of the occupation on which assessment is based</td>
</tr>
<tr>
<td><strong>Program Content</strong></td>
<td>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</td>
<td>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</td>
<td>Provides detailed information on program content and performance expectations for demonstrating competency</td>
<td>Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels</td>
</tr>
<tr>
<td>Section</td>
<td>Training Providers</td>
<td>Employers/ Sponsors</td>
<td>Apprentices</td>
<td>Challengers</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Training Provider Standards</td>
<td>Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
Section 2
PROGRAM OVERVIEW

Professional Cook 1
Program Overview

Program Credentialing Model

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

Cook (Professional Cook 3) (PC3)
- Technical Training: 180 hours
- Work-Based Training: 3,000 hours (5,000 total)
- Interprovincial Red Seal Exam

Professional Cook 2 (PC2)
- Technical Training:
  - Direct Entry: 180 hours OR
  - Institutional Entry: 240 hours*
- Work-Based Training: 1,000 hours (2,000 total)
  - PC2 Certificate of Qualification Exam
  - PC2 ITA Standardized Practical Assessment

Professional Cook 1 (PC1)
- Technical Training:
  - Direct Entry: 180 hours OR
  - Institutional Entry: 840 hours *
- Work-Based Training: 1,000 hours
  - PC1 Certificate of Qualification Exam
  - PC1 ITA Standardized Practical Assessment

RECOMMENDATION FOR CERTIFICATION

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

APPRENTICESHIP - DIRECT ENTRY

* Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:
  - PC1: 600 hours
  - PC2: 240 hours

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

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

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

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

*C of Q = Certificate of Qualification*

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**Completion Requirements**
- PC1 Certificate of Qualification Exam
- PC1 ITA Standardized Practical Assessment

**Prerequisites**
- Approved challenge application, including:
  - Trade-Related Work Experience: 1,000 hours
  - FOODSAFE Level 1 Certificate

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**CREDIT FOR PRIOR LEARNING**

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

- **C of Q = Certificate of Qualification**
- **Meatcutter**
  - Technical Training: None
  - Work-Based Training: 250 hours
- **Baker**
  - Technical Training: None
  - Work-Based Training: 250 hours
**Program Overview**

**Occupational Analysis Chart**

**PROFESSIONAL COOK 1**

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

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

<table>
<thead>
<tr>
<th>OCCUPATIONAL SKILLS</th>
<th>Trade Knowledge</th>
<th>Safety Standards</th>
<th>Sanitary Standards</th>
<th>Production Procedures</th>
<th>Menu Planning</th>
<th>Ordering and Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
<td>A5</td>
<td>A6</td>
</tr>
</tbody>
</table>

**STOCKS, SOUPS AND SAUCES**

<table>
<thead>
<tr>
<th>Stocks</th>
<th>Thickening and Binding Agents</th>
<th>Soups</th>
<th>Sauces</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>B2</td>
<td>B3</td>
<td>B4</td>
</tr>
</tbody>
</table>

**VEGETABLES AND FRUITS**

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruit</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>C2</td>
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</table>

1 1 1 1 1 1 1
<table>
<thead>
<tr>
<th>Category</th>
<th>Subcategory</th>
<th>Topics</th>
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<tr>
<td>STARCHES</td>
<td>Potatoes</td>
<td>D1, D2</td>
</tr>
<tr>
<td></td>
<td>Pastas and Farinaceous</td>
<td>Products, D3</td>
</tr>
<tr>
<td></td>
<td>Rice, Grains, and Legumes</td>
<td></td>
</tr>
<tr>
<td>MEATS</td>
<td>Cut and Process Meats</td>
<td>E1</td>
</tr>
<tr>
<td></td>
<td>Cook Meats</td>
<td>E2</td>
</tr>
<tr>
<td>POULTRY</td>
<td>Cut and Process Poultry</td>
<td>F1, F2</td>
</tr>
<tr>
<td></td>
<td>Cook Poultry</td>
<td></td>
</tr>
<tr>
<td>SEAFOOD</td>
<td>Cut and Process Seafood</td>
<td>G1, G2</td>
</tr>
<tr>
<td></td>
<td>Cook Fish</td>
<td>G3</td>
</tr>
<tr>
<td></td>
<td>Cook Shellfish</td>
<td></td>
</tr>
<tr>
<td>GARDE MANGER</td>
<td>Dressings, Condiments and</td>
<td>H1, H2</td>
</tr>
<tr>
<td></td>
<td>Accompaniments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Salads</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sandwiches</td>
<td>H3</td>
</tr>
<tr>
<td>EGGS, BREAKFAST</td>
<td>Egg Dishes</td>
<td>I1, I2</td>
</tr>
<tr>
<td>COOKERY, AND DAIRY</td>
<td>Breakfast Accompaniments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dairy Products and Cheeses</td>
<td></td>
</tr>
</tbody>
</table>
### Program Overview

#### BAKED GOODS AND DESSERTS
- **Principles of Baking**
- **Pastries**
- **Desserts**
- **Quick Breads**
- **Cookies**
- **Yeast Products**

#### BEVERAGES
- **Beverages**

<table>
<thead>
<tr>
<th></th>
<th>J1</th>
<th>J2</th>
<th>J3</th>
<th>J4</th>
<th>J5</th>
<th>J6</th>
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<td><strong>BAKED GOODS AND DESSERTS</strong></td>
<td>1</td>
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<tr>
<td><strong>BEVERAGES</strong></td>
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<td>1</td>
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<td><strong>Program Overview</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
### Training Topics and Suggested Time Allocation

#### Professional Cook 1

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

#### % of Time Allocated to:

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>% of Time</th>
<th>Theory</th>
<th>Practical</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>5%</td>
<td>25%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>Line I</td>
<td>EGGS, BREAKFAST COOKERY, AND DAIRY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I1</td>
<td>Egg Dishes</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I2</td>
<td>Breakfast Accompaniments</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>I3</td>
<td>Dairy Products and Cheeses</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10%</td>
<td>25%</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>Line J</td>
<td>BAKED GOODS AND DESSERTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>J1</td>
<td>Principles of Baking</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J2</td>
<td>Pastries</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>J3</td>
<td>Desserts</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>J4</td>
<td>Quick Breads</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>J5</td>
<td>Cookies</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>J6</td>
<td>Yeast Products</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Line K</td>
<td>BEVERAGES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K1</td>
<td>Beverages</td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>7%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td><strong>Total Percentage for Professional Cook 1</strong></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
Section 3

PROGRAM CONTENT

Professional Cook 1
Professional Cook 1
**Learning Tasks**

<table>
<thead>
<tr>
<th>Task</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1. Describe personal attributes and professionalism in the workplace | - Industry expectations  
- Employer expectations  
- Work ethics  
- Time management  
- Job satisfaction |
| 2. Describe roles and responsibilities in the workplace              | - Apprentice’s role  
- Supervisor’s role  
- Employee attendance and punctuality  
- Employee evaluation |
| 3. Describe food service occupations                                 | - Food service positions  
- Career ladder  
- Skill levels  
- Roles and responsibilities |
| 4. Describe food service training programs and certification pathways | - Professional cook training programs  
- Educational requirements  
- Apprenticeship  
  - Obtaining Certificates of Qualification  
    - Trades qualification examinations  
- Canadian Culinary Federation (CCFCC) designations  
  - Certified Chef de Cuisine (CCC) |
| 5. Describe the history of the profession and emerging trends        | - History of the profession  
- Key figures  
- Current trends |
Objectives
To be competent in this area, the individual must be able to:
- Describe workplace hazards (WHMIS).
- Describe general safety practices.
- Describe basic first aid procedures.
- Describe fire safety procedures and regulations.
- Describe WorkSafe BC regulations in the workplace.

