

PROGRAM OUTLINE

Professional Cook 1



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PROFESSIONAL COOK 1 PROGRAM OUTLINE

**APPROVED BY INDUSTRY
JANUARY 2011**

**BASED ON
NOA 2011**

**Developed by
Industry Training Authority
Province of British Columbia**



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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.worksafefbc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.



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- Bill Adams – Northwest Community College
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- Erik Anderson – Camosun College
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Facilitators:

- Dennis Green – go2hr

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.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
OAC	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels



Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment



Section 2

PROGRAM OVERVIEW

Professional Cook 1

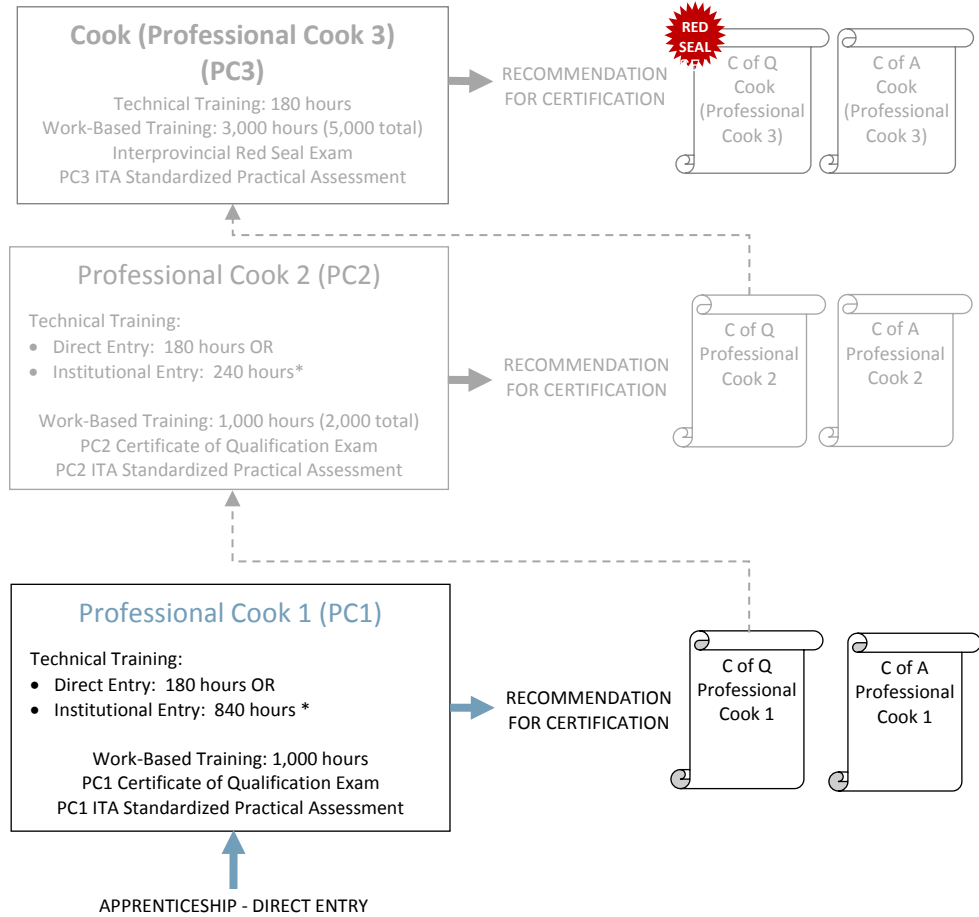


Program Credentialing Model

Apprenticeship Pathway

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

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

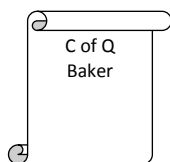


* Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

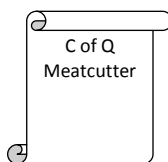
- PC1: 600 hours
- PC2: 240 hours

CROSS-PROGRAM CREDITS

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



Technical Training: None
Work-Based Training: 250 hours



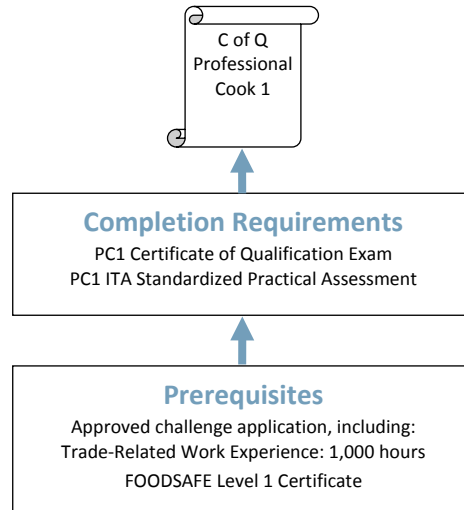
Technical Training: None
Work-Based Training: 250 hours



Challenge Pathway

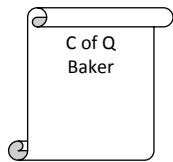
This graphic provides an overview of the Professional Cook 1 challenge pathway.

