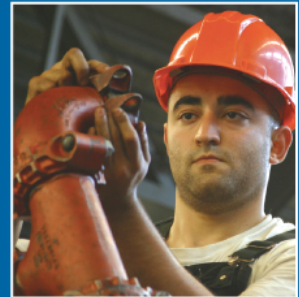


# Professional Cook 2 Program Outline



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# **PROFESSIONAL COOK 2 PROGRAM OUTLINE**

**December, 2008**

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

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## FOREWORD

This Program Outline is intended as a guide for instructors of the Professional Cook 2 program. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The “course content” portion of each subject is there as a guide only, and is not intended to be exhaustive.

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

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

### **SAFETY ADVISORY**

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

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# **SECTION 1**

## **SKILLS CHART AND TIME ALLOTMENT**

# PROFESSIONAL COOK 2 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
<b>OCCUPATIONAL SKILLS</b>  A.	<b>Trade Knowledge</b>	Describe the BC Employment Standards Act	Describe the BC Human Rights Act			
	<b>Menu Planning</b>	Describe the principles used in creating a menu	Describe types of menus	Describe the purpose of cross utilization in menus	Plan a basic table d'hôte menu	
	<b>Ordering and Inventory</b>	Describe basic ordering procedures	Describe basic inventory procedures	Take a basic inventory	Extend a basic inventory	
	<b>Human Resource and Leadership Skills</b>	Describe the principles of effective communication	Describe the procedures for giving and receiving effective feedback	Describe assertive behaviour	Use interpersonal communication skills	
	<b>Cost Management</b>	Apply purchasing procedures	Describe the basic calculation of operating costs	Perform yield and cost calculations	Cost and price menu items	
	<b>Front of House</b>	Describe common types and styles of table settings	Describe basic table service procedures	Describe the basic service procedures of wines and spirits		
	<b>Ingredients and Nutritional Properties</b>	Describe the nutritional requirements of a healthy diet	Analyze a menu for nutritional adequacy	Describe factors affecting food consumption behaviour	Describe food allergies and intolerances	Describe nutrient retention techniques
<b>STOCKS, SOUPS AND SAUCES</b>  B.	<b>Soups</b>	Describe specialty soup types and ingredients	Describe specialty soup preparation methods	Prepare consommé	Prepare bisque	Prepare cold and other specialty soups
	<b>Sauces</b>	Associate derivative sauces and their uses	Prepare derivative sauces from leading sauce types	Prepare glazes	Prepare herb purées and pastes	Prepare advanced emulsions
<b>VEGETABLES AND FRUITS</b>  C.	<b>Vegetables</b>	Cut and process vegetables using advanced methods	Describe the principles of advanced vegetable preparation	Prepare stuffed and gratinated vegetables	Prepare vegetables using advanced methods, such as turning, glazing, and braising	Describe the principles of volume preparation for vegetables

## PROFESSIONAL COOK 2 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
	<b>Vegetarian Dishes</b>	Describe a variety of vegetarian diets	Select ingredients appropriate for vegetarian diets	Prepare vegetarian dishes		
<b>STARCHES</b>  D.	<b>Potatoes</b>	Describe advanced methods of potato preparation	Prepare stuffed and gratinated potato dishes	Prepare potato dishes derived from duchesse and dauphine	Prepare potatoes using advanced methods, such as turning, glazing, and braising	Prepare specialty potato dishes such as cakes, roesti, and anna
		Describe the principles of volume preparation for potatoes				
	<b>Pastas and Farinaceous Products</b>	Identify, select and store fresh and stuffed pastas	Describe other types of farinaceous products	Prepare fresh pasta dough and stuffed pastas	Prepare specialty pasta dishes	Prepare gnocchi, polenta, spaetzle, and dumplings
	<b>Rice, Grains, and Legumes</b>	Identify, select, and store grains and legumes	Describe the preparation of grains and legumes	Prepare grains and legumes		
<b>MEATS</b>  E.	<b>Cut and Process Meats</b>	Describe the grading, inspection, and storage of lamb, pork, and veal	Identify primal cuts of lamb, pork, and veal	Identify secondary cuts of lamb, pork, and veal	Debone beef, lamb, pork, and veal	Process beef, lamb, pork, and veal.
	<b>Cook Meats</b>	Describe the principles of dry and moist heat cooking of meats	Cook meats using dry heat methods	Cook meats using moist heat methods	Cook meats using combination methods	Describe the principles of volume preparation for meats
<b>POULTRY</b>  F.	<b>Cut and Process Poultry</b>	Describe the grading, inspection, and storage of specialty poultry	Identify cuts of specialty poultry	Portion cut specialty poultry	Debone poultry	Process poultry
	<b>Cook Poultry</b>	Describe the principles of dry and moist heat cooking of poultry	Cook poultry using dry heat methods	Cook poultry using moist heat methods	Cook poultry using combination methods	Describe the principles of volume preparation for poultry

## PROFESSIONAL COOK 2 OCCUPATIONAL ANALYSIS CHART

BLOCK	SUBJECT	KEY COMPETENCIES				
<b>SEAFOOD</b> G.	<b>Cut and Process Seafood</b>	Identify and describe specialty fish and shellfish	Cut and process specialty fish	Clean and process specialty shellfish		
	<b>Cook Fish</b>	Describe the principles of dry and moist heat cooking of fish	Cook fish using dry heat methods	Cook fish using moist heat methods	Cook fish using combination methods	Describe the principles of volume preparation for fish
	<b>Cook Shellfish</b>	Describe the principles of dry and moist heat cooking of shellfish	Cook shellfish using dry heat methods	Cook shellfish using moist heat methods	Cook shellfish using combination methods	Describe the principles of volume preparation for shellfish
<b>GARDE MANGER</b> H.	<b>Dressings, Condiments and Accompaniments</b>	Describe specialty dressings	Describe cold sauces and condiments	Describe the uses of cold sauces and condiments	Prepare cold sauces and condiments	
	<b>Salads</b>	Describe specialty salads	Identify specialty salad ingredients	Prepare specialty salads		
	<b>Hors d'oeuvre and Appetizers</b>	Identify types of hors d'oeuvre	Describe hot and cold hors d'oeuvre	Prepare hot and cold hors d'oeuvre		
	<b>Presentation Platters</b>	Describe the principles of platter presentation	Prepare vegetable platters	Prepare fruit platters	Prepare cheese platters	Prepare cold meat platters
<b>BAKED GOODS AND DESSERTS</b> J.	<b>Pastries</b>	Describe types of pastries	Prepare puff pastry and puff pastry products	Prepare choux paste and choux paste products	Prepare meringue and meringue products	Prepare variety pastry products
	<b>Yeast Products</b>	Describe the principles of yeast dough preparation	Describe types of yeast doughs	Prepare variety and artisan breads	Prepare Danish pastries and croissants	
	<b>Cakes and Tortes</b>	Describe the principles of cake production	Describe cake preparation methods	Prepare cakes	Describe icings and frostings	Prepare icings and frostings
Assemble, ice and finish cakes		Describe the preparation of cheesecakes	Prepare cheesecakes	Describe the preparation of charlottes	Prepare charlottes	