LEARNING TASKS
1. Describe workplace hazards (WHMIS)
   - Workplace Hazardous Materials Information System (WHMIS)
     - Overview
     - Employer is to provide training

2. Describe general safety practices
   - Types of accidents and their causes
     - Cuts
     - Burns
     - Falls
     - Strains
   - Safety practices for the kitchen
     - Lock-out procedures
     - Work safely
       - Equipment
       - Sharp utensils
     - Avoid burns
     - Keep floors safe
     - Handle glassware and china safely
     - Store supplies safely
     - Dispose of refuse properly
     - Lifting practices
   - Personal protective equipment
     - Clothing
     - Footwear
     - Hand protection
     - Eye protection
     - Respirators
<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Equipment safety</td>
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<td>o Ventilation systems</td>
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<tr>
<td></td>
<td>o Emergency shutdown systems</td>
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<tr>
<td></td>
<td>o Guards and barriers</td>
</tr>
<tr>
<td></td>
<td>Utilities</td>
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<tr>
<td></td>
<td>o Electrical</td>
</tr>
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<td></td>
<td>o Water supply</td>
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<tr>
<td></td>
<td>o Gas supply</td>
</tr>
<tr>
<td></td>
<td>o Other services</td>
</tr>
<tr>
<td>3. Describe basic first aid procedures</td>
<td>First aid procedures</td>
</tr>
<tr>
<td></td>
<td>o Emergency wash or shower locations</td>
</tr>
<tr>
<td></td>
<td>o Cuts and burns</td>
</tr>
<tr>
<td></td>
<td>o Slips and falls</td>
</tr>
<tr>
<td></td>
<td>o Strains and sprains</td>
</tr>
<tr>
<td>4. Describe fire safety procedures and regulations</td>
<td>Components that produce fire</td>
</tr>
<tr>
<td></td>
<td>o Fuel</td>
</tr>
<tr>
<td></td>
<td>o Heat</td>
</tr>
<tr>
<td></td>
<td>o Oxygen</td>
</tr>
<tr>
<td></td>
<td>Identify classes of fires and types of extinguishers</td>
</tr>
<tr>
<td></td>
<td>Fire safety precautions for working near, handling or storing</td>
</tr>
<tr>
<td></td>
<td>o Flammable liquids or gases</td>
</tr>
<tr>
<td></td>
<td>o Paper and wood products</td>
</tr>
<tr>
<td></td>
<td>o Oily cloths</td>
</tr>
<tr>
<td>5. Describe WorkSafeBC regulations in the workplace</td>
<td>Purpose</td>
</tr>
<tr>
<td></td>
<td>Compensation and benefits</td>
</tr>
<tr>
<td></td>
<td>o Workers who are covered</td>
</tr>
<tr>
<td></td>
<td>o Workers who are not covered</td>
</tr>
<tr>
<td></td>
<td>o Compensated injuries and job-related illness</td>
</tr>
<tr>
<td></td>
<td>o Circumstances for compensation</td>
</tr>
<tr>
<td></td>
<td>o Benefits</td>
</tr>
<tr>
<td></td>
<td>Responsibilities</td>
</tr>
<tr>
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<td>o Employer</td>
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<td>o Employee</td>
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<tr>
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<td>Industrial health and safety committees</td>
</tr>
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<td>Contravention of regulations</td>
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<td>Reporting accidents</td>
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</table>
Achievement Criteria

Performance
The individual will apply safety standards as required, to industry and regulatory standards.

Conditions
- The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE)
- 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 PPE
- Follows safe work practices
- Correct footwear and uniform
- Correct handling of hazardous materials
- Cleans up spills
- Handles hot pans appropriately
- Carries and stores knives and tools appropriately
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A3 Sanitary Standards

Objectives
To be competent in this area, the individual must be able to:
- Describe food safety procedures (FOODSAFE Level 1 prerequisite).
- Describe the principles of Hazard Analysis – Critical Control Points (HACCP).
- Describe general food handling and storage procedures.
- Describe the causes and preventions of food borne illnesses.
- Describe procedures to maintain workplace sanitation and personal hygiene.

LEARNING TASKS
1. Describe food safety procedures (FOODSAFE Level 1 prerequisite)
   - Obtain FOODSAFE Level 1 certification
     - Prerequisite to entering program (Proof of completion required)

2. Describe the principles of Hazard Analysis – Critical Control Points (HACCP)
   - Definitions
   - Food poisoning myths
   - The danger zone

3. Describe general food handling and storage procedures
   - Food handling procedures
     - Correct
     - Incorrect
   - Identifying potentially hazardous foods (PHFs)
   - Types
   - Time/temperature control-potentially hazardous foods
   - Food safety plan

4. Describe the causes and preventions of food borne illnesses
   - Food borne illnesses present in foods
   - Food borne illnesses spread by human contact

5. Describe procedures to maintain workplace sanitation and personal hygiene
   - Importance of personal hygiene
   - Cleaning procedures and schedules
   - Avoiding cross contamination
   - Routine equipment maintenance
Achievement Criteria

Performance  The individual will exercise safe food handling procedures as required to industry and regulatory standards.

Conditions  
- The individual will be given a work station 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:
- Perishable products stored in fridge/on ice
- Product covered and stored in appropriate location
- Cleans and sanitizes between tasks
- Uses appropriate cutting boards
- Hands washed before starting work and between tasks
- Hair covered or tied back appropriately
- Correct temperatures for cooking, holding, and re-heating
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
• Identify kitchen knives and common types of hand tools and their uses.
• Describe the maintenance and safety precautions of kitchen knives and hand tools.
• Identify common types of kitchen equipment and their use, cleaning and maintenance.
• Demonstrate the correct use of the Metric and Imperial / US measuring systems.
• Convert recipes, calculate and adjust recipe yields.
• Describe the general principles of cooking and baking.

LEARNING TASKS

1. Identify kitchen knives and common types of hand tools and their uses
   • Types of hand tools
   • Uses of hand tools
   • Construction of kitchen knives

2. Describe the maintenance and safety precautions of kitchen knives and hand tools
   • Maintenance
     o General guidelines
     o General safety precautions
     o Specific maintenance and safety precautions for knives
     o Cleaning and sharpening knives

3. Identify common types of kitchen equipment and their use, cleaning and maintenance
   • Types of kitchen equipment
   • Cleaning procedures
   • Processing equipment
   • Holding and storage of equipment
LEARNING TASKS

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

5. Convert recipes, calculate and adjust recipe yields

6. Describe the general principles of cooking and baking

CONTENT

- Units of measurement
- Metric system
  - Types, units and symbols
    - Length (distance)
    - Mass (weight)
    - Capacity (volume)
    - Temperature
  - Converting within the Metric system
- Imperial / US systems
  - Types, units and symbols
    - Weight
    - Volume
    - Length
  - Converting between units in the Imperial / US systems
  - Converting between Metric and Imperial / US measurement systems
- Types of measurements used in the kitchen
  - Number or count
  - Volume
  - Weight
- Conversion factor method
  - Finding conversion factors
  - Adjusting recipes using conversion factors
  - Converting an Imperial / US measuring system recipe to a Metric system recipe
- Cautions when converting recipes
- Kitchen terminology
- Following recipes correctly
- Methodology
- General production procedures
Achievement Criteria

Performance  The individual will demonstrate the ability to:
- Accurately weigh and measure products to an industry standard of accuracy, using both Metric and Imperial / US measurement systems.
- Adjust and convert recipes between Metric and the Imperial / US measurement systems.

Conditions  
- The individual will be given recipes, ingredients and appropriate measuring 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:
- Recipe yield accurate
- Recipe conversion applied correctly
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A5 Menu Planning

Objectives
To be competent in this area, the individual must be able to:
• Identify menu styles and formats.
• Correctly utilize common menu terminology.
• Describe a balanced menu.

LEARNING TASKS
1. Identify menu styles and formats
   • Menu styles
   • Types
   • Formats

2. Correctly utilize common menu terminology
   • Terminology
   • Correct usage

3. Describe a balanced menu
   • Interpret menu specifications
   • Properties of a balanced menu
Objectives
To be competent in this area, the individual must be able to:
- Describe receiving procedures.
- Identify storage temperatures and procedures.
- Describe the principles of reducing waste, re-using and recycling materials.
- Identify correct waste management procedures.

LEARNING TASKS
1. Describe receiving procedures
   - Interpret invoices/purchasing orders
   - Receiving practices

2. Identify storage temperatures and procedures
   - Dry foods
   - Refrigerated products
   - Frozen foods
   - Food rotation (FIFO)

3. Describe the principles of reducing waste, re-using and recycling materials
   - Usage and waste management
     - Reduce
     - Re-use
     - Recycle

4. Identify correct waste management procedures
   - Types of waste
   - Correct protocols
   - Materials needing separate disposal

Achievement Criteria
Performance
The individual will apply receiving and storage practices to an industry standard.

Conditions
- The individual will be given access to a commercial kitchen and supplies
- The competency will be observed and assessed by the instructor during technical training

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Proper receiving procedures
- Checking of invoice or packing list against order
- Perishable products stored in fridge/freezer
- Product covered and stored in appropriate location
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
• Describe the principles of seasoning and flavouring.
• Identify seasoning and flavouring ingredients.
• Describe general types of ingredients and their origins.
• Describe the nutritional elements of food and their importance to good health.