C of Q = Certificate of Qualification

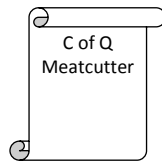


CREDIT FOR PRIOR LEARNING

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



Technical Training: None
Work-Based Training: 250 hours



Technical Training: None
Work-Based Training: 250 hours



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.

OCCUPATIONAL SKILLS A	Trade Knowledge A1 1	Safety Standards A2 1	Sanitary Standards A3 1	Production Procedures A4 1	Menu Planning A5 1	Ordering and Inventory A6 1		
	Ingredients and Nutritional Properties A7 1							
	STOCKS, SOUPS AND SAUCES B	Stocks B1 1	Thickening and Binding Agents B2 1	Soups B3 1	Sauces B4 1			
		VEGETABLES AND FRUITS C	Vegetables C1 1	Fruit C2 1				



STARCHES D	Potatoes D1	Pastas and Farinaceous Products D2	Rice, Grains, and Legumes D3
	1	1	1
MEATS E	Cut and Process Meats E1	Cook Meats E2	
	1	1	
POULTRY F	Cut and Process Poultry F1	Cook Poultry F2	
	1	1	
SEAFOOD G	Cut and Process Seafood G1	Cook Fish G2	Cook Shellfish G3
	1	1	1
GARDE MANGER H	Dressings, Condiments and Accompaniments H1	Salads H2	Sandwiches H3
	1	1	1
EGGS, BREAKFAST COOKERY, AND DAIRY I	Egg Dishes I1	Breakfast Accompaniments I2	Dairy Products and Cheeses I3
	1	1	1



BAKED GOODS AND DESSERTS
J

Principles of Baking					J1
1					

Pastries					J2
1					

Desserts					J3
1					

Quick Breads					J4
1					

Cookies					J5
1					

Yeast Products					J6
1					

BEVERAGES
K

Beverages					K1
1					



Training Topics and Suggested Time Allocation

Professional Cook 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	10%	75%	25%	100%
A1	Trade Knowledge		✓		
A2	Safety Standards		✓	✓	
A3	Sanitary Standards		✓	✓	
A4	Production Procedures		✓	✓	
A5	Menu Planning		✓		
A6	Ordering and Inventory		✓	✓	
A7	Ingredients and Nutritional Properties		✓		
Line B	STOCKS, SOUPS AND SAUCES	13%	25%	75%	100%
B1	Stocks		✓	✓	
B2	Thickening and Binding Agents		✓	✓	
B3	Soups		✓	✓	
B4	Sauces		✓	✓	
Line C	VEGETABLES AND FRUITS	7%	25%	75%	100%
C1	Vegetables		✓	✓	
C2	Fruit		✓	✓	
Line D	STARCHES	7%	25%	75%	100%
D1	Potatoes		✓	✓	
D2	Pasta and Farinaceous Products		✓	✓	
D3	Rice, Grains and Legumes		✓	✓	
Line E	MEATS	13%	25%	75%	100%
E1	Cut and Process Meats		✓	✓	
E2	Cook Meats		✓	✓	
Line F	POULTRY	10%	25%	75%	100%
F1	Cut and Process Poultry		✓	✓	
F2	Cook Poultry		✓	✓	
Line G	SEAFOOD	7%	25%	75%	100%
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
Line H	GARDE MANGER	10%	25%	75%	100%
H1	Dressings, Condiments and Accompaniments		✓	✓	
H2	Salads		✓	✓	
H3	Sandwiches		✓	✓	



% of Time Allocated to:

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



Section 3

PROGRAM CONTENT

Professional Cook 1



Professional Cook 1



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

Objectives

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

- Describe personal attributes and professionalism in the workplace.
- Describe roles and responsibilities in the workplace.
- Describe food service occupations.
- Describe food service training programs and certification pathways.
- Describe the history of the profession and emerging trends.