## SUGGESTED SCHEDULE OF TIME ALLOTMENT FOR PROFESSIONAL COOK 2

		Theory	Practical	Page
<b>Block A</b>	<b>Occupational Skills</b>	<b>10% of Time</b>		
	Trade Knowledge	✓		8
	Menu Planning	✓	✓	9
	Ordering and Inventory	✓	✓	11
	Human Resource and Leadership Skills	✓		13
	Cost Management	✓	✓	15
	Front of House	✓	✓	17
	Ingredients and Nutritional Properties	✓		19
<b>Block B</b>	<b>Stocks, Soups and Sauces</b>	<b>13% of Time</b>		
	Soups	✓	✓	21
	Sauces	✓	✓	24
<b>Block C</b>	<b>Vegetables and Fruits</b>	<b>10% of Time</b>		
	Vegetables	✓	✓	27
	Vegetarian Dishes	✓	✓	30
<b>Block D</b>	<b>Starches</b>	<b>10% of Time</b>		
	Potatoes	✓	✓	32
	Pastas and Farinaceous Products	✓	✓	35
	Rice, Grains and Legumes	✓	✓	38
<b>Block E</b>	<b>Meats</b>	<b>13% of Time</b>		
	Cut and Process Meats	✓	✓	40
	Cook Meats	✓	✓	42
<b>Block F</b>	<b>Poultry</b>	<b>10% of Time</b>		
	Cut and Process Poultry	✓	✓	45
	Cook Poultry	✓	✓	47
<b>Block G</b>	<b>Seafood</b>	<b>7% of Time</b>		
	Cut and Process Seafood	✓	✓	50
	Cook Fish	✓	✓	53
	Cook Shellfish	✓	✓	56

		Theory	Practical	Page
<b>Block H</b>	<b>Garde Manger</b>			
		<b>10% of Time</b>		
	Dressings, Condiments and Accompaniments	✓	✓	59
	Salads	✓	✓	61
	Hors-d'oeuvre and Appetizers	✓	✓	63
	Presentation Platters	✓	✓	65
<b>Block J</b>	<b>Baked Goods and Desserts</b>			
		<b>10% of Time</b>		
	Pastries	✓	✓	67
	Yeast Products	✓	✓	70
	Cakes and Tortes	✓	✓	72
	<b>Exams</b>			
		<b>7% of Time</b>		

Workplace Entry Program Total Hours: 180  
 Institutional Entry Program Total Hours: 420

**SECTION 2**

**PROFESSIONAL COOK 2**  
**PROGRAM OUTLINE**

**BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Trade Knowledge**

**Objective:**

Knowing the rights and responsibilities of employees and employers is an important part of any occupation.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the BC Employment Standards Act
- Describe the BC Human Rights Act

**KEY COMPETENCIES**

Describe the BC Employment Standards Act

Describe the BC Human Rights Act

**COURSE CONTENT**

- Wages
- Working conditions
- Hours
- Call-in
- Layoff
- Notice of termination
- Working alone
  
- Discrimination
- Harassment

**Achievement Criteria:**

**ASSESSMENT**

**THEORY**

Given a written test:

**CRITERIA**

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

**BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Menu Planning**

**Objective:**

Cooks must understand the principles of menu planning in order to design an effective menu.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles used in creating a menu
- Describe types of menus
- Describe the purpose of cross utilization in menus
- Plan a basic table d'hôte menu

**KEY COMPETENCIES**

Describe the principles used in creating a menu

Describe types of menus

Describe the purpose of cross utilization in menus

Plan a basic table d'hôte menu

**COURSE CONTENT**

- Physical characteristics and layout
- Regional/international cuisine
- Menu development
- Master menu index
  
- Types of menus
  - Static
  - Cycle
  - Table d'hôte
  - À la carte
  
- By-products
  - Sources
  - Managing/minimizing
  - Storage
  
- Utilize basic principles above
  - Table d'hôte
  - Cross utilization

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given an assignment from the instructor:

- The learner will prepare a table d'hôte menu, using the course content as a guideline.
- Criteria: variety, balance, nutrition, and efficiency

#### THEORY

Given a written test:

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

**BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Ordering and Inventory**

**Objective:**

Managing inventory is essential to any foodservice establishment. Cooks must be able to follow routine inventory procedures on a daily basis.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe basic ordering procedures
- Describe basic inventory procedures
- Take a basic inventory
- Extend a basic inventory

**KEY COMPETENCIES**

Describe basic ordering procedures

Describe basic inventory procedures

Take a basic inventory

Extend a basic inventory

**COURSE CONTENT**

- Market sourcing
- Purchasing
- Specifications
- Calculate food requirements
- Production control chart
- Purchase order chart
  
- Purpose
- Count
- Inventory record keeping
- Pricing and costing for physical inventory
- Inventory turnover
  
- Physical inventory
- Directions followed correctly
- Inventory is appropriately done
- Work was well organized with safe work habits
  
- Categorize inventory
- Calculate value of inventory

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given an appropriate kitchen facility:

- The learner will take and extend a basic inventory.
- Criteria: accuracy, speed, efficiency

#### THEORY

Given a written test:

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

## **BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Human Resource and Leadership Skills**

### **Objective:**

Effective communication is a key part of the successful operation of any establishment. Cooks must be able to communicate effectively in order to work successfully as a team.

### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of effective interpersonal communication
- Describe the procedures for giving and receiving effective feedback
- Describe assertive behaviour
- Use interpersonal communication skills

### **KEY COMPETENCIES**

Describe the principles of effective interpersonal communication

Describe the procedures for giving and receiving effective feedback

Describe assertive behaviour

Use interpersonal communication skills

### **COURSE CONTENT**

- First impressions
- Non-verbal communication
- Show respect
- Listening skills
- Other language and other cultures
- Communicating in a noisy environment
- Making oral reports
- Using the telephone
  
- Giving directions
- Handling criticism
- Share your feelings
  
- Aggressive behaviour
  - Components
    - ♦ Eye contact
    - ♦ Posture
    - ♦ Gestures
    - ♦ Facial expression and voice
    - ♦ I-messages and observations
- Passive or non-assertive behaviour
- Rights and responsibilities
  
- Communicate effectively
- Demonstrate professionalism

## Achievement Criteria:

### ASSESSMENT

#### THEORY

Given a written test:

### CRITERIA

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

**BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Cost Management**

**Objective:**

Managing costs and inventory is essential to any foodservice establishment. Cooks must be able to follow routine cost management procedures on a daily basis.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Apply purchasing procedures
- Describe the basic calculation of operating costs
- Perform yield and cost calculations
- Cost and price menu items

**KEY COMPETENCIES**

Apply purchasing procedures

Describe the basic calculation of operating costs

Perform yield and cost calculations

Cost and price menu items

**COURSE CONTENT**

- Market sourcing
- Purchasing
- Specifications
- Calculate food requirements
- Production control chart
- Purchase order chart
  
- Fixed costs
- Variable costs
- Semi-variable costs
- Breakeven point
- Cost percentage
- Sales ratios and other statistics
  
- Standardized recipes
- Standard portions
- Yield tests and percentages
- Directions followed correctly
- Food costs are properly calculated
- Work was well organized
  
- General principles of menu pricing
- Calculate menu price given cost of ingredients

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given an assignment by the instructor:

- The learner will perform kitchen yield and cost calculations and calculate food costs.
- Criteria: accuracy, comprehension

#### THEORY

Given a written test:

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

**BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Front of House**

**Objective:**

A variety of different table settings are used in foodservice establishments. Cooks must know the appropriate table settings and service techniques for a variety of menu styles.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe common types and styles of table settings
- Describe basic table service procedures
- Describe the basic service procedures of wines and spirits

**KEY COMPETENCIES**

Describe common types and styles of table settings

Describe basic table service procedures

Describe the basic service procedures of wines and spirits

**COURSE CONTENT**

- Sidework
- Setting the table for menu selected
  - Tablecloth
  - Place mats
  - The cover or place settings
- Overview
- Serving procedures
- Guest numbering system for service
- Order-writing system
- Responsible Beverage Service Program (RBS), “Serving it Right”
- Opening a bottle of wine
- Service procedures
- Liquor laws
  - Legal drinking age
  - Minors
  - ID requirements
- Taking home unfinished bottles of wine

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a restaurant environment:

- The learner will set a table service appropriate to the menu directed by the instructor.
- Criteria: appearance, accuracy