LEARNING TASKS
1. Describe the principles of seasoning and flavouring
   • Elements of taste
     • Salty
     • Sweet
     • Sour
     • Bitter
     • Spicy
     • Umami
     • Reasons for seasoning and flavouring foods

2. Identify seasoning and flavouring ingredients
   • Herbs
   • Spices
   • Blends
   • Condiments
   • Alcohol
   • Fruits and vegetables

3. Describe general types of ingredients and their origins
   • Food groups
     • General area of origin
     • Availability of ingredients
     • Emerging trends

4. Describe the nutritional elements of food and their importance to good health
   • Types of nutrients
     o Micro
     o Macro
   • Properties
   • Importance to good health
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
• Identify types of stocks and their uses.
• Select ingredients for stocks.
• Describe the principles of stock making.
• Prepare white stocks.
• Prepare brown stocks.
• Describe stocks used in world cuisines.

LEARNING TASKS
1. Identify types of stocks and their uses
   • Types
   • Uses
   • Convenience products

2. Select ingredients for stocks
   • Ingredients
   • Quality indicators

3. Describe the principles of stock making
   • General production procedures
   • Method
     o Recipe sequence
     o Finishing
     o Reduction
     o Reconstituting glazes

4. Prepare white stocks
   • Chicken
   • Veal
   • Fish
   • Vegetable

5. Prepare brown stocks
   • Beef
   • Veal
   • Chicken

6. Describe stocks used in world cuisines
   • Differing procedures and use
   • Flavour elements
Achievement Criteria

Performance  The individual will prepare white and brown stocks to an industry standard of quality and time.

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
• Recipe followed correctly
• Proper mise en place
• Safe work habits
• Work station kept clean and tidy
• Taste, texture, colour, appearance and temperature
• Seasoned appropriately
• Production time within industry expectations
Line (GAC): B STOCKS, SOUPS AND SAUCES
Competency: B2 Thickening and Binding Agents

Objectives
To be competent in this area, the individual must be able to:
• Describe types and properties of thickening and binding agents.
• Select the correct thickening and binding agents.
• Prepare thickening and binding agents.

LEARNING TASKS
1. Describe types and properties of thickening and binding agents
   - Types of thickening agents
     - Roux
     - Beurre manié
     - Starches
     - Liaison
     - Gelatin
     - Agar
     - Whitewash
   - Types of binding agents
     - Egg yolks
     - Bread crumbs
     - Rice
   - Uses
   - Types of ingredients
   - Properties of ingredients
   - Effect of heat on various agents

2. Select the correct thickening and binding agents
   - Correct selection for use
   - Ratios for correct usage
   - Incorporating methods

3. Prepare thickening and binding agents
   - White roux
   - Blond roux
   - Brown roux
   - Beurre manié
   - Corn starch
   - Tapioca and other starches
   - Liaison
Achievement Criteria

Performance  The individual will prepare and incorporate thickening and binding agents to an industry standard of quality and time.

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:
  • Recipe followed correctly
  • Proper mise en place
  • Safe work habits
  • Work station kept clean and tidy
  • Texture, colour, appearance and temperature
  • Production time within industry expectations
Objectives
To be competent in this area, the individual must be able to:
• Describe the basic types of soups.
• Identify and select ingredients for soups.
• Prepare clear soups.
• Prepare cream soups.
• Prepare purée soups.

LEARNING TASKS
1. Describe the basic types of soups

2. Identify and select ingredients for soups

3. Prepare clear soups

4. Prepare cream soups

5. Prepare purée soups
Achievement Criteria

Performance The individual will prepare clear, cream, and purée style soups with appropriate garnishes, to an industry standard of quality and time.

Conditions
- 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:
- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations
Line (GAC): B STOCKS, SOUPS AND SAUCES
Competency: B4 Sauces

Objectives
To be competent in this area, the individual must be able to:
- Describe the principles and methods of sauce making.
- Describe leading types of sauces.
- Select appropriate uses for types of sauces.
- Prepare white sauces.
- Prepare blonde sauces.
- Prepare brown sauces.
- Prepare purée sauces.
- Prepare emulsion sauces.

LEARNING TASKS

1. Describe the principles and methods of sauce making
   - Principles of sauce making
   - Use of sauces
   - General guidelines in sauce production

2. Describe leading types of sauces
   - Sauce families
     - White / Béchamel
     - Blonde / Velouté
       - Fish
       - Chicken
     - Brown / Espagnole / Demi-glace
     - Purée / Tomato
     - Emulsion
       - Hollandaise
       - Béarnaise

3. Select appropriate uses for types of sauces
   - Principles of sauce selection
   - Selection of an appropriate sauce

4. Prepare white sauces
   - Béchamel
   - Cream sauces without roux
   - Methods

5. Prepare blonde sauces
   - Velouté
   - Methods
LEARNING TASKS

6. Prepare brown sauces
   - Espagnole/Demi-glace
   - Jus and pan gravies
   - Methods

7. Prepare purée sauces
   - Tomato
     o Types and styles
   - Other purée sauces
   - Methods

8. Prepare emulsion sauces
   - Hollandaise
   - Béarnaise
   - Emulsions without eggs
   - Methods

Achievement Criteria

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

Conditions
   - The individual will be given a 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:
   - Recipe followed correctly
   - Proper mise en place
   - Safe work habits
   - Work station kept clean and tidy
   - Taste, texture, colour, appearance and temperature
   - Seasoned appropriately
   - Production time within industry expectations
### Objectives

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

- Identify and correctly store common varieties of vegetables.
- Describe the properties and cooking potential of vegetables.
- Cut and process common vegetables.
- Describe the basic principles of vegetable preparation.
- Describe basic vegetable finishing procedures.
- Blanch, steam, and boil vegetables.
- Sauté and stir fry vegetables.
- Deep-fry and pan-fry vegetables.
- Bake and roast vegetables.
- Grill and broil vegetables.

### LEARNING TASKS

<table>
<thead>
<tr>
<th>1. Identify and correctly store common varieties of vegetables</th>
<th>CONTENT</th>
</tr>
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<tbody>
<tr>
<td>Types</td>
<td>• Types</td>
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<tr>
<td>Handling and storage</td>
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<th>2. Describe the properties and cooking potential of vegetables</th>
<th>• Freshness</th>
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<tr>
<td>• Ripeness</td>
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<tr>
<td>• Characteristics</td>
<td></td>
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<tr>
<td>• Size</td>
<td></td>
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<tr>
<td>• Selecting</td>
<td></td>
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<tr>
<td>• Nutrition</td>
<td></td>
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<tr>
<td>• Effects of cooking</td>
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<tr>
<th>3. Cut and process common vegetables</th>
<th>• Preliminary preparation and cutting</th>
</tr>
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<tr>
<td>• Peeling</td>
<td></td>
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<td>• Blanching</td>
<td></td>
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<td>• Freezing</td>
<td></td>
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<td>• Common cuts and techniques</td>
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**LEARNING TASKS**

4. Describe the basic principles of vegetable preparation

5. Describe basic vegetable finishing procedures

6. Blanch, steam, and boil vegetables

7. Sauté and stir fry vegetables

8. Deep-fry and pan-fry vegetables

9. Bake and roast vegetables

**CONTENT**

- Types of cooking methods
  - Blanching, steaming, and boiling
  - Sautéeing and stir-frying
  - Deep-frying and pan-frying
  - Baking and roasting
  - Grilling and broiling
- Doneness indicators
- Cooling and storing

- Basic finishing procedures
  - Garnishes
  - Sauces/butters
  - Mashing/puréeing
- Reheating for service

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating
Program Content
Professional Cook 1

LEARNING TASKS
10. Grill and broil vegetables

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

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

Conditions
- The individual will be given a 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:
- Recipe followed correctly
- Proper mise en place
- Accuracy of cuts
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations
Line (GAC): C VEGETABLES AND FRUITS
Competency: C2 Fruit

Objectives
To be competent in this area, the individual must be able to:
- Identify and correctly store fruits.
- Understand the properties and cooking potential of fruit.
- Cut and process common types of fruit.
- Prepare fruit using a variety of methods.
- Prepare fruit juices.