LEARNING TASKS

CONTENT

- | | |
|--|---|
| <p>1. Describe personal attributes and professionalism in the workplace</p> | <ul style="list-style-type: none"> • Industry expectations • Employer expectations • Work ethics • Time management • Job satisfaction |
| <p>2. Describe roles and responsibilities in the workplace</p> | <ul style="list-style-type: none"> • Apprentice's role • Supervisor's role • Employee attendance and punctuality • Employee evaluation |
| <p>3. Describe food service occupations</p> | <ul style="list-style-type: none"> • Food service positions • Career ladder • Skill levels • Roles and responsibilities |
| <p>4. Describe food service training programs and certification pathways</p> | <ul style="list-style-type: none"> • Professional cook training programs • Educational requirements • Apprenticeship <ul style="list-style-type: none"> ○ Obtaining Certificates of Qualification <ul style="list-style-type: none"> – Trades qualification examinations • Canadian Culinary Federation (CCFCC) designations <ul style="list-style-type: none"> ○ Certified Chef de Cuisine (CCC) |
| <p>5. Describe the history of the profession and emerging trends</p> | <ul style="list-style-type: none"> • History of the profession • Key figures • Current trends |



LEARNING TASKS

3. Describe basic first aid procedures

4. Describe fire safety procedures and regulations

5. Describe WorkSafeBC regulations in the workplace

CONTENT

- Equipment safety
 - Ventilation systems
 - Emergency shutdown systems
 - Guards and barriers
- Utilities
 - Electrical
 - Water supply
 - Gas supply
 - Other services

- First aid procedures
 - Emergency wash or shower locations
 - Cuts and burns
 - Slips and falls
 - Strains and sprains

- Components that produce fire
 - Fuel
 - Heat
 - Oxygen
- Identify classes of fires and types of extinguishers
- Fire safety precautions for working near, handling or storing
 - Flammable liquids or gases
 - Paper and wood products
 - Oily cloths

- Purpose
- Compensation and benefits
 - Workers who are covered
 - Workers who are not covered
 - Compensated injuries and job-related illness
 - Circumstances for compensation
 - Benefits
- Responsibilities
 - Employer
 - Employee
- Industrial health and safety committees
- Contravention of regulations
- Reporting accidents

**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 workstation 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

CONTENT

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Describe food safety procedures (FOODSAFE Level 1 prerequisite) | <ul style="list-style-type: none"> • Obtain FOODSAFE Level 1 certification <ul style="list-style-type: none"> ○ Prerequisite to entering program (Proof of completion required) |
| <ol style="list-style-type: none"> 2. Describe the principles of Hazard Analysis – Critical Control Points (HACCP) | <ul style="list-style-type: none"> • Definitions • Food poisoning myths • The danger zone |
| <ol style="list-style-type: none"> 3. Describe general food handling and storage procedures | <ul style="list-style-type: none"> • Food handling procedures <ul style="list-style-type: none"> ○ Correct ○ Incorrect • Identifying potentially hazardous foods (PHFs) • Types • Time/temperature control-potentially hazardous foods • Food safety plan |
| <ol style="list-style-type: none"> 4. Describe the causes and preventions of food borne illnesses | <ul style="list-style-type: none"> • Food borne illnesses present in foods • Food borne illnesses spread by human contact |
| <ol style="list-style-type: none"> 5. Describe procedures to maintain workplace sanitation and personal hygiene | <ul style="list-style-type: none"> • 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 workstation 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



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

2. Describe the maintenance and safety precautions of kitchen knives and hand tools

3. Identify common types of kitchen equipment and their use, cleaning and maintenance

CONTENT

- Types of hand tools
- Uses of hand tools
- Construction of kitchen knives

- Maintenance
 - General guidelines
 - General safety precautions
 - Specific maintenance and safety precautions for knives
 - Cleaning and sharpening knives

- Types of kitchen equipment
- Cleaning procedures
- Processing equipment
- Holding and storage of equipment