#### THEORY

Given a written test:

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

**BLOCK A: OCCUPATIONAL SKILLS**

**Subject: Ingredients and Nutritional Properties**

**Objective:**

Good nutrition is essential to good health. Cooks must understand the principles and procedures for preparing nutritious food.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the nutritional requirements of a healthy diet
- Analyze a menu for nutritional adequacy
- Describe factors affecting food consumption behaviour
- Describe food allergies and intolerances
- Describe nutrient retention techniques

**KEY COMPETENCIES**

Describe the nutritional requirements of a healthy diet

Analyze a menu for nutritional adequacy

Describe factors affecting food consumption behaviour

**COURSE CONTENT**

- Review basic information on nutrients and their effects on the body
- Canada Food Guide
- Mediterranean Food Pyramid
- Other resources
  
- Canada Food Guide
- Nutrient value charts
- Food exchange lists
- Modifying a menu
  - High and low-fat alternative menus
  
- Describe personal factors that influence dietary habits
- Physiological factors
- Social and cultural factors
- Psychological factors
- Sensory characteristics that influence the acceptance of food products
- Appearance
- Aroma
- Taste
- Texture
- Temperature

Describe food allergies and intolerances

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
  - Wheat-free
  - Milk-free
  - Egg-free
  - Gluten restricted (celiac)
  - Lactose restricted
  - Others

Describe nutrient retention techniques

- Balance with regards to nutritional standards
- Cooking for vitamin and mineral retention

### **Achievement Criteria:**

#### **ASSESSMENT**

#### **CRITERIA**

#### **THEORY**

Given a written test:

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

## **BLOCK B: STOCKS, SOUPS AND SAUCES**

**Subject: Soups**

### **Objective:**

Specialty soups such as consommé and bisque are a part of many menus. Cooks must know the correct procedures for preparing specialty soups.

### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe specialty soup types and ingredients
- Describe specialty soup preparation methods
- Prepare consommé
- Prepare bisque
- Prepare cold and other specialty soups

### **KEY COMPETENCIES**

Describe specialty soup types and ingredients

Describe specialty soup preparation methods

### **COURSE CONTENT**

- Review basic information about stocks and soups
- Consommé
  - Varieties
  - Ingredients
- Consommé garnishes
- Bisques and specialty thick soups
- Cold soups
- Garnishes for clear soups
- Uses
  
- Consommé
  - Clarification
  - Preparation guidelines
  - Quality indicators
- Consommé garnishes
- Bisques and specialty thick soups
  - Preparation guidelines
  - Quality indicators
- Cold soups
  - Preparation guidelines
  - Quality indicators
- Presentation
  - Specialty
  - En croûte
  - Garnishes

Prepare consommé

- Service dishes
  - Types
  - Cold soups
  - Hot soups
- Method
  - Order of operations
  - Cooking time
  - Finishing

Prepare bisque

- Method
  - Order of operations
  - Cooking time
  - Finishing

Prepare cold and other specialty soups

- Method
  - Order of operations
  - Cooking time
  - Finishing

#### **PRODUCTION PROCEDURE**

Prepare specialty soups

#### **METHODOLOGY**

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

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare a variety of soups (including bisque and consommé) and soup garnishes, as directed by the instructor to industry standards for production time.
- Criteria: clarity, taste, appearance, and garnish

#### THEORY

Given a written test:

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

## **BLOCK B: STOCKS, SOUPS AND SAUCES**

**Subject: Sauces**

### **Objective:**

Cooks must be able to prepare derivative sauces from the leading types of sauces, and use them correctly for a variety of menu items.

### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Associate derivative sauces and their uses
- Prepare derivative sauces from leading sauce types
- Prepare glazes
- Prepare herb purées, coulis, and pastes
- Prepare advanced emulsion sauces

### **KEY COMPETENCIES**

Associate derivative sauces and their uses

Prepare derivative sauces from leading sauce types

### **COURSE CONTENT**

- Review leading types of sauces
- Derivative white sauces
  - Types
  - Uses
  - Major ingredients
- Derivative blonde sauces
  - Types
    - ♦ Chicken
    - ♦ Fish
  - Uses
  - Major ingredients
- Derivative brown sauces
  - Types
  - Uses
  - Major ingredients
- Derivative purée sauces
  - Types
  - Uses
  - Major ingredients
- Derivative emulsion sauces
  - Types
  - Uses
  - Major ingredients
- Review leading (mother) sauces
  - Quality ingredients
  - Maintaining quality control
- Quality indicators

## Prepare glazes

- Finishing
- Holding and reheating
- Types
- Uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating

## Prepare herb purées, coulis, and pastes

- Types
  - Purée
  - Pesto
  - Aioli
  - Rouille
- Major ingredients
- Suggested uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating

## Prepare advanced emulsion sauces

- Types
  - Beurre blanc / beurre rouge
    - ♦ Types
    - ♦ Uses
    - ♦ Major ingredients
  - Sabayon
  - Warm vinaigrettes
- Uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating

## **PRODUCTION PROCEDURE**

Prepare a range of derivative sauces

## **METHODOLOGY**

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

## **Achievement Criteria:**

### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **THEORY**

Given a written test:

### **CRITERIA**

- The learner will prepare derivative or secondary sauces from each leading type of sauce as directed by the instructor to industry standards for production time.
- Criteria: flavour, appearance, consistency
- The learner will answer questions covering the course content related to sauces, scoring a minimum of 70% correct.

## **BLOCK C: VEGETABLES AND FRUITS**

**Subject: Vegetables**

### **Objective:**

Cooks must prepare vegetables in a variety of methods, using additional techniques such as stuffing, turning, glazing, and gratinating.

### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Cut and process vegetables using advanced methods
- Describe the principles of advanced vegetable preparation
- Prepare stuffed and gratinated vegetables
- Prepare vegetables using advanced methods such as turning, glazing, or braising
- Describe the principles of volume preparation for vegetables

### **KEY COMPETENCIES**

Cut and process vegetables using advanced methods

Describe the principles of advanced vegetable preparation

Prepare stuffed and gratinated vegetables

Prepare vegetables using advanced methods such as turning, glazing, or braising

### **COURSE CONTENT**

- Review basic techniques
- Advanced preparation methods
  - Turning
  - Stuffing
  - Multiple stage cooking methods
- Cutting and processing unique vegetables
  - Artichokes
  - Fava beans
  - Winter squash
- Review basic techniques
- Types
- Preparation methods
- Cooking methods
- Stuffed vegetables
  - Suitable vegetables
  - Fillings
  - Finishing
- Gratinated vegetables
  - Suitable vegetables
  - Methods
  - Finishing
- Turning vegetables
  - Suitable vegetables
  - Methods
  - Finishing

Describe the principles of volume preparation for vegetables

### **PRODUCTION PROCEDURE**

Prepare vegetables using a variety of advanced methods

- Glazed vegetables
  - Suitable vegetables
  - Methods
  - Finishing
- Braising vegetables
  - Suitable vegetables
  - Methods
- Quantity/batch cooking
  - Maintaining quality control
- Quality indicators
- Reheating/holding for service

### **METHODOLOGY**

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

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare vegetables, using a range of specialty techniques, as directed by the instructor, to industry standards for production time.
- Criteria: texture, taste, appearance, doneness

#### THEORY

Given a written test:

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

## **BLOCK C: VEGETABLES AND FRUITS**

### **Subject: Vegetarian Dishes**

#### **Objective:**

Vegetarian menu items are becoming increasingly popular, and cooks must be able to identify the leading vegetarian diets, choose suitable menu items, and prepare a variety of vegetarian dishes.

#### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe a variety of vegetarian diets
- Select ingredients appropriate for vegetarian diets
- Prepare vegetarian dishes

#### **KEY COMPETENCIES**

Describe a variety of vegetarian diets

Select ingredients appropriate for vegetarian diets

Prepare vegetarian dishes

#### **PRODUCTION PROCEDURE**

Prepare vegetarian dishes

#### **COURSE CONTENT**

- Types
  - Semi Vegetarian
  - Ovo-Lacto diet
  - Pure vegetarian or vegan diet
- Menu planning
  - Ensuring balanced nutrition
  - Menu substitutions and preparations
  - “Hidden” non-vegetarian foods
- Method
  - Order of operations
  - Cooking time
  - Accompaniments
  - Finishing

#### **METHODOLOGY**

- Utensils
- Ingredients
  - Recipe followed correctly
- Work well organized
  - Good mise en place
  - Safe work habits
- Work station kept clean and tidy
- Texture, colour, appearance and temperature

- Seasoned and garnished appropriately
- Production time within industry expectations

**Achievement Criteria:**

**ASSESSMENT**

**CRITERIA**

**PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare and present vegetarian menu items, as directed by the instructor, to industry standards for production time
- Criteria: taste, presentation, balanced nutrition

**THEORY**

Given a written test:

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

**BLOCK D:            STARCHES**

**Subject:             Potatoes**

**Objective:**

Specialty potato dishes are the mainstay of many menus, Cooks must be able to prepare a variety of potato dishes in both small and large volumes.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe advanced methods of potato preparation
- Prepare stuffed and gratinated potato dishes
- Prepare potato dishes derived from duchesse and dauphine
- Prepare potatoes using advanced methods such as turning, glazing, and braising
- Prepare specialty potato dishes such as cakes, roesti, and anna
- Describe the principles of volume preparation for potatoes

**KEY COMPETENCIES**

Describe advanced methods of potato preparation

Prepare stuffed and gratinated potato dishes

**COURSE CONTENT**

- Review basic potato preparation
  - Blanching
  - Finishing
- Advanced preparation methods
  - Turning
  - Stuffing
  - Multiple stage cooking methods
- Specialty potato dishes
  - Gratin/baked
  - Duchesse and derivatives
  - Dauphine and derivatives
  - Braising, glazing
  - Cakes, roesti, and anna
- Types
- Preparation methods
- Stuffed potatoes
  - Suitable varieties
  - Fillings
  - Finishing
- Gratinated potatoes
  - Suitable varieties
  - Methods
  - Finishing

Prepare potato dishes derived from duchesse and dauphine

- Types
- Preparation methods
  - Basic mixtures
  - Shaping
- Cooking
- Finishing

Prepare potatoes using advanced methods such as turning, glazing, and braising

- Types
- Preparation methods
- Cooking
- Finishing

Prepare specialty potato dishes such as cakes, roesti, and anna

- Types
- Preparation methods
- Cooking
- Finishing

Describe the principles of volume preparation for potatoes

- Quantity/batch cooking
  - Maintaining quality control
- Quality indicators
- Reheating/holding for service

#### **PRODUCTION PROCEDURE**

Prepare specialty potatoes

#### **METHODOLOGY**

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

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare specialty potato dishes and potatoes in quantity as directed by the instructor to industry standards for production time.
- Criteria: texture, taste, appearance

#### THEORY

Given a written test:

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

**BLOCK D:            STARCHES**

**Subject:            Pastas and Farinaceous Products**

**Objective:**

Fresh and stuffed pastas and other farinaceous products are common items on many foodservice menus. Cooks must know how to prepare fresh pasta, stuffed pastas, and a variety of specialty pasta dishes and farinaceous products.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Identify, select, and store fresh and stuffed pastas
- Describe other types of farinaceous products
- Prepare fresh pasta dough and stuffed pastas
- Prepare specialty pasta dishes
- Prepare gnocchi, polenta, spaetzle, and dumplings

**KEY COMPETENCIES**

Identify, select, and store fresh and stuffed pastas

Describe other types of farinaceous products

Prepare fresh pasta dough and stuffed pastas

**COURSE CONTENT**

- Types
- Uses
- Handling and storage
  
- Types
  - Gnocchi
  - Polenta
  - Spaetzle
  - Dumplings
- Origins
- Uses
  
- Review basic pasta preparation
- Fresh pastas
  - Basic procedure
  - Equipment and tools
  - Filled pastas
- Boiling
  - Pasta/water ratio
- Doneness
- Cooling, storage and reheating

Prepare specialty pasta dishes

- Accompaniments to pasta
  - Sauces
  - Garnishes
- Cooking methods for specialty pasta
  - Stuffed
  - Baked
  - Gratiné
- Combining pasta and sauces
- Types
- Finishing procedures
- Holding and serving

Prepare gnocchi, polenta, spaetzle, and dumplings

- Gnocchi
  - Types
  - Preparation methods
- Polenta
  - Types
  - Preparation methods
- Spaetzle
  - Preparation method
- Dumplings
  - Types
  - Preparation methods
- Doneness
- Cooling, storage and reheating
- Finishing

#### **PRODUCTION PROCEDURE**

Prepare and present a variety of specialty pasta dishes and farinaceous products

#### **METHODOLOGY**

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

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare specialty pasta dishes and farinaceous products, as directed by the instructor, to industry standards for production time.
- Criteria: texture, taste, appearance, doneness, garnish

#### THEORY

Given a written test:

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

**BLOCK D:            STARCHES**

**Subject:             Rice, Grains and Legumes**

**Objective:**

Grains and legumes are becoming more and more popular on foodservice menus. Cooks must be able to identify and correctly prepare a variety of grains and legumes.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Identify, select and store grains and legumes
- Describe the preparation of grains and legumes
- Prepare grains and legumes

**KEY COMPETENCIES**

Identify, select and store grains and legumes

Describe the preparation of grains and legumes

Prepare grains and legumes

**COURSE CONTENT**

- Types
  - Barley
  - Quinoa
  - Kasha
  - Couscous
  - Lentils
  - Beans
  - Other legumes and pulses
- Properties
- Nutrition
- Characteristics
- Handling
- Storage procedures
  
- Soaking/Ratios
- Cooking methods
- Adding garnish
- Timing and resting
  
- Selecting appropriate variety
- Cooking procedures
- Finishing
- Holding and serving

## **PRODUCTION PROCEDURE**

Prepare grains and legumes

## **METHODOLOGY**

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

## **Achievement Criteria:**

### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **THEORY**

Given a written test:

### **CRITERIA**

- The learner will prepare grains and legumes as directed by the instructor to industry standards for production time.
- Criteria: taste, texture, appearance, garnish
  
- The learner will answer questions covering the course content related to rice, grains, and legumes, scoring a minimum of 70% correct.

**BLOCK E: MEATS AND POULTRY**

**Subject: Cut and Process Meats and Poultry**

**Objective:**

In order to correctly prepare meat products, cooks must be able to identify the correct cutting and processing procedures for primary and secondary cuts of meat.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the grading, inspection, and storage of lamb, pork, and veal
- Identify primal cuts of lamb, pork, and veal
- Identify secondary cuts of lamb, pork, and veal
- Debone beef, lamb, pork, and veal
- Process beef, lamb, pork, and veal

**KEY COMPETENCIES**

Describe the grading, inspection, and storage of lamb, pork, and veal

Identify primal cuts of lamb, pork, and veal

Identify secondary cuts of lamb, pork, and veal

Debone beef, lamb, pork, and veal

Process beef, lamb, pork, and veal

**COURSE CONTENT**

- Structure and composition
- Inspection and grading
- Aging
- Nutrition
  
- Primal cuts of lamb, pork, and veal
  
- Secondary cuts of lamb
- Secondary cuts of pork
  - Fresh
  - Smoked
  - Cured
- Secondary cuts of veal
  
- Tools
- Portion cutting
  - Identify variety
  - Techniques
  - Trimming
  - Minimizing waste
  - Accuracy
  
- Tools
- Secondary processing
  - Techniques
    - ♦ Trimming

- ♦ Wrapping
- ♦ Tying
- ♦ Stuffing
- Minimizing waste
- Accuracy

**PRODUCTION PROCEDURE**

Process meats into menu-ready cuts

**METHODOLOGY**

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

**Achievement Criteria:**

**ASSESSMENT**

**PRACTICAL**

Given carcasses of lamb, pork, and veal:

Given secondary cuts of beef, lamb, pork, and veal:

**THEORY**

Given a written test:

**CRITERIA**

- The learner will identify muscle and bone structure, primal and secondary cuts, and cutting procedures.
- Criteria: accuracy of recognition
- The learner will cut meat into restaurant portions, as directed by the instructor, to industry standards for production time.
- Criteria: accuracy of portion, appearance, control of waste
- The learner will answer questions covering the course content related to cutting and processing meats, scoring a minimum of 70% correct.