LEARNING TASKS

1. Identify and correctly store fruits
   CONTENT
   - Types and seasonal availability
   - Fresh fruit
     - Grading
     - Ripening
     - Purchasing
     - Handling and storage
   - Preserved fruit
     - Acidulations
     - Canned
     - Frozen
     - Dried

2. Understand the properties and cooking potential of fruit
   CONTENT
   - Freshness
   - Ripeness
   - Characteristics
   - Size
   - Selecting
   - Nutrition
   - Effects of cooking

3. Cut and process common types of fruit
   CONTENT
   - Preliminary preparation and cutting
   - Peeling
   - Blanching
   - Freezing
LEARNING TASKS
4. Prepare fruit using a variety of methods

CONTENT
• Methods
  o Dry-heat
  o Moist-heat
  o Preserved
• Doneness

5. Prepare fruit juices

CONTENT
• Methods

Achievement Criteria
Performance  The individual will prepare a variety of fruit dishes to an industry standard of quality and time.
Conditions
• The individual will be given a 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:
• Recipe followed correctly
• Proper mise en place
• Accuracy of cuts
• Safe work habits
• Work station kept clean and tidy
• Taste, texture, colour, appearance and temperature
• Seasoned and garnished appropriately
• Production time within industry expectations
Program Content
Professional Cook 1

Line (GAC): D STARCHES
Competency: D1 Potatoes

Objectives
To be competent in this area, the individual must be able to:
- Identify and correctly store potatoes.
- Describe the properties and cooking potential of potatoes.
- Cut and process potatoes.
- Describe the basic principles of potato preparation.
- Describe basic potato finishing procedures.
- Steam and boil potatoes.
- Bake and roast potatoes.
- Deep-fry and pan-fry potatoes.
- Purée and mash potatoes.
- Sauté potatoes.

LEARNING TASKS
1. Identify and correctly store potatoes
   - Types
   - Grading
   - Handling and storage

2. Describe the properties and cooking potential of potatoes
   - Properties
   - Characteristics of different types
   - Size
   - Selecting
   - Nutrition
   - Effects of cooking

3. Cut and process potatoes
   - Selecting appropriate variety
   - Preliminary preparation and cutting
     - Peeling
     - Storing once cut
     - Blanching
   - Common cuts and techniques
LEARNING TASKS

4. Describe the basic principles of potato preparation

CONTENT
- Types of cooking methods
  - Steaming and boiling
  - Baking and roasting
  - Deep-frying and pan-frying
  - Puréeing and mashing
  - Sautéing
- Doneness indicators
- Cooling and storing

5. Describe basic potato finishing procedures

CONTENT
- Basic finishing procedures
  - Garnishes
  - Sauces/butters

6. Steam and boil potatoes

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

7. Bake and roast potatoes

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

8. Deep-fry and pan-fry potatoes

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

9. Purée and mash potatoes

CONTENT
- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and reheating
LEARNING TASKS
10. Sauté potatoes

CONTENT
- Suitable varieties
- Preparation for cooking
- Cooking procedure

Achievement Criteria

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

Conditions
- 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:
- Recipe followed correctly
- Proper mise en place
- Accuracy of cuts
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
• Identify and store dry pasta and noodles.
• Cook dry pasta and noodles.
• Identify types of sauces for dry pasta and noodles.
• Prepare pasta and noodle dishes.

LEARNING TASKS
1. Identify and store dry pasta and noodles
   • Types
   • Properties
   • Nutrition
   • Characteristics
     o Dry
     o Fresh
     o Cuts/shapes
     o Quality
   • Handling and storage

2. Cook dry pasta and noodles
   • Boiling
     o Pasta/water ratio
   • Doneness
   • Cooling, storage and reheating

3. Identify types of sauces for dry pasta and noodles
   • Accompaniments to pasta and noodles
     o Sauces
     o Garnishes

4. Prepare pasta and noodle dishes
   • Varieties
   • Preparation methods
   • Finishing
   • Holding and serving
Program Content
Professional Cook 1

Achievement Criteria

Performance  The individual will prepare a variety of pasta, sauces, and garnishes to an industry standard of quality and time.

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:
- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
• Identify and store common types of rice.
• Describe basic cooking methods for rice.
• Cook rice using basic methods.
• Prepare rice dishes.

LEARNING TASKS

1. Identify and store common types of rice.
   • Types
   • Properties
   • Nutrition
   • Handling and storage

2. Describe basic cooking methods for rice
   • Characteristics of different methods
   • Pre-cooking preparation
     o Clean and rinse
     o Soak
   • Methods
     o Boiling and steaming
     o Pilaf
     o Risotto
   • Doneness indicators
   • Cooling and reheating

3. Cook rice using basic methods
   • Selecting appropriate variety
   • Standard rice/liquid ratios
   • Adding garnish
   • Cooking procedure
   • Timing and resting

4. Prepare rice dishes
   • Preparation methods
   • Finishing
   • Holding and serving
Achievement Criteria

Performance  The individual will prepare and cook rice using boiling, steaming, risotto, and pilaf methods to an industry standard of quality and time.

Conditions  • 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:
  • Recipe followed correctly
  • Proper mise en place
  • Safe work habits
  • Work station kept clean and tidy
  • Taste, texture, colour, appearance and temperature
  • Seasoned and garnished appropriately
  • Production time within industry expectations
## Objectives

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

- Describe the muscle and bone structure of meat.
- Describe the grading, inspection, and storage of beef.
- Identify primal cuts of beef.
- Identify secondary cuts of beef.
- Portion cut beef, pork, lamb, and veal.

## Learning Tasks

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Task Description</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the muscle and bone structure of meat</td>
<td>Types and varieties</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Beef</td>
</tr>
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<td></td>
<td></td>
<td>o Veal</td>
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<td></td>
<td>o Lamb</td>
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<td></td>
<td></td>
<td>o Pork</td>
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<tr>
<td></td>
<td></td>
<td>o Offal</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the grading, inspection, and storage of beef</td>
<td>Inspection and grading</td>
</tr>
<tr>
<td></td>
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<td>o Aging</td>
</tr>
<tr>
<td>3.</td>
<td>Identify primal cuts of beef</td>
<td>Primal cuts of beef</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Identification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Uses</td>
</tr>
<tr>
<td>4.</td>
<td>Identify secondary cuts of beef</td>
<td>Secondary cuts of beef</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Identification</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Uses</td>
</tr>
<tr>
<td>5.</td>
<td>Portion cut beef, pork, lamb, and veal</td>
<td>Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Portion cutting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Identify variety</td>
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<tr>
<td></td>
<td></td>
<td>o Techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Trimming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Minimizing waste</td>
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<tr>
<td></td>
<td></td>
<td>o Accuracy</td>
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</tbody>
</table>
Achievement Criteria

Performance  The individual will:
  • Identify the primary and secondary cuts of beef
  • Trim and cut individual portions of beef, pork, lamb, and veal as directed by the instructor to an industry standard of quality and time

Conditions  • The individual will be given a work station, 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 was 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 the basic principles of meat preparation.
- Describe basic cooking methods for meat.
- Identify suitable cuts of meat for various cooking methods.
- Prepare meats for cooking.
- Identify correct doneness of cooked meats.
- Bake and roast meats.
- Sauté and stir-fry meats.
- Broil and grill meats.
- Deep-fry and pan-fry meats.
- Braise and stew meats (brown stews).

LEARNING TASKS
1. Describe the basic principles of meat preparation
   - Cooking times
   - Cooking temperatures
   - Seasoning
   - Caramelization
   - Tenderness
   - Visual appeal
   - Volume of service

2. Describe basic cooking methods for meat
   - Dry-heat methods
     - Baking
     - Roasting
     - Sautéing
     - Stir-frying
     - Broiling
     - Grilling
     - Deep-frying
     - Pan-frying
   - Moist-heat methods
     - Boiling or simmering
   - Combination heat methods
     - Braising
     - Stewing
LEARNING TASKS

3. Identify suitable cuts of meat for various cooking methods

CONTENT
- Select cuts of meat based on
  - Menu
  - Price / quality
- Market options
  - Secondary cuts
  - Portion cuts
- Identifying the appropriate cooking method
- Select appropriate cooking method for secondary cuts of meat

4. Prepare meats for cooking

CONTENT
- Preparation for cooking
  - Marinating
  - Barding
  - Larding
- Seasoning prior to cooking

5. Identify correct doneness of cooked meats

CONTENT
- Doneness
  - The needle test
  - Meat thermometer
  - Touch testing
  - Carry over cooking
- Resting

6. Bake and roast meats

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

7. Sauté and stir-fry meats

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

8. Broil and grill meats

   CONTENT
   • Suitable cuts
   • Preparation for cooking
   • Cooking procedure
   • Finishing
   • Holding and serving

9. Deep-fry and pan-fry meats

   CONTENT
   • Suitable cuts
   • Preparation for cooking
   • Cooking procedure
   • Finishing
   • Holding and serving

10. Braise and stew meats (brown stews)

    CONTENT
    • Suitable cuts
    • Preparation for cooking
    • Cooking procedure
    • Finishing
    • Holding and serving

Achievement Criteria

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

Conditions
- 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:
- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Work station 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 types of poultry.
- Describe the grading, inspection, and storage of poultry.
- Identify cuts of chicken and turkey.
- Portion cut chicken and turkey.