**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

2. Correctly utilize common menu terminology

3. Describe a balanced menu

CONTENT

- Menu styles
- Types
- Formats

- Terminology
- Correct usage

- Interpret menu specifications
- Properties of a balanced menu



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

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

CONTENT

- | | |
|--|---|
| 1. Describe receiving procedures | <ul style="list-style-type: none"> • Interpret invoices/purchasing orders • Receiving practices |
| 2. Identify storage temperatures and procedures | <ul style="list-style-type: none"> • Dry foods • Refrigerated products • Frozen foods • Food rotation (FIFO) |
| 3. Describe the principles of reducing waste, re-using and recycling materials | <ul style="list-style-type: none"> • Usage and waste management <ul style="list-style-type: none"> ○ Reduce ○ Re-use ○ Recycle |
| 4. Identify correct waste management procedures | <ul style="list-style-type: none"> • 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



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

CONTENT

- | | |
|---|---|
| <p>1. Describe the principles of seasoning and flavouring</p> | <ul style="list-style-type: none"> • Elements of taste • Salty • Sweet • Sour • Bitter • Spicy • Umami • Reasons for seasoning and flavouring foods |
| <p>2. Identify seasoning and flavouring ingredients</p> | <ul style="list-style-type: none"> • Herbs • Spices • Blends • Condiments • Alcohol • Fruits and vegetables |
| <p>3. Describe general types of ingredients and their origins</p> | <ul style="list-style-type: none"> • Food groups • General area of origin • Availability of ingredients • Emerging trends |
| <p>4. Describe the nutritional elements of food and their importance to good health</p> | <ul style="list-style-type: none"> • Types of nutrients <ul style="list-style-type: none"> ○ Micro ○ Macro • Properties • Importance to good health |



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

2. Select ingredients for stocks

3. Describe the principles of stock making

4. Prepare white stocks

5. Prepare brown stocks

6. Describe stocks used in world cuisines

CONTENT

- Types
- Uses
- Convenience products

- Ingredients
- Quality indicators

- General production procedures
- Method
 - Recipe sequence
 - Finishing
 - Reduction
 - Reconstituting glazes

- Chicken
- Veal
- Fish
- Vegetable

- Beef
- Veal
- Chicken

- 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 workstation, 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
 - Workstation 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
2. Select the correct thickening and binding agents
3. Prepare thickening and binding agents

CONTENT

- 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
-
- Correct selection for use
 - Ratios for correct usage
 - Incorporating methods
-
- 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Texture, colour, appearance and temperature
 - Production time within industry expectations



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

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

CONTENT

- Types
 - Clear soups (vegetable and protein)
 - Thick soups (cream and purée soups)

- General guidelines for making soups
- Stocks
- Vegetables and garnishes
- Thickeners
- Proteins
- Seasoning

- Method
 - Recipe sequence
 - Cooking time
 - Finishing

- Method
 - Recipe sequence
 - Cooking time
 - Finishing

- Method
 - Recipe sequence
 - Cooking time
 - Finishing

**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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **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

2. Describe leading types of sauces

3. Select appropriate uses for types of sauces

4. Prepare white sauces

5. Prepare blonde sauces

CONTENT

- Principles of sauce making
- Use of sauces
- General guidelines in sauce production

- Sauce families
 - White / Béchamel
 - Blonde / Velouté
 - Fish
 - Chicken
 - Brown / Espagnole / Demi-glace
 - Purée / Tomato
 - Emulsion
 - Hollandaise
 - Béarnaise

- Principles of sauce selection
- Selection of an appropriate sauce

- Béchamel
- Cream sauces without roux
- Methods

- Velouté
- Methods



LEARNING TASKS

6. Prepare brown sauces

7. Prepare purée sauces

8. Prepare emulsion sauces

CONTENT

- Espagnole/Demi-glace
- Jus and pan gravies
- Methods

- Tomato
 - Types and styles
- Other purée sauces
- Methods

- 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations



Line (GAC): C **VEGETABLES AND FRUITS**
Competency: C1 **Vegetables**

Objectives

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

- 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

1. Identify and correctly store common varieties of vegetables

2. Describe the properties and cooking potential of vegetables

3. Cut and process common vegetables

CONTENT

- Types
- Handling and storage
- Vegetables in other forms
 - Canned
 - Frozen
 - Dried

- Freshness
- Ripeness
- Characteristics
- Size
- Selecting
- Nutrition
- Effects of cooking

- Preliminary preparation and cutting
- Peeling
- Blanching
- Freezing
- Common cuts and techniques



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
 - Sautéing 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

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

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

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



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	<ul style="list-style-type: none"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe followed correctly • Proper mise en place • Accuracy of cuts • Safe work habits • Workstation kept clean and tidy • Taste, texture, colour, appearance and temperature • Seasoned and garnished appropriately • Production time within industry expectations