**BLOCK E: MEATS AND POULTRY**

**Subject: Cook Meats**

**Objective:**

Dry heat, moist heat, and combination methods of cooking meat are part of most foodservice menus. Cooks must be able to choose a suitable cooking method for various cuts, and then correctly prepare a variety of meat dishes.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of dry and moist-heat cooking of meats
- Cook meats using dry heat methods
- Cook meats using moist heat methods
- Cook meats using combination methods
- Describe the principles of volume preparation for meats

**KEY COMPETENCIES**

Describe the principles of dry and moist-heat cooking of meats

Cook meats using dry heat methods

Cook meats using moist heat methods

**COURSE CONTENT**

- Review basic preparation
- Cut selection
- Cooking method
- Meat dishes
  - Sauces and garnishes
- Garnishes and accompaniments

- Review basic procedures
- A la carte, small or large quantity
  - Baking
  - Roasting
  - Sautéing
  - Stir-frying
  - Broiling
  - Grilling
  - Deep-frying
  - Pan-frying

- Review basic procedures
- A la carte, small or large quantity
  - White stews
  - Poaching
  - Simmering
  - Utilizing pre-cooked meat

Cook meats using combination methods

- Review basic procedures
- A la carte, small or large quantity
  - Braising
  - Stewing
  - Covered slow roasting

Describe the principles of volume preparation for meats

- Review basic procedures
- Banquet service or large quantity
  - Method
  - Procedure
    - ♦ Seasonings and marinades
    - ♦ Equipment required
    - ♦ Accompaniments
  - Quality control
  - Problems and possible causes

### **PRODUCTION PROCEDURE**

Cook meats using a variety of dry heat, moist heat, and combination methods

### **METHODOLOGY**

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

### **Achievement Criteria:**

#### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **CRITERIA**

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

## **THEORY**

Given a written test:

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

**BLOCK F:           POULTRY**

**Subject:            Cut and Process Poultry**

**Objective:**

In order to correctly prepare meat and poultry products, cooks must be able to identify the muscle and bone structure and correct cutting procedures for primary and secondary cuts of meat and poultry.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the grading, inspection, and storage of specialty poultry
- Identify cuts of specialty poultry
- Portion cut specialty poultry
- Debone poultry
- Process poultry

**KEY COMPETENCIES**

Describe the grading, inspection, and storage of specialty poultry

Identify cuts of specialty poultry

Portion cut specialty poultry

Debone poultry

**COURSE CONTENT**

- Types
  - Duck
  - Quail
  - Cornish hen
  - Goose
- Structure and composition
- Inspection and grading
- Nutrition
  
- Common cuts
- Identification
- Uses
  
- Tools
- Portion cutting
  - Identify variety
  - Techniques
  - Trimming
  - Minimizing waste
  - Accuracy
  
- Review types of poultry
- Fabricating procedures
  - Half
  - Pieces
  - Boneless breast

- Suprême or Frenched breast
- Boning a leg
- Boning whole birds

Process poultry

- Tools
- Secondary processing
  - Techniques
    - ♦ Trimming
    - ♦ Wrapping
    - ♦ Tying
    - ♦ Stuffing
  - Minimizing waste
  - Accuracy

## PRODUCTION PROCEDURE

Process poultry

## METHODOLOGY

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

## Achievement Criteria:

### ASSESSMENT

#### PRACTICAL

Given carcasses of poultry:

### CRITERIA

- The learner will process, de-bone and portion cut as directed by the instructor to industry standards for production time.
- The learner will answer questions covering the course content related to cutting and processing poultry, scoring a minimum of 70% correct.

#### THEORY

Given a written test:

**BLOCK F:           POULTRY**

**Subject:            Prepare Poultry**

**Objective:**

Cooks must prepare poultry using a variety of cooking methods.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of dry and moist-heat cooking of poultry
- Cook poultry using dry heat methods
- Cook poultry using moist heat methods.
- Cook poultry using combination methods
- Describe the principles of volume preparation for poultry

**KEY COMPETENCIES**

Describe the principles of dry and moist-heat cooking of poultry

Cook poultry using dry heat methods

Cook poultry using moist heat methods

**COURSE CONTENT**

- Review basic preparation
- Cut selection
- Cooking method
- Poultry dishes
  - Sauces and garnishes
- Garnishes and accompaniments

- Review basic procedures
- A la carte, small or large quantity
  - Baking
  - Roasting
  - Sautéing
  - Stir-frying
  - Broiling
  - Grilling
  - Deep-frying
  - Pan-frying

- Review basic procedures
- A la carte, small or large quantity
  - Confit
  - Poaching
  - Simmering
  - Steaming
  - Utilizing pre-cooked poultry

Cook poultry using combination methods

- Review basic procedures
- A la carte, small or large quantity
  - Braising
  - Stewing
  - Fricassee
  - En papillote

Describe the principles of volume preparation for poultry

- Review basic procedures
- Banquet service or large quantity
  - Method
  - Procedure
    - ♦ Seasonings, marinades and garnishes
    - ♦ Dressings and stuffing
    - ♦ Equipment required
    - ♦ Accompaniments
  - Quality control
  - Problems and possible causes

#### **PRODUCTION PROCEDURE**

Cook poultry using a variety of dry heat, moist heat, and combination methods

#### **METHODOLOGY**

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

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a workstation, appropriate ingredients and utensils:

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

#### THEORY

Given a written test:

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

**BLOCK G: SEAFOOD**

**Subject: Cut and Process Seafood**

**Objective:**

Cooks must cut, clean, and process a variety of seafood for use in the kitchen.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

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

**KEY COMPETENCIES**

Identify and describe specialty fish and shellfish

Cut and process specialty fish

**COURSE CONTENT**

- Review
- Types and characteristics of specialty fish
  - Dover sole
  - Mahi-Mahi
  - Eel
  - Grouper
  - Monkfish
  - Orange roughy
  - Pompano
  - Swordfish
  - Tuna
  - Shark
- Storage
- Types and characteristics of shellfish
  - Squid
  - Lobster
  - Crab
- Preparation
- Storage
  
- Review
- Fabricating procedures
  - Skinning
  - Butterflied fillets
  - Straight fillets
  - Goujonnette
  - Folded fillets
  - Paupiettes
  - Scaling
  - Pan-dressing

Clean and process specialty shellfish

- Filleting
- Cutting steaks/darnes

- Review basic procedures
- Clean and portion
  - Squid
  - Lobster
  - Crab

## **PRODUCTION PROCEDURE**

Cut and process fish and shellfish

## **METHODOLOGY**

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

## **Achievement Criteria:**

### **ASSESSMENT**

#### **PRACTICAL**

Given specialty fish:

- The learner will dress, scale, skin, bone, and portion specialty fish.
- Criteria: appearance, accuracy, waste control