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify types of poultry</td>
<td>Types</td>
</tr>
<tr>
<td></td>
<td>Structure and composition</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
</tr>
<tr>
<td>2. Describe the grading, inspection, and storage of poultry</td>
<td>Inspection and grading</td>
</tr>
<tr>
<td></td>
<td>Classification</td>
</tr>
<tr>
<td></td>
<td>Characteristics</td>
</tr>
<tr>
<td></td>
<td>Handling and storage</td>
</tr>
<tr>
<td></td>
<td>Sanitation</td>
</tr>
<tr>
<td></td>
<td>Cross-contamination</td>
</tr>
<tr>
<td></td>
<td>Packaging and labeling</td>
</tr>
<tr>
<td>3. Identify cuts of chicken and turkey</td>
<td>Common cuts</td>
</tr>
<tr>
<td></td>
<td>Identification</td>
</tr>
<tr>
<td></td>
<td>Uses</td>
</tr>
<tr>
<td>4. Portion cut chicken and turkey</td>
<td>Tools</td>
</tr>
<tr>
<td></td>
<td>Portion cutting</td>
</tr>
<tr>
<td></td>
<td>Identify</td>
</tr>
<tr>
<td></td>
<td>Techniques</td>
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<tr>
<td></td>
<td>Trimming</td>
</tr>
<tr>
<td></td>
<td>Minimizing waste</td>
</tr>
<tr>
<td></td>
<td>Accuracy</td>
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</tbody>
</table>
Achievement Criteria

Performance  The individual will trim and portion cut chicken and turkey to an industry standard of quality and time.

Conditions  • The individual will be given a work station, cuts of poultry, and appropriate tools and equipment
• The competency will be observed and assessed by the instructor during technical training

Criteria  The individual will be evaluated on a grading sheet which reflects:
• Correct tools selected
• General cutting procedures accurately followed
• Portion accuracy
• Amount of trim appropriate and product appearance neat and attractive
• Work area kept clean during cutting
• Work area cleaned and sanitized after cutting
• Safe practices observed throughout
• All products stored in appropriate location
• Production time was within industry expectations
Line (GAC): F POULTRY
Competency: F2 Cook Poultry

Objectives
To be competent in this area, the individual must be able to:
• Describe the basic principles of poultry cooking.
• Identify basic cooking methods for poultry.
• Identify suitable cuts of poultry for various cooking methods.
• Prepare chicken and turkey for cooking.
• Identify correct doneness of cooked chicken and turkey.
• Bake and roast chicken and turkey.
• Sauté and stir-fry chicken and turkey.
• Broil and grill chicken and turkey.
• Deep-fry and pan-fry chicken and turkey.
• Poach and simmer chicken and turkey.
• Braise and stew chicken and turkey.

LEARNING TASKS
1. Describe the basic principles of poultry cooking
   • Cooking times
   • Cooking temperatures
   • Seasoning
   • Caramelization
   • Tenderness
   • Visual appeal
   • Volume of service

2. Identify basic cooking methods for poultry
   • Dry-heat methods
     o Baking
     o Roasting
     o Sautéing
     o Stir-frying
     o Broiling
     o Grilling
     o Deep-frying
     o Pan-frying
   • Moist-heat methods
     o Poaching
     o Simmering
   • Combination-heat methods
     o Braising
     o Stewing
LEARNING TASKS

3. Identify suitable cuts of poultry for various cooking methods

   CONTENT
   • Select cuts of poultry based on
     o Menu
     o Price/quality
   • Market options
     o Secondary cuts
     o Portion cuts
   • Identifying the appropriate cooking method
   • Select appropriate cooking method for secondary cuts of poultry

4. Prepare chicken and turkey for cooking

   CONTENT
   • Preparation for cooking
     o Marinating
     o Barding
     o Larding
   • Seasoning prior to cooking

5. Identify correct doneness of cooked chicken and turkey

   CONTENT
   • Doneness
     o The needle test
     o Meat thermometer
     o Touch testing
     o Carry over cooking
   • Resting

6. Bake and roast chicken and turkey

   CONTENT
   • Suitable cuts
   • Preparation for cooking
   • Cooking procedure
   • Finishing
   • Holding and serving

7. Sauté and stir-fry chicken and turkey

   CONTENT
   • Suitable cuts
   • Preparation for cooking
   • Cooking procedure
   • Finishing
   • Holding and serving
<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Broil and grill chicken and turkey</td>
<td>• Suitable cuts</td>
</tr>
<tr>
<td></td>
<td>• Preparation for cooking</td>
</tr>
<tr>
<td></td>
<td>• Cooking procedure</td>
</tr>
<tr>
<td></td>
<td>• Finishing</td>
</tr>
<tr>
<td></td>
<td>• Holding and serving</td>
</tr>
<tr>
<td>9. Deep-fry and pan-fry chicken and turkey</td>
<td>• Suitable cuts</td>
</tr>
<tr>
<td></td>
<td>• Preparation for cooking</td>
</tr>
<tr>
<td></td>
<td>• Cooking procedure</td>
</tr>
<tr>
<td></td>
<td>• Finishing</td>
</tr>
<tr>
<td></td>
<td>• Holding and serving</td>
</tr>
<tr>
<td>10. Poach and simmer chicken and turkey</td>
<td>• Suitable cuts</td>
</tr>
<tr>
<td></td>
<td>• Preparation for cooking</td>
</tr>
<tr>
<td></td>
<td>• Cooking procedure</td>
</tr>
<tr>
<td></td>
<td>• Finishing</td>
</tr>
<tr>
<td></td>
<td>• Holding and serving</td>
</tr>
<tr>
<td>11. Braise and stew chicken and turkey</td>
<td>• Suitable cuts</td>
</tr>
<tr>
<td></td>
<td>• Preparation for cooking</td>
</tr>
<tr>
<td></td>
<td>• Cooking procedure</td>
</tr>
<tr>
<td></td>
<td>• Finishing</td>
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<tr>
<td></td>
<td>• Holding and serving</td>
</tr>
</tbody>
</table>

**Achievement Criteria**

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

**Conditions**
- The individual will be given a 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:
- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Appropriate sauces and accompaniments
- Production time within industry expectations
Program Content
Professional Cook 1

Line (GAC): G SEAFOOD
Competency: G1 Cut and Process Seafood

Objectives
To be competent in this area, the individual must be able to:
• Describe types, storage, and quality indicators for fish.
• Describe types, storage, and quality indicators for shellfish.
• Cut and process flat and round fish.
• Clean and process shrimp and prawns.
• Clean and process mollusks.

LEARNING TASKS
1. Describe types, storage, and quality indicators for fish
   - Types
   - Structure and composition
   - Inspection and grading
   - Terminology
     - Cuts
     - Menu terms
   - Freshness
   - Handling and storage

2. Describe types, storage, and quality indicators for shellfish
   - Terminology
   - Types
   - Structure and composition
   - Inspection and grading
   - Freshness
   - Handling and storage
LEARNING TASKS

3. Cut and process flat and round fish

CONTENT

- Variety of market forms
  - Flat or round
  - Dressed or drawn
  - Pan-dressed
  - Sections
  - Fillets
  - Steaks or darnes

- Fabricating procedures
  - Scaling
  - Pan-dressing flatfish
  - Filleting
  - Round fish
  - Flat fish

- Skinning
  - Sole
  - Fish fillets

- Pulling pin bones from a salmon fillet
- Cutting a fillet
- Cutting steaks/darnes

4. Clean and process shrimp and prawns

CONTENT

- Variety of market forms
  - Whole
  - Tails
  - Peeled & deveined
  - IQF

- Processing procedures
  - Peeling and deveining shrimp
  - Butterflying shrimp

5. Clean and process mollusks

CONTENT

- Variety of market forms
  - Fresh (live)
  - IQF

- Processing procedures
  - Purging and opening clams
  - Cleaning and de-bearding mussels
  - Shucking oysters
  - Cleaning scallops
Achievement Criteria

Performance  The individual will fillet and portion round and flat fish and clean shellfish to an industry standard of quality and time.