Line (GAC): **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
 - Freshness
 - Ripeness
 - Characteristics
 - Size
 - Selecting
 - Nutrition
 - Effects of cooking

- 3. Cut and process common types of fruit
 - Preliminary preparation and cutting
 - Peeling
 - Blanching
 - Freezing



LEARNING TASKS

- 4. Prepare fruit using a variety of methods

- 5. Prepare fruit juices

CONTENT

- Methods
 - Dry-heat
 - Moist-heat
 - Preserved
- Doneness

- 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Accuracy of cuts
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **D STARCHES**
Competency: **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

2. Describe the properties and cooking potential of potatoes

3. Cut and process potatoes

CONTENT

- Types
- Grading
- Handling and storage

- Properties
- Characteristics of different types
- Size
- Selecting
- Nutrition
- Effects of cooking

- 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

5. Describe basic potato finishing procedures

6. Steam and boil potatoes

7. Bake and roast potatoes

8. Deep-fry and pan-fry potatoes

9. Purée and mash potatoes

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

- Basic finishing procedures
 - Garnishes
 - Sauces/butters

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

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

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

- 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 | <ul style="list-style-type: none"> • The individual will be given a workstation, appropriate ingredients and utensils • The competency will be observed and assessed by the instructor during technical training |
| Criteria | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> • Recipe followed correctly • Proper mise en place • Accuracy of cuts • Safe work habits • Workstation kept clean and tidy • Taste, texture, colour, appearance and temperature • Seasoned and garnished appropriately • Production time within industry expectations |



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

Objectives

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

- Identify 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

2. Cook dry pasta and noodles

3. Identify types of sauces for dry pasta and noodles

4. Prepare pasta and noodle dishes

CONTENT

- Types
- Properties
- Nutrition
- Characteristics
 - Dry
 - Fresh
 - Cuts/shapes
 - Quality
- Handling and storage

- Boiling
 - Pasta/water ratio
- Doneness
- Cooling, storage and reheating

- Accompaniments to pasta and noodles
 - Sauces
 - Garnishes

- Varieties
- Preparation methods
- Finishing
- Holding and serving

**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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations

**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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



Line (GAC): **E** **MEATS**
Competency: **E1** **Cut and Process Meats**

Objectives

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

- Describe the 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

CONTENT

- | | |
|---|--|
| <p>1. Describe the muscle and bone structure of meat</p> | <ul style="list-style-type: none"> • Types and varieties <ul style="list-style-type: none"> ○ Beef ○ Veal ○ Lamb ○ Pork ○ Offal |
| <p>2. Describe the grading, inspection, and storage of beef</p> | <ul style="list-style-type: none"> • Inspection and grading • Aging |
| <p>3. Identify primal cuts of beef</p> | <ul style="list-style-type: none"> • Primal cuts of beef • Identification • Uses |
| <p>4. Identify secondary cuts of beef</p> | <ul style="list-style-type: none"> • Secondary cuts of beef • Identification • Uses |
| <p>5. Portion cut beef, pork, lamb, and veal</p> | <ul style="list-style-type: none"> • Tools • Portion cutting <ul style="list-style-type: none"> ○ Identify variety ○ Techniques ○ Trimming ○ Minimizing waste ○ Accuracy |

**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 workstation, cuts of meat, and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Correct tools selected
 - General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - All products stored in appropriate location
 - Production time 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

2. Describe basic cooking methods for meat

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- 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

4. Prepare meats for cooking

5. Identify correct doneness of cooked meats

6. Bake and roast meats

7. Sauté and stir-fry meats

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

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

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

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

- 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

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

10. Braise and stew meats (brown stews)

- 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): **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.

LEARNING TASKS

1. Identify types of poultry

2. Describe the grading, inspection, and storage of poultry

3. Identify cuts of chicken and turkey

4. Portion cut chicken and turkey

CONTENT

- Types
- Structure and composition
- Nutrition

- Inspection and grading
- Classification
- Characteristics
- Handling and storage
 - Sanitation
 - Cross-contamination
 - Packaging and labeling

- Common cuts
- Identification
- Uses

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

**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 workstation, cuts of poultry, and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Correct tools selected
 - General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - All products stored in appropriate location
 - Production time was within industry expectations



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

2. Identify basic cooking methods for poultry

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Simmering
- Combination-heat methods
 - Braising
 - Stewing