Given whole squid, lobster, and crab:

- The learner will clean, process, and portion shellfish.
- Criteria: appearance, accuracy, waste control

### **CRITERIA**

## **THEORY**

Given a written test:

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

**BLOCK G:           SEAFOOD**

**Subject:            Cook Fish**

**Objective:**

Fish dishes are a component of many menus. Cooks must be able to correctly prepare a variety of fish dishes using various cooking methods.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of dry and moist heat cooking of fish
- Cook fish using dry heat methods
- Cook fish using moist-heat methods
- Cook fish using combination methods
- Describe the principles of volume preparation for fish

**KEY COMPETENCIES**

Describe the principles of dry and moist heat cooking of fish

Cook fish using dry heat methods

Cook fish using moist-heat methods

**COURSE CONTENT**

- Review basic preparation
- Cut selection
- Cooking method
- Fish dishes
  - Sauces and garnishes
- Garnishes and accompaniments

- Review basic procedures
- A la carte, small or large quantity
  - Stuffed and baked
  - Baking
  - Roasting
  - Sautéing
  - Stir-frying
  - Broiling
  - Grilling
  - Deep-frying
  - Pan-frying
  - Smoking

- Review basic procedures
- A la carte, small or large quantity
  - Poaching
  - Simmering
  - Steaming
  - Utilizing pre-cooked fish

Cook fish using combination methods

- Review basic procedures
- A la carte, small or large quantity
  - En papillote
  - Fish stews

Describe the principles of volume preparation for fish

- Banquet service or large quantity
  - Method
  - Procedure
    - ♦ Seasonings, marinades and garnishes
    - ♦ Dressings and stuffing
    - ♦ Equipment required
    - ♦ Accompaniments
  - Quality control
  - Problems and possible causes

### **PRODUCTION PROCEDURE**

Cook fish using a variety of dry heat, moist heat, and combination methods

### **METHODOLOGY**

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

### **Achievement Criteria:**

#### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **CRITERIA**

- The learner will cook fish using dry and moist heat methods, as directed by the instructor, to industry standards for production time.
- Criteria: degree of doneness, appearance, taste, sauce and garnish

## **THEORY**

Given a written test:

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

**BLOCK G:           SEAFOOD**

**SUBJECT:           Prepare Shellfish**

**Objective:**

Shellfish are used on many menus, and cooks must be able to correctly prepare a variety of shellfish and shellfish dishes.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of dry and moist heat cooking of shellfish
- Cook shellfish using dry heat methods
- Cook shellfish using moist-heat methods
- Cook shellfish using combination methods
- Describe the principles of volume preparation for shellfish

**KEY COMPETENCIES**

Describe the principles of dry and moist heat cooking of shellfish

Cook shellfish using dry heat methods

Cook shellfish using moist-heat methods

**COURSE CONTENT**

- Review basic preparation
- Cut selection
- Cooking method
- Shellfish dishes
  - Sauces and garnishes
- Garnishes and accompaniments

- Review basic procedures
- A la carte, small or large quantity
  - Baking
  - Roasting
  - Sautéing
  - Broiling
  - Grilling
  - Deep-frying
  - Pan-frying

- Review basic procedures
- A la carte, small or large quantity
  - Poaching
  - Simmering
  - Steaming
  - Utilizing pre-cooked shellfish

Cook shellfish using combination methods

- Review basic procedures
- A la carte, small or large quantity
  - Braising
  - En papillote
  - Shellfish stews

Describe the principles of volume preparation for shellfish

- Banquet service or large quantity
  - Method
  - Procedure
    - ♦ Seasonings, marinades and garnishes
    - ♦ Dressings and stuffing
    - ♦ Equipment required
    - ♦ Accompaniments
  - Quality control
  - Problems and possible causes

### **PRODUCTION PROCEDURE**

Prepare a variety of shellfish dishes

### **METHODOLOGY**

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

### **Achievement Criteria:**

#### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **CRITERIA**

- The learner will prepare a variety of shellfish, as directed by the instructor, to industry standards for production time.
- Criteria: degree of doneness, appearance, taste, sauce and garnish

## **THEORY**

Given a written test:

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

**BLOCK H: GARDE MANGER**

**Subject: Dressings, Condiments and Accompaniments**

**Objective:**

Specialty salad dressings and cold sauces are used on many foodservice menus. Cooks must be able to identify and correctly prepare and utilize a variety of dressings and cold sauces.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe specialty dressings
- Describe cold sauces and condiments
- Describe the uses of cold sauces and condiments
- Prepare cold sauces and condiments

**KEY COMPETENCIES**

Describe specialty dressings

Describe cold sauces and condiments

Describe the uses of cold sauces and condiments

Prepare cold sauces and condiments

**COURSE CONTENT**

- Review basic procedures
- Ingredients
  - Specialty vinegars
  - Specialty oils
- General preparation techniques
  - Hot vinaigrette
  - Cold emulsions
- Uses
- Storage
  
- Sauce type
  - Jellies
  - Cumberland
  - Rémoulade
  - Crème fraîche
- General preparation techniques
  
- Types
- Uses
  
- Method
  - Order of operations
  - Cooking time
  - Finishing

## **PRODUCTION PROCEDURE**

Prepare cold sauces and condiments

## **METHODOLOGY**

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

## **Achievement Criteria:**

### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **THEORY**

Given a written test:

### **CRITERIA**

- The learner will prepare a variety of specialty salad dressings and cold sauces, as directed by the instructor, to industry standards for production time.
- Criteria: taste, texture, appearance
- The learner will answer questions covering the course content related to dressings, condiments, and accompaniments, scoring a minimum of 70% correct.

**BLOCK H: GARDE MANGER**

**Subject: Salads**

**Objective:**

Specialty salads are becoming more and more common on many foodservice menus. Cooks must be able to identify and correctly handle specialty salad ingredients.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe specialty salads
- Identify specialty salad ingredients
- Prepare specialty salads

**KEY COMPETENCIES**

Describe specialty salads

Identify specialty salad ingredients

Prepare specialty salads

**PRODUCTION PROCEDURE**

Prepare specialty salads

**COURSE CONTENT**

- Review basic types
- Specialty salads
  - Composed salads
  - Hot and cold combinations
  - International salads
- Review basic salad ingredients
- Specialty greens
- Specialty vegetables
- Specialty garnishes
- Proteins
- Seasoning ingredients
- Method
  - Order of operations
  - Finishing
  - Holding and serving

**METHODOLOGY**

- Utensils
- Ingredients
  - Recipe followed correctly
- Work well organized
  - Good mise en place
  - Safe work habits
- Work station kept clean and tidy

- Texture, colour, appearance and temperature
- Dressed, seasoned and garnished appropriately
- Production time within industry expectations

**Achievement Criteria:**

**ASSESSMENT**

**CRITERIA**

**PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare specialty salad ingredients, specialty salads, appropriate dressings and garnish, as directed by the instructor to industry standards for production time.
- Criteria: taste, appearance, presentation

**THEORY**

Given a written test:

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

**BLOCK H: GARDE MANGER**

**Subject: Hors-d'oeuvre and Appetizers**

**Objective:**

There are many types of hot and cold hors d'oeuvre. Cooks must be able to identify and correctly prepare a variety of common types of hors d'oeuvre.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Identify types of hors d'oeuvre
- Describe hot and cold hors d'oeuvre
- Prepare hot and cold hors d'oeuvre

**KEY COMPETENCIES**

Identify types of hors d'oeuvre

Describe hot and cold hors d'oeuvre

Prepare hot and cold hors d'oeuvre

**COURSE CONTENT**

- Cold hors d'oeuvre and canapés
  - Types
- Hot hors d'oeuvre
  - Types
- Arrangements and serving
  - Butler service
  - Cold buffet service
  - Hot buffet service
  - Sauces, garnishes and accompaniments
- Cold hors d'oeuvre and canapés
  - Structure and composition
  - Ingredients and preparation
    - ♦ Bases
    - ♦ Butters, spreads and other toppings
    - ♦ Garnishes
    - ♦ Shapes, sizes and practicality
  - Presentation
- Hot hors d'oeuvre
  - Structure and composition
  - Ingredients and preparation
- Method
- Order of operations
- Cooking time
- Finishing
- Holding and serving

## **PRODUCTION PROCEDURE**

Prepare hot and cold hors d'oeuvre

## **METHODOLOGY**

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

## **Achievement Criteria:**

### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **THEORY**

Given a written test:

### **CRITERIA**

- The learner will prepare canapés, hot and cold hors d'oeuvre, as directed by the instructor, to industry standards for production time.
- Criteria: taste, appearance, garnish
- The learner will answer questions covering the course content related to hors d'oeuvre and appetizers, scoring a minimum of 70% correct.