Conditions  
- The individual will be given a work station, fish or shellfish, and appropriate tools and equipment
- The competency will be observed and assessed by the instructor during technical training

Criteria  The individual will be evaluated on a grading sheet which reflects:
- Correct tools selected
- General cutting procedures accurately followed
- Portion accuracy
- Amount of trim appropriate and product appearance neat and attractive
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- All products stored in appropriate location
- Production time was within industry expectations
Program Content
Professional Cook 1

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

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

• Describe basic principles of fish cooking.
• Identify basic cooking methods for fish.
• Identify suitable cuts of fish for various cooking methods.
• Prepare round and flat fish for cooking.
• Identify correct doneness of cooked fish.
• Bake and roast fish.
• Sauté and stir-fry fish.
• Broil and grill fish.
• Deep-fry and pan-fry fish.
• Steam and poach fish.

LEARNING TASKS
1. Describe basic principles of fish cooking
   • Cooking times
   • Cooking temperatures
   • Seasoning
   • Caramelization
   • Tenderness
   • Visual appeal
   • Volume of service

2. Identify basic cooking methods for fish
   • Dry-heat methods
     o Baking
     o Roasting
     o Sautéing
     o Stir-frying
     o Broiling
     o Grilling
     o Deep-frying
     o Pan-frying
   • Moist-heat methods
     o Poaching
     o Steaming
LEARNING TASKS
3. Identify suitable cuts of fish for various cooking methods

CONTENT
- Select cuts of fish based on
  - Menu
  - Price/quality
- Market options
  - Portion cuts
  - Whole dressed
- Identifying the appropriate cooking method
- Select appropriate cooking method for cuts of fish

4. Prepare round and flat fish for cooking

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

5. Identify correct doneness of cooked fish

CONTENT
- Doneness
  - The needle test
  - Meat thermometer
  - Touch testing
  - Carry over cooking
- Resting

6. Bake and roast fish

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

7. Sauté and stir-fry fish

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

8. Broil and grill fish

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

9. Deep-fry and pan-fry fish

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

10. Steam and poach fish

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

Achievement Criteria

Performance

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

Conditions
- The individual will be given a 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:
- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Appropriate sauces and accompaniments
- Production time within industry expectations
Objectives
To be competent in this area, the individual must be able to:
- Describe basic principles of shellfish preparation.
- Identify basic methods of shellfish preparation.
- Identify suitable types of shellfish for various cooking methods.
- Prepare shellfish for cooking.
- Identify correct doneness of cooked shellfish.
- Bake and roast shellfish.
- Sauté and stir-fry shellfish.
- Broil and grill shellfish.
- Deep-fry and pan-fry shellfish.
- Steam and poach shellfish.
- Prepare shellfish using various methods.

LEARNING TASKS
1. Describe basic principles of shellfish preparation
   - Cooking times
   - Cooking temperatures
   - Seasoning
   - Caramelization
   - Tenderness
   - Visual appeal
   - Volume of service

2. Identify basic methods of shellfish preparation
   - Dry-heat methods
     - Baking
     - Roasting
     - Sautéing
     - Stir-frying
     - Broiling
     - Grilling
     - Deep-frying
     - Pan-frying
   - Moist-heat methods
     - Poaching
     - Steaming
LEARNING TASKS

3. Identify suitable types of shellfish for various cooking methods
   - Select shellfish based on
     - Menu
     - Price/quality
   - Market options
     - Cleaned and processed
     - Whole live
   - Identifying the appropriate cooking method
   - Select appropriate cooking method for shellfish

4. Prepare shellfish for cooking
   - Preparation prior to cooking
     - Fabricating procedures
     - Marinating
     - Seasoning

5. Identify correct doneness of cooked shellfish
   - Doneness indicators
     - Bivalves
     - Touch testing
     - Carry over cooking
   - Resting

6. Bake and roast shellfish
   - Suitable varieties
   - Preparation for cooking
   - Cooking procedure
   - Finishing
   - Holding and serving

7. Sauté and stir-fry shellfish
   - Suitable varieties
   - Preparation for cooking
   - Cooking procedure
   - Finishing
   - Holding and serving

8. Broil and grill shellfish
   - Suitable varieties
   - Preparation for cooking
   - Cooking procedure
   - Finishing
   - Holding and serving
LEARNING TASKS

9. Deep-fry and pan-fry shellfish
   - Suitable varieties
   - Preparation for cooking
   - Cooking procedure
   - Finishing
   - Holding and serving

10. Steam and poach shellfish
    - Suitable varieties
    - Preparation for cooking
    - Cooking procedure
    - Finishing
    - Holding and serving

Achievement Criteria

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

Conditions
- The individual will be given a 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:
- Recipe followed correctly
- Work well organized
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Appropriate sauces and accompaniments
- Production time within industry expectations
Line (GAC): H GARDE MANGER  
Competency: H1 Dressings, Condiments and Accompaniments

Objectives
To be competent in this area, the individual must be able to:
- Describe types of salad dressings and their uses.
- Identify ingredients used in salad dressings.
- Describe basic principles of salad dressing preparation.
- Prepare salad dressings.

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
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</thead>
</table>
| 1. Describe types of salad dressings and their uses | Dressing classifications  
  o Simple vinaigrette  
  o Emulsified vinaigrette  
  o Cold emulsion (mayonnaise)  
  Uses |
| 2. Identify ingredients used in salad dressings | Ingredients and other flavourings  
  o Oils  
  o Vinegars  
  o Binding agents  
  o Herbs and spices |
| 3. Describe basic principles of salad dressing preparation | Ratios  
  Create and maintain emulsion  
  Preparation methods |
| 4. Prepare salad dressings | Varieties  
  Production procedures  
  Seasoning  
  Finishing  
  Storing for use |
Achievement Criteria

Performance  The individual will prepare a variety of simple and emulsified salad dressings to an industry standard in quality and time.

Conditions  • 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:
• Recipe followed correctly
• Proper mise en place
• Safe work habits
• Work station kept clean and tidy
• Taste, texture, colour, appearance and temperature
• Seasoned appropriately
• Production time within industry expectations
Objectives
To be competent in this area, the individual must be able to:
• Describe types of salads and their components.
• Identify types of salad ingredients.
• Select and store salad ingredients.
• Prepare simple salads.
• Prepare buffet salads and set up a salad bar.

LEARNING TASKS
1. Describe types of salads and their components
   • Types
     o Vegetable
     o Bound
     o Warmed
   • Parts of a salad
     o Base
     o Body
     o Dressing
     o Garnish
   • Nutrition

2. Identify types of salad ingredients
   • Identify salad greens
   • Identify common garnishes
   • Identify dressings

3. Select and store salad ingredients
   • Select salad greens
     o Freshness
     o Precut
     o Pre-washed
   • Handling and storage of salad greens

4. Prepare simple salads
   • Prepare salad greens
     o Tearing and cutting
     o Washing
     o Drying
   • Combine salad ingredients
   • Finishing, holding and serving
LEARNING TASKS
5. Prepare buffet salads and set up a salad bar

CONTENT
- Salad bars
  - Terminology
  - Tools and equipment
  - Maintenance
- Salad bar and buffet preparation and presentation terminology
  - Themes
  - Salad selection and balance
  - Presentation methods
    - Serving utensils
    - Accompaniments and garnishes
    - Decorations/props
- Types of buffet salads
  - Mayonnaise based
  - Vinaigrette based
  - Leaf
  - Raw
  - Cooked
  - Protein based
  - Gelatin
- Set up a salad bar or buffet
  - Ingredients
  - Arrange
  - Store
- Efficient work flow
  - Salad bar versus buffet production
- Presenting and garnishing
- Hand tools, equipment, work station, sanitation and hygiene
**Achievement Criteria**

**Performance**

The individual will prepare a variety of basic salads with dressings to an industry standard in quality and production time.

**Conditions**

- 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:

- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations
Objectives
To be competent in this area, the individual must be able to:
• Describe types of sandwiches and their ingredients.
• Identify ingredients used in sandwich preparation.
• Set-up a sandwich station.
• Prepare hot and cold sandwiches.

LEARNING TASKS
1. Describe types of sandwiches and their ingredients
   • Types of sandwiches
     o Hot
     o Cold
     o Closed
     o Open-faced
     o Tea
     o Multi-Decker
     o Wraps
   • Garnishes
   • Cross-contamination
   • Portion control
   • Storing

1. Identify ingredients used in sandwich preparation
   • Components
     o Breads
     o Spreads
   • Type of fillings

1. Set-up a sandwich station
   • Advance preparation
     o Ingredients
     o Arrange
     o Store
   • Efficient work flow
     o À la carte versus banquet production
   • Presenting and garnishing
   • Hand tools, equipment, work station sanitation and hygiene
LEARNING TASKS
2. Prepare hot and cold sandwiches

CONTENT
- Varieties
- Production procedures
- Finishing
- Holding and serving

Achievement Criteria

Performance
The individual will prepare and garnish hot and cold sandwiches to an industry standard in quality and production time.