LEARNING TASKS

3. Identify suitable cuts of poultry for various cooking methods

4. Prepare chicken and turkey for cooking

5. Identify correct doneness of cooked chicken and turkey

6. Bake and roast chicken and turkey

7. Sauté and stir-fry chicken and turkey

CONTENT

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

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

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

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

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



LEARNING TASKS

CONTENT

- | | |
|--|---|
| 8. Broil and grill chicken and turkey | <ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving |
| 9. Deep-fry and pan-fry chicken and turkey | <ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving |
| 10. Poach and simmer chicken and turkey | <ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving |
| 11. Braise and stew chicken and turkey | <ul style="list-style-type: none"> • Suitable cuts • Preparation for cooking • Cooking procedure • Finishing • Holding and serving |

Achievement Criteria

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

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

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

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



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

Objectives

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

- 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

2. Describe types, storage, and quality indicators for shellfish

CONTENT

- Types
- Structure and composition
- Inspection and grading
- Terminology
 - Cuts
 - Menu terms
- Freshness
- Handling and storage

- 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

- Variety of market forms
 - Whole
 - Tails
 - Peeled & deveined
 - IQF
- Processing procedures
 - Peeling and deveining shrimp
 - Butterflying shrimp

5. Clean and process mollusks

- 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 workstation, fish or shellfish, and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Correct tools selected
 - General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - All products stored in appropriate location
 - Production time was within industry expectations



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

2. Identify basic cooking methods for fish

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- Dry-heat methods
 - Baking
 - Roasting
 - Sautéing
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
 - Pan-frying
- Moist-heat methods
 - Poaching
 - Steaming



LEARNING TASKS

3. Identify suitable cuts of fish for various cooking methods

4. Prepare round and flat fish for cooking

5. Identify correct doneness of cooked fish

6. Bake and roast fish

7. Sauté and stir-fry fish

8. Broil and grill fish

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

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

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

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

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

- 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

- 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): **G** **SEAFOOD**
Competency: **G3** **Cook Shellfish**

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
2. Identify basic methods of shellfish preparation

CONTENT

- Cooking times
- Cooking temperatures
- Seasoning
- Caramelization
- Tenderness
- Visual appeal
- Volume of service

- 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

4. Prepare shellfish for cooking

5. Identify correct doneness of cooked shellfish

6. Bake and roast shellfish

7. Sauté and stir-fry shellfish

8. Broil and grill shellfish

CONTENT

- 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

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

- Doneness indicators
 - Bivalves
 - Touch testing
 - Carry over cooking
- Resting

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving

- Suitable varieties
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving



LEARNING TASKS

9. Deep-fry and pan-fry shellfish

CONTENT

- 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): 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.

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>1. Describe types of salad dressings and their uses</p> | <ul style="list-style-type: none"> • Dressing classifications <ul style="list-style-type: none"> ○ Simple vinaigrette ○ Emulsified vinaigrette ○ Cold emulsion (mayonnaise) • Uses |
| <p>2. Identify ingredients used in salad dressings</p> | <ul style="list-style-type: none"> • Ingredients and other flavourings <ul style="list-style-type: none"> ○ Oils ○ Vinegars ○ Binding agents ○ Herbs and spices |
| <p>3. Describe basic principles of salad dressing preparation</p> | <ul style="list-style-type: none"> • Ratios • Create and maintain emulsion • Preparation methods |
| <p>4. Prepare salad dressings</p> | <ul style="list-style-type: none"> • 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations



Line (GAC): H GARDE MANGER
Competency: H2 Salads

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

2. Identify types of salad ingredients

3. Select and store salad ingredients

4. Prepare simple salads

CONTENT

- Types
 - Vegetable
 - Bound
 - Warmed
 - Parts of a salad
 - Base
 - Body
 - Dressing
 - Garnish
 - Nutrition
-
- Identify salad greens
 - Identify common garnishes
 - Identify dressings
-
- Select salad greens
 - Freshness
 - Precut
 - Pre-washed
 - Handling and storage of salad greens
-
- Prepare salad greens
 - Tearing and cutting
 - Washing
 - 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, workstation, 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): **H** **GARDE MANGER**
Competency: **H3** **Sandwiches**

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

1. Identify ingredients used in sandwich preparation

1. Set-up a sandwich station

CONTENT

- Types of sandwiches
 - Hot
 - Cold
 - Closed
 - Open-faced
 - Tea
 - Multi-Decker
 - Wraps
- Garnishes
- Cross-contamination
- Portion control
- Storing