**BLOCK H: GARDE-MANGER**

**Subject: Presentation Platters**

**Objective:**

Presentation platters are a key component of banquet preparation in many foodservice establishments. Cooks must know the principles and correct preparation of a variety of vegetable, fruit, cheese, and meat platters.

**A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of platter presentation
- Prepare vegetable platters
- Prepare fruit platters
- Prepare cheese platters
- Prepare cold meat platters

**KEY COMPETENCIES**

Describe the principles of platter presentation

Prepare vegetable platters

Prepare fruit platters

Prepare cheese platters

**COURSE CONTENT**

- Selection and portion control
- Arrange foods on serving pieces
  - Equipment
  - Height
  - Pattern
  - Colour
  - Texture and shape
  - Negative space
  - Presentation
- Selection and portion control
- Arrange foods on serving pieces
  - Presentation
  - Sauces, garnishes and accompaniments
- Selection and portion control
- Arrange foods on serving pieces
  - Presentation
  - Sauces, garnishes and accompaniments
- Review basic information on cheeses
- Selection
- Tempering
- Portion control
- Arrange foods on serving pieces

Prepare cold meat platters

- Presentation
- Sauces, garnishes and accompaniments

- Selection
  - Smoked
  - Cured
  - Sausages
  - Dried
  - Cold roasts
- Portion control
- Arrange foods on serving pieces
  - Presentation
  - Sauces, garnishes and accompaniments

#### **PRODUCTION PROCEDURE**

Prepare platters

#### **METHODOLOGY**

- Utensils
- Work well organized
  - Good mise en place
  - Safe work habits
- Work station kept clean and tidy
- Colour, appearance and temperature
- Production time within industry expectations

#### **Achievement Criteria:**

#### **ASSESSMENT**

##### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **CRITERIA**

- The learner will prepare buffet platters (including meat, vegetable, fruit and cheese) and accompanying sauces, as directed by the instructor to industry standards for production time.
- Criteria: taste, presentation, portion control, control of waste
- The learner will answer questions covering the course content related to presentation platters, scoring a minimum of 70% correct.

##### **THEORY**

Given a written test:

## **BLOCK J:           BAKED GOODS AND DESSERTS**

**Subject:            Pastries**

### **Objective:**

Specialty pastry items are components of many menus. Cooks must be able to identify and correctly prepare a variety of specialty pastries and pastry products.

### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe types of pastries
- Prepare puff pastry and puff pastry products
- Prepare choux paste and choux paste products
- Prepare meringues and meringue products
- Prepare variety pastry products

### **KEY COMPETENCIES**

Describe types of pastries

Prepare puff pastry and puff pastry products

### **COURSE CONTENT**

- Types
  - Review pie doughs
  - Puff
  - Choux
  - Phyllo (Filo)
  - Brik
  - Convenience products
- Uses
  
- Types
  - Self prepared
  - Premade frozen
    - ♦ Block
    - ♦ Sheets
- Ingredients
- Preparation procedure
- Puff pastry uses
  - Top layer of two-crust pies
  - Vol-au-vent (shapes and sizes)
  - Napoleons (mille-feuilles)
  - Palmiers
  - Allumettes
  - Strudels

Prepare choux paste and choux paste products

- Types
- Ingredients
- Preparation procedure
- Choux Paste
  - Cream puffs
  - Éclairs
  - St-Honoré cake
  - Profiteroles

Prepare meringues and meringue products

- Types
- Ingredients
- Preparation procedure
- Meringues
  - Types
    - ♦ Soft
    - ♦ Hard
  - Ingredients
  - Makeup
  - Finishing

Prepare variety pastry products

- Types
- Ingredients
- Preparation procedure
- Phyllo/Brik
  - Ingredients
  - Make-up
  - Fillings
  - Finishing

#### **PRODUCTION PROCEDURE**

Prepare a variety of pastry products

#### **METHODOLOGY**

- Utensils
- Ingredients
- Recipe followed correctly
- Organized work station
- Safe work habits
- Finished product
- Taste, doneness, texture
- Production time within industry expectations

## Achievement Criteria:

### ASSESSMENT

### CRITERIA

#### PRACTICAL

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare pastry based products (including puff, choux, and phyllo doughs), and meringue based products, as directed by the instructor to industry standards for production time.
- Criteria: doneness, accuracy, appearance, taste, tenderness

#### THEORY

Given a written test:

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

## **BLOCK J:           BAKED GOODS AND DESSERTS**

**Subject:            Yeast Products**

### **Objective:**

A variety of yeast risen products are used in the kitchen. Cooks must be able to identify and correctly prepare a variety of specialty yeast doughs and yeast risen products.

### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of yeast dough preparation
- Describe types of yeast doughs
- Prepare variety and artisan breads
- Prepare Danish pastries and croissants

### **KEY COMPETENCIES**

Describe the principles of yeast dough preparation

Describe the types of yeast doughs

### **COURSE CONTENT**

- Ingredients
  - Flour
  - Yeast
    - ♦ Fresh
    - ♦ Dry
  - Liquids
  - Fats
  - Other ingredients
    - ♦ Salt
    - ♦ Sugars
- Production steps
  - Mixing
  - Fermentation
  - Shaping
  - Proofing
  - Spray or brush the tops
  - Finishing
- Baking
- Types
  - Variety yeast doughs
    - ♦ Rye
    - ♦ Sourdough
    - ♦ Foccacia
    - ♦ Artisan breads
  - Rolled-in yeast doughs
    - ♦ Croissants
    - ♦ Danish pastry

Prepare variety and artisan breads

- Dough formulas
- Make-up techniques
- Finishing
- Baking

Prepare Danish pastries and croissants

- Dough formulas
- Make-up techniques
- Finishing
- Baking

### **PRODUCTION PROCEDURE**

Prepare yeast products

### **METHODOLOGY**

- Utensils
- Ingredients
- Recipe followed correctly
- Organized work station
- Safe work habits
- Finished product
- Taste, doneness, texture
- Production time within industry expectations

### **Achievement Criteria:**

#### **ASSESSMENT**

#### **CRITERIA**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

- The learner will prepare and bake a variety of specialty and rolled in yeast doughs, as directed by the instructor to industry standards for production time.
- Criteria: doneness, flavour, appearance, crumb

#### **THEORY**

Given a written test:

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

## **BLOCK J:           BAKED GOODS AND DESSERTS**

### **Subject:           Cakes and Tortes**

#### **Objective:**

There are numerous types of cakes and tortes that are common to many menus. Cooks must know the basic methods of preparing and decorating a variety of cakes, cheesecakes, and charlottes.