Conditions
- The individual will be given a 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:
- Recipe followed correctly
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Taste, texture, colour, appearance and temperature
- Seasoned and garnished appropriately
- Production time within industry expectations
Program Content
Professional Cook 1

Line (GAC): I EGGS, BREAKFAST COOKERY, AND DAIRY
Competency: I1 Egg Dishes

Objectives
To be competent in this area, the individual must be able to:
• Describe the grading, handling and storage of eggs.
• Describe the composition of eggs.
• Describe the basic cooking methods for eggs.
• Prepare eggs using a variety of methods.
• Prepare a variety of egg dishes and omelets.

LEARNING TASKS
1. Describe the grading, handling and storage of eggs
   • Types
   • Grading
   • Other market forms
     o Dehydrated
     o Frozen
     o Shelled
     o Mixes
   • Handling and storage

2. Describe the composition of eggs
   • Egg parts
     o Shell
     o Yolk
     o White
   • Properties
     o Binding
     o Leavening
     o Clarification

3. Describe the basic cooking methods for eggs
   • Methods
     o Simmering (boiled)
     o Frying
     o Poaching
     o Scrambling
     o Basting
     o Shirred
     o En cocotte
   • Cooking properties
LEARNING TASKS

4. Prepare eggs using a variety of methods

CONTENT

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

5. Prepare a variety of egg dishes and omelets

CONTENT

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

Achievement Criteria

Performance

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

Conditions

- The individual will be given a 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:
  - Recipe followed correctly
  - Proper mise en place
  - Safe work habits
  - Work station kept clean and tidy
  - Taste, texture, colour, appearance and temperature
  - Seasoned and garnished appropriately
  - Production time within industry expectations
Line (GAC): I EGGS, BREAKFAST COOKERY, AND DAIRY
Competency: I2 Breakfast Accompaniments

Objectives
To be competent in this area, the individual must be able to:
- Describe breakfast accompaniments.
- Prepare breakfast meats.
- Prepare and present hot and cold cereals.
- Cook pancakes, waffles, crepes, and french toast.
- Prepare breakfast items in quantity.

LEARNING TASKS
1. Describe breakfast accompaniments
   - Identify common breakfast items
     - Bacon, ham and sausages
     - Hot and cold cereals
     - Fruits and potatoes
     - Pancakes, waffles, crepes, and french toast
     - Toast
   - Garnishes and toppings

2. Prepare breakfast meats
   - Types
     - Ham
     - Bacon
     - Breakfast sausages
     - Beef steaks
     - Smoked fish
   - Cooking methods
   - Doneness

3. Prepare and present hot and cold cereals
   - Types of cereals and grains
     - Hot
     - Cold
   - Preparation procedures
   - Accompaniments
     - Fruit
     - Berries
LEARNING TASKS

4. Cook pancakes, waffles, crepes and french toast
   • Ingredients
   • Batter preparation
   • Fillings
   • Cooking procedure
   • Doneness
   • Garnishes and toppings
   • Holding and serving

5. Prepare breakfast items in quantity
   • Cooking eggs in quantity
   • Cooking meats in quantity
   • Cooking pancakes and waffles in quantity
   • Holding and serving

Achievement Criteria

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

Conditions  • The individual will be given a 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:
            • Recipe followed correctly
            • Proper mise en place
            • Safe work habits
            • Work station kept clean and tidy
            • Taste, texture, colour, appearance and temperature
            • Seasoned and garnished appropriately
            • Production time within industry expectations
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
• Identify types of dairy products and their uses.
• Describe the properties of dairy products.
• Select and store dairy products and cheese.
• Describe types of cheese.
• Cook with dairy products and cheese.

LEARNING TASKS
1. Identify types of dairy products and their uses
   • Types
   • Unfermented
   • Fermented
   • Uses

2. Describe the properties of dairy products
   • Composition
   • Fat content
   • Nutrition
   • Cooking potential

3. Select and store dairy products and cheese
   • Selection
   • Receiving
   • Handling and storage

4. Describe types of cheese
   • Composition
   • Types
   • Characteristics
   • Uses
   • Origins
   • Visual recognition
   • Taste identification

5. Cook with dairy products and cheese
   • Cooking procedures
   • Recipe sequence
   • Finishing
   • Holding and serving
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
- Describe ingredients used in baking.
- Describe the types and properties of leaveners.
- Describe basic mixing methods and principles.
- Describe general production procedures used in baking.
- Describe storage procedures for finished bakery products.

LEARNING TASKS

1. Describe ingredients used in baking

   CONTENT
   - Types of ingredients
     - Flours
     - Fats
     - Sugars
     - Starches
     - Liquids
     - Leavening agents
     - Nuts and fruit
     - Chocolate
     - Flavourings / alcohols
     - Herbs and spices

2. Describe the types and properties of leaveners

   CONTENT
   - Types
   - Properties
   - Activation
   - Selection
   - Effects of heat on various leaveners

3. Describe basic mixing methods and principles

   CONTENT
   - Principles of mixing
   - Order of operations
   - Gluten development
   - Basic methods

4. Describe general production procedures used in baking

   CONTENT
   - Weights and formulas
   - Cooking times and temperatures
   - Effects of altitude
LEARNING TASKS
5. Describe storage procedures for finished bakery products

CONTENT
• Cooling
• Wrapping
• Shelf life
• Refrigeration
• Freezing
Program Content
Professional Cook 1

Line (GAC): J  BAKED GOODS AND DESSERTS
Competency: J2  Pastries

Objectives
To be competent in this area, the individual must be able to:
• Describe basic pastry and pie doughs.
• Describe basic pie preparation.
• Prepare basic pies.

LEARNING TASKS

1. Describe basic pastry and pie doughs
   • Pie crust types and uses
   • Pie doughs
     o Basic
     o Sugar
     o Hot water (English raised)
   • Methods of preparation
   • Storing for future use

2. Describe basic pie preparation
   • Pie types
   • Pie fillings
     o Unbaked (Blind baked shell)
     o Baked
   • Finishing

3. Prepare basic pies
   • Varieties
   • Production procedures
   • Doneness
   • Finishing
   • Storing and serving
Achievement Criteria

Performance  The individual will prepare and bake basic pies, doughs and fillings, to industry standards for quality and production time.

Conditions  
- 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:
- Recipe or formula followed correctly
- Proper mise en place
- Safe work habits
- Work station 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:** J3 Desserts

**Objectives**
To be competent in this area, the individual must be able to:
- Describe types of fruit desserts.
- Describe types of basic custards and puddings.
- Prepare fruit desserts.
- Prepare basic custards and puddings.

**LEARNING TASKS**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>1. Describe types of fruit desserts</th>
</tr>
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<tbody>
<tr>
<td>• Fruit desserts</td>
<td></td>
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<tr>
<td>• Baked and poached fruits</td>
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<tr>
<td>• Apple brown betty</td>
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<tr>
<td>• Apple dumplings</td>
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<thead>
<tr>
<th>CONTENT</th>
<th>2. Describe types of basic custards and puddings</th>
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<tbody>
<tr>
<td>• Basic custards and creams</td>
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</tr>
<tr>
<td>o Pastry cream</td>
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<td>o Crème anglaise</td>
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<tr>
<td>o Convenience products</td>
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<tr>
<td>• Custards and puddings</td>
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<tr>
<td>o Starch thickened</td>
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<tr>
<td>o Custard (baked)</td>
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<tr>
<td>o Crème brulée</td>
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<tr>
<td>o Crème caramel</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>3. Prepare fruit desserts</th>
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<tbody>
<tr>
<td>• Varieties</td>
<td></td>
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<tr>
<td>• Production procedures</td>
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<td>• Doneness</td>
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<td>• Finishing</td>
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<td>• Storing and serving</td>
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<tr>
<th>CONTENT</th>
<th>4. Prepare basic custards and puddings</th>
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<tr>
<td>• Varieties</td>
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<td>• Production procedures</td>
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<td>• Doneness</td>
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<td>• Finishing</td>
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<tr>
<td>• Storing and serving</td>
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</tbody>
</table>
Achievement Criteria

Performance  The individual will prepare basic puddings, fruit desserts, custards and creams, to industry standards for quality and production time.

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:
            • Recipe or formula followed correctly
            • Proper mise en place
            • Safe work habits
            • Work station kept clean and tidy
            • Even size and shape
            • Taste, texture, colour, appearance and temperature
            • Finished and garnished appropriately
            • Production time within industry expectations
Program Content
Professional Cook 1

Line (GAC): J BAKED GOODS AND DESSERTS
Competency: J4 Quick Breads

Objectives
To be competent in this area, the individual must be able to:
- Describe the types of quick breads.
- Describe the methods of preparation for quick breads.
- Prepare quick breads.