- Components
 - Breads
 - Spreads
- Type of fillings

- Advance preparation
 - Ingredients
 - Arrange
 - Store
- Efficient work flow
 - À la carte versus banquet production
- Presenting and garnishing
- Hand tools, equipment, workstation 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Production time within industry expectations



LEARNING TASKS

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

- 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): 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
2. Prepare breakfast meats
3. Prepare and present hot and cold cereals

CONTENT

- 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
- Types
 - Ham
 - Bacon
 - Breakfast sausages
 - Beef steaks
 - Smoked fish
- Cooking methods
- Doneness
- Types of cereals and grains
 - Hot
 - Cold
- Preparation procedures
- Accompaniments
 - Fruit
 - Berries



LEARNING TASKS

4. Cook pancakes, waffles, crepes and french toast

CONTENT

- 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): **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

CONTENT

- | | |
|--|--|
| 1. Identify types of dairy products and their uses | <ul style="list-style-type: none"> • Types • Unfermented • Fermented • Uses |
| 2. Describe the properties of dairy products | <ul style="list-style-type: none"> • Composition • Fat content • Nutrition • Cooking potential |
| 3. Select and store dairy products and cheese | <ul style="list-style-type: none"> • Selection • Receiving • Handling and storage |
| 4. Describe types of cheese | <ul style="list-style-type: none"> • Composition • Types • Characteristics • Uses • Origins • Visual recognition • Taste identification |
| 5. Cook with dairy products and cheese | <ul style="list-style-type: none"> • Cooking procedures • Recipe sequence • Finishing • Holding and serving |



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

2. Describe the types and properties of leaveners

3. Describe basic mixing methods and principles

4. Describe general production procedures used in baking

CONTENT

- Types of ingredients
 - Flours
 - Fats
 - Sugars
 - Starches
 - Liquids
 - Leavening agents
 - Nuts and fruit
 - Chocolate
 - Flavourings / alcohols
 - Herbs and spices
- Types
- Properties
- Activation
- Selection
- Effects of heat on various leaveners
- Principles of mixing
- Order of operations
- Gluten development
- Basic methods
- 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



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

2. Describe basic pie preparation

3. Prepare basic pies

CONTENT

- Pie crust types and uses
- Pie doughs
 - Basic
 - Sugar
 - Hot water (English raised)
- Methods of preparation
- Storing for future use

- Pie types
- Pie fillings
 - Unbaked (Blind baked shell)
 - Baked
- Finishing

- 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): J BAKED GOODS AND DESSERTS

Competency: 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

1. Describe types of fruit desserts

2. Describe types of basic custards and puddings

3. Prepare fruit desserts

4. Prepare basic custards and puddings

CONTENT

- Fruit desserts
 - Baked and poached fruits
 - Apple brown betty
 - Apple dumplings
- Basic custards and creams
 - Pastry cream
 - Crème anglaise
 - Convenience products
- Custards and puddings
 - Starch thickened
 - Custard (baked)
 - Crème brûlée
 - Crème caramel
- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving
- Varieties
- Production procedures
- Doneness
- Finishing
- Storing and serving

**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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): **J** **BAKED GOODS AND DESSERTS**
Competency: **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.

LEARNING TASKS

1. Describe the types of quick breads

1. Describe the methods of preparation for quick breads

2. Prepare quick breads

CONTENT

- Muffins
- Biscuits and scones
- Loaf
 - Banana
 - Coffee cakes
 - Pound cakes
- Muffin method
- Biscuit method
- Mixing procedures
- Leavening
- Varieties
- Production procedures
- Doneness
- Finishing

**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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): J **BAKED GOODS AND DESSERTS**
Competency: 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.