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
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</thead>
<tbody>
<tr>
<td>1. Describe the types of quick breads</td>
<td>Muffins</td>
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<tr>
<td></td>
<td>Biscuits and scones</td>
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<tr>
<td></td>
<td>Loaf</td>
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<tr>
<td></td>
<td>o Banana</td>
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<td></td>
<td>o Coffee cakes</td>
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<td></td>
<td>o Pound cakes</td>
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<tr>
<td>1. Describe the methods of preparation for quick</td>
<td>Muffin method</td>
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<tr>
<td>breads</td>
<td>Biscuit method</td>
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<tr>
<td></td>
<td>Mixing procedures</td>
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<tr>
<td></td>
<td>Leavening</td>
</tr>
<tr>
<td>2. Prepare quick breads</td>
<td>Varieties</td>
</tr>
<tr>
<td></td>
<td>Production procedures</td>
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<td></td>
<td>Doneness</td>
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<tr>
<td></td>
<td>Finishing</td>
</tr>
</tbody>
</table>
Achievement Criteria

Performance  The individual will prepare quick breads using both standard mixing methods, to industry standards for quality and production time.

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:
            • Recipe or formula followed correctly
            • Proper mise en place
            • Safe work habits
            • Work station kept clean and tidy
            • Even size and shape
            • Taste, texture, colour, appearance and temperature
            • Finished and garnished appropriately
            • Production time within industry expectations
Program Content
Professional Cook 1

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

Objectives
To be competent in this area, the individual must be able to:
- Describe types of cookies and their ingredients.
- Describe the characteristics of cookies.
- Describe the different methods of preparation used in cookie making.
- Prepare cookies.

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
</tr>
</thead>
</table>
| 1. Describe types of cookies and their ingredients | - Ingredients
- Cookie styles
  - Dropped
  - Bar
  - Moulded (or hand-formed)
  - Refrigerator (icebox)
  - Rolled
- Storage |
| 2. Describe the characteristics of cookies | - Causes of crispness, chewiness and spread in cookies
- Characteristics
  - Crisp
  - Soft
  - Chewy |
| 3. Describe the different methods of preparation used in cookie making | - Mixing methods
  - Creaming
  - Sponge or foam
  - One-stage
- Makeup methods
  - Dropped
  - Bar
  - Moulded (or hand-formed)
  - Refrigerator (icebox)
  - Rolled
- Baking
- Cooling |
LEARNING TASKS
4. Prepare cookies

CONTENT
- Varieties
- Production procedures
- Doneness
- Finishing

Achievement Criteria
Performance
The individual will prepare and bake cookies using a variety of standard mixing and makeup methods, to industry standards for quality and production time.

Conditions
- 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:
- Recipe or formula followed correctly
- Proper mise en place
- Safe work habits
- Work station kept clean and tidy
- Even size and shape
- Taste, texture, colour, appearance and temperature
- Finished and garnished appropriately
- Production time within industry expectations
Line (GAC): J BAKED GOODS AND DESSERTS
Competency: J6 Yeast Products

Objectives
To be competent in this area, the individual must be able to:
• Describe the properties and fermentation of yeast.
• Describe the preparation of basic yeast doughs.
• Describe the shaping of basic yeast breads.
• Prepare basic yeast breads.

LEARNING TASKS
1. Describe the properties and fermentation of yeast
   • Types of yeast
   • Process
   • Ingredients necessary for fermentation
   • Temperature range for fermentation

2. Describe the preparation of basic yeast doughs
   • Ingredients
     o Flour
     o Yeast
       – Fresh
       – Dry
     o Liquids
     o Fats
     o Salt
     o Sugars
       – White
       – Brown
       – Molasses
       – Corn syrup
   • Types
     o Regular yeast doughs
       – Lean
       – Rich
   • Production steps
     o Mixing
     o Fermentation
     o Shaping
     o Proofing
     o Spray or brush the tops
     o Finishing
     o Baking
LEARNING TASKS
3. Describe the shaping of basic yeast breads
   • Hand procedures
   • Machine procedures
   • Pans and moulds

4. Prepare basic yeast breads
   • Dough formulas
   • Make-up techniques
   • Finishing
   • Baking

Achievement Criteria
Performance
The individual will prepare and bake a variety of basic yeast dough products to industry standards for quality and production time.

Conditions
• 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:
• Recipe or formula followed correctly
• Proper mise en place
• Safe work habits
• Work station kept clean and tidy
• Even size and shape
• Taste, texture, colour, appearance and temperature
• Finished and garnished appropriately
• Production time within industry expectations
Professional Cook 1 Industry Training Authority 94
09/18

Program Content
Professional Cook 1

Line (GAC): K BEVERAGES
Competency: K1 Beverages

Objectives
To be competent in this area, the individual must be able to:
• Describe types of non-alcoholic beverages.
• Identify ingredients used in the preparation of non-alcoholic beverages.
• Describe the proper brewing procedures for coffee and tea products.
• Prepare non-alcoholic beverages.
• Serve non-alcoholic beverages.

LEARNING TASKS

1. Describe types of non-alcoholic beverages
   • Types of beverages (cold/hot)
   • Beverage properties

2. Identify ingredients used in the preparation of non-alcoholic beverages
   • Types of ingredients
     o Coffee beans
       – Types
       – Roasting styles
     o Tea leaves
       – Types
     o Juices
     o Sodas
     o Waters
   • Quality indicators for ingredients

3. Describe the proper brewing procedures for coffee and tea products
   • Brewed coffee
   • Espresso
   • Espresso drinks
   • Tea
   • Tea drinks

4. Prepare non-alcoholic beverages
   • Tools and equipment
   • Preparation methods
   • Recipe sequence
   • Accompaniments and garnishes
LEARNING TASKS
5. Serve non-alcoholic beverages

CONTENT
• Holding times
• Service vessel types and purposes
• Presentation techniques
• Holding temperatures
• Portions

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

Conditions
• The individual will be given a 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
• Work station kept clean and tidy
• Flavour, colour, appearance and temperature
• Finished and garnished appropriately
• Production time within industry expectations
Section 4

TRAINING PROVIDER STANDARDS
Facility Requirements

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

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

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

Student Facilities
- Adequate student change area and locker space

Instructor's Office Space
- Computer/printer with internet access
- Culinary reference material

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

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

Shop Equipment

Required

LARGE EQUIPMENT

- Convection oven(s)
- Char - Broiler
- Deep fryer with baskets
- Ranges – Gas (with conventional ovens with racks, 6 star burners per unit, backs and shelving – minimum of two burners per student working on the station)
- Salamander (preferably gas)
- Griddle, 36 inch minimum
- Steam kettle
- Tilting skillet
- Convection steamer
- Stand mixers with attachments
- Meat grinder or attachment for mixer
- Bain-Marie
- Steam table w/upper shelves, heating apparatus and plate warming area
- Ice maker

SMALL EQUIPMENT

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

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

Shop (Facility) Tools

Standard Tools

POTS AND PANS

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

PORTIONING, MEASURING, AND STORAGE

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

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

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

Student Tools (supplied by student)

Required

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

Recommended

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

Required Reference Materials

- Professional Cook 1 Apprenticeship Learning Guide (2010), Crown Publication Services (BC) Product # 7960003372

Recommended Resources

- go2hr www.go2hr.ca
- Industry Training Authority www.itabc.ca
- Inter- Provincial Red Seal Program www.red-seal.ca
- BC Chefs’ Association www.bcchefs.com
- Canadian Culinary Federation www.ccfcc.ca

Suggested Texts

- On Cooking, Fifth Canadian Edition
  Sarah R. Labensky, CCP, Alan M. Hause, Priscilla A. Martell, Fred L. Malley, Anthony Bevan, Settimio Sicoli
- 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
  Sarah R. Labensky, Eddy VanDamme, Pricilla Martel
  ISBN: 978-0-131-57923-1
  ©2009
  Bo Friberg
  ©2002

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

**Occupation Qualification**
The instructor must possess:
- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- Certified Chef de Cuisine (CCC)

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

**Instructional Experience and Education**
The instructor must:
- Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor’s Diploma Program or equivalent. (If in progress, a maximum of 2 years to completion.)
Appendices
Assessor Requirements

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

**Occupation Qualification**

The instructor must possess:
- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- Certified Chef de Cuisine (CCC)

**Work Experience**

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

**Assessment Experience and Education**

The assessor must:
- Have complete an ITA approved assessor training program
- Be registered and in good standing with ITA