LEARNING TASKS

1. Describe types of cookies and their ingredients

2. Describe the characteristics of cookies

3. Describe the different methods of preparation used in cookie making

CONTENT

- Ingredients
- Cookie styles
 - Dropped
 - Bar
 - Moulded (or hand-formed)
 - Refrigerator (icebox)
 - Rolled
- Storage
- Causes of crispness, chewiness and spread in cookies
- Characteristics
 - Crisp
 - Soft
 - Chewy
- 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 workstation, appropriate ingredients and utensils
- The competency will be observed and assessed by the instructor during technical training

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

- Recipe or formula followed correctly
- Proper mise en place
- Safe work habits
- Workstation kept clean and tidy
- Even size and shape
- Taste, texture, colour, appearance and temperature
- Finished and garnished appropriately
- Production time within industry expectations



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

2. Describe the preparation of basic yeast doughs

CONTENT

- Types of yeast
- Process
- Ingredients necessary for fermentation
- Temperature range for fermentation

- Ingredients
 - Flour
 - Yeast
 - Fresh
 - Dry
 - Liquids
 - Fats
 - Salt
 - Sugars
 - White
 - Brown
 - Molasses
 - Corn syrup
- Types
 - Regular yeast doughs
 - Lean
 - Rich
- Production steps
 - Mixing
 - Fermentation
 - Shaping
 - Proofing
 - Spray or brush the tops
 - Finishing
 - Baking



LEARNING TASKS

3. Describe the shaping of basic yeast breads

4. Prepare basic yeast breads

CONTENT

- Hand procedures
- Machine procedures
- Pans and moulds

- 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe or formula followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Even size and shape
 - Taste, texture, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Line (GAC): 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

2. Identify ingredients used in the preparation of non-alcoholic beverages

3. Describe the proper brewing procedures for coffee and tea products

4. Prepare non-alcoholic beverages

CONTENT

- Types of beverages (cold/hot)
- Beverage properties

- Types of ingredients
 - Coffee beans
 - Types
 - Roasting styles
 - Tea leaves
 - Types
 - Juices
 - Sodas
 - Waters
- Quality indicators for ingredients

- Brewed coffee
- Espresso
- Espresso drinks
- Tea
- Tea drinks

- 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 workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Flavour, colour, appearance and temperature
 - Finished and garnished appropriately
 - Production time within industry expectations



Section 4

ASSESSMENT GUIDELINES



Assessment Guidelines

Level 1 Grading Sheet: Subject Competency and Weighting

PROGRAM: IN-SCHOOL TRAINING:		COOK (PROFESSIONS COOK 1) LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OCCUPATIONAL SKILLS	15%	15%
B	STOCKS, SOUPS AND SAUCES	15%	15%
C	VEGETABLES AND FRUITS	8%	8%
D	STARCHES	8%	8%
E	MEATS	15%	15%
F	POULTRY	10%	10%
G	SEAFOOD	10%	10%
H	GARDE-MANGER	6%	6%
I	EGGS, BREAKFAST COOKERY, AND DAIRY	5%	5%
J	BAKED GOODS AND DESSERTS	7%	7%
K	BEVERAGES	1%	1%
	Total	100%	100%
In-school theory & practical subject competency weighting		25%	75%
Final in-school mark		IN-SCHOOL %	

All apprentices who complete Level 1 of the Professional Cook program with a FINAL in-school mark of 70% or greater will write the Professional Cook Level 1 Certificate of Qualification Exam and take the Professional Cook Level 1 Practical Examination for their final assessment.

C of Q Exam Mark A score of 70% or greater is required for a pass	EXAM %
Practical Assessment Mark A score of 70% or greater is required for a pass	EXAM %



Section 5

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Area

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

Shop Area

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

Lab Requirements

- Stainless Steel Work tables with lower shelves – each student to receive a minimum of 1 meter (3 ft.) of counter space
- 1 sink 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

- Occupational Skills Block A Learning Resources for (PC 1, PC 2, PC 3) (2010) Crown Publication Services (BC) Product # 7960003389
- 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
ISBN: 978-0-13-800918-2©2012
- Professional Cooking for Canadian Chefs, 7th Edition
Wayne Gisslen
ISBN: 978-0-470-19754-7
©2011
- The Professional Chef, 8th Edition
The Culinary Institute of America®
ISBN: 978-0-7645-5734-7
©2006
- The New Food Lover's Companion
Sharon Tyler Herbst
ISBN: 978-0764112584
©2001
- On Baking: A Textbook of Baking and Pastry Fundamentals
Sarah R. Labensky, Eddy VanDamme, Pricilla Martel
ISBN: 978-0-131-57923-1
©2009
- The Professional Pastry Chef: Fundamentals of Baking and Pastry, 4th Edition
Bo Friberg
ISBN: 978-0-471-35925-8
©2002

NOTE:

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



Instructor Requirements

Occupation Qualification

The instructor must possess:

- Cook - Certificate of Qualification with Interprovincial Red Seal endorsement; or
- 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