#### **A COMPETENT PROFESSIONAL COOK SHOULD BE ABLE TO:**

- Describe the principles of cake production
- Describe cake preparation methods
- Prepare cakes
- Describe icings and frostings
- Prepare icings and frostings
- Assemble, ice and finish cakes
- Describe the preparation of cheesecakes
- Prepare cheesecakes
- Describe the preparation of charlottes
- Prepare charlottes

#### **KEY COMPETENCIES**

Describe the principles of cake production

Describe cake preparation methods

#### **COURSE CONTENT**

- Types
- Elements
  - Bases
  - Fillings
  - Icings
- Finishing
- Uses
- Handling and storage
  
- Basic mixing methods
  - High-fat, butter or shortened cakes
  - Low-fat, foam or sponge cakes
- Conventional or creaming method
- High-ratio method (or two-stage method)
  - Types of cakes
    - ♦ Layered
    - ♦ Pound
    - ♦ Fruit
    - ♦ Upside-down
- Whipped egg or egg foam method
  - Types and characteristics

	<ul style="list-style-type: none"> <li>♦ Sponge</li> <li>♦ French sponge (génoises)</li> <li>♦ Jelly rolls (roulades)</li> </ul>
Prepare cakes	<ul style="list-style-type: none"> <li>• Panning and scaling</li> <li>• Baking and cooling</li> <li>• Method</li> <li>• Cooking time</li> <li>• Doneness</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>
Describe icings and frostings	<ul style="list-style-type: none"> <li>• Glazes</li> <li>• Fillings</li> <li>• Assembling and icing cakes</li> </ul>
Prepare icings and frostings	<ul style="list-style-type: none"> <li>• Method</li> <li>• Cooking time</li> <li>• Doneness</li> <li>• Finishing</li> <li>• Holding and using</li> </ul>
Assemble, ice and finish cakes	<ul style="list-style-type: none"> <li>• Method</li> <li>• Order of operations</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>
Describe the preparation of cheesecakes	<ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Baking methods</li> </ul>
Prepare cheesecakes	<ul style="list-style-type: none"> <li>• Method</li> <li>• Cooking time</li> <li>• Doneness</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>
Describe the preparation of charlottes	<ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Finishing</li> </ul>
Prepare charlottes	<ul style="list-style-type: none"> <li>• Method</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>

## **PRODUCTION PROCEDURE**

Prepare and present cakes

## **METHODOLOGY**

- Utensils
- Ingredients
- Recipe followed correctly
- Organized work station
- Safe work habits
- Finished product
- Taste, doneness, texture
- Production time within industry expectations

## **Achievement Criteria:**

### **ASSESSMENT**

#### **PRACTICAL**

Given a workstation, appropriate ingredients and utensils:

#### **THEORY**

Given a written test:

### **CRITERIA**

- The learner will prepare and finish a variety of charlottes and cakes, using conventional, high ratio and egg foam method, as directed by the instructor, to industry standards for production time.
- Criteria: presentation, decoration, accuracy, taste
- The learner will answer questions covering the course content related to cakes and tortes, scoring a minimum of 70% correct.

# **SECTION 3**

## **FACILITY REQUIREMENTS**

## **FACILITY REQUIREMENTS:**

### **LIST OF RECOMMENDED TOOLS & EQUIPMENT REQUIRED FOR DELIVERY OF THE PROFESSIONAL COOK 2 PROGRAM**

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

<b><u>Number</u></b>	<b><u>Type of Equipment or Tools</u></b>
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#### **LARGE EQUIPMENT**

2	Convection ovens (stacking)
1	Char - Broiler 32 inches x 31 inches (90,000 BTUs)
1	Gas deep fryer w/baskets 18 kg fat capacity – 130,000 BTUs
2	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)
1	Salamander (preferably gas)
1	Griddle, 36 inch minimum
1	Steam kettle
1	Basic 30 gallon gas tilting skillet
1	Electric single compartment table top steamer
1	20 quart mixing machines with attachments
1	Meat grinder attachment for 20 quart mixer
1	10 quart table top mixing machine with attachments
1	Bain-Marie (minimum of 45 cm X 24 cm)
1	5 compartment steam table w/upper shelves, heating apparatus and plate warming area in lower compartment
	Stainless Steel Work tables with lower shelves – each student to receive a minimum of 1 meter X 75 cm table space
	1 sink per for each 4 students attached to work tables
1	1 hand washing sink w/soap and paper towel dispensers
1	Dishwashing machine w/drainage area, spray – garbage disposal
1	Three compartment sink (stainless) with drainage area
2	2 door upright refrigerators with shelving (1 may be sandwich table)
1	Walk in refrigerator (minimum of 6 m <sup>2</sup> )
	Appropriate shelving for walk-in fridge
1	Walk in freezer (minimum 5 m <sup>2</sup> )
	Appropriate shelving for walk-in freezer

#### **SMALL EQUIPMENT**

1	Food slicer (electric meat slicer)
2	4 quart food processors with attachments
1	Rotary toaster
2	Kitchen Aid multi function mixers w/attachments
1	Ice maker
1	Microwave oven
2	Small hand blenders (bermix)
1	Large hand blender (bermix)
2	Chiller racks

**Number      Type of Equipment or Tools**

- 2      Single horse power .5 gallon industrial blenders
- 4      Portable rack and roll wagons
- 4      Portable Queen Mary wagons
- 2      200# capacity Rubber Maid utility cart
- Racks for dry good storage; storage of pots and pans, and china
- Quantity based on available space.

**RECOMMENDED ADDITIONAL EQUIPMENT**

- 1      Band saw
- 1      Three compartment steam injection deck oven
- 1      Proofing cabinet
- 1      Combi oven
- 1      34" high X 24" X 24" maple chopping block
- 1      Cry-o-vac machine

**POTS AND PANS**

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

**Number**    **Type of Equipment or Tools**

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

**BAKE SHOP**

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

**Number**      **Type of Equipment or Tools**

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

**KNIVES (also see Student's tools)**

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

**SMALL EQUIPMENT**

Refrigerator/freezer thermometers  
Apple corers  
Box graters  
Table top can opener  
Cheese cloth  
Off set spatulas (hamburger flippers)  
Stainless steel funnels  
4 ½ inch stainless steel one piece skimmers  
6 ½ inch nickel plated spiders  
8 oz. ladles  
6 oz. ladles  
4 oz ladles  
2 oz ladles  
1 oz ladles  
Solid stainless steel serving spoons  
Perforated stainless steel serving spoons  
Slotted stainless steel serving spoons  
Poly cutting boards 18" X 24" X 1"  
Egg slicer  
25 mm melon ballers  
Food mills  
Hand ricers  
Meat mallets

**Number**    **Type of Equipment or Tools**

Long wooden paddles  
Griddle scraper  
½ L CO2 whipped cream dispensers and whippets  
Professional quality cork screws  
Large stainless steel timbale molds  
Small stainless steel timbale molds

**MISC. ITEMS**

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

**SAFETY RELATED ITEMS**

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

**INDIVIDUAL STUDENT'S TOOLS**

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

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

# **SECTION 4**

## **FACULTY AND SPONSOR REQUIREMENTS**

## **FACULTY CREDENTIAL AND EXPERIENCE REQUIREMENTS:**

### **BC Professional Cook 2 Program**

#### **Instructor Qualifications:**

Instructors delivering the British Columbia ITA accredited Professional Cook 2 Program curricula must meet the following requirements:

- Have minimum 10 years experience as a Cook/Chef of which 3 years have been in a supervisory capacity;
- Hold a valid Certificate of Qualification and Inter-Provincial Red Seal, or equivalent, in the Cook trade
- Be enrolled or have completed a provincially recognized teaching certificate program, such as the BC Instructor's Diploma Program or equivalent. (If in progress, a maximum of 2 years to completion.)

#### **Verification is required and should take the form of:**

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

## **SPONSOR'S REQUIREMENTS:**

### **Sponsorship**

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

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

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

### **Sponsor Eligibility**

There are three basic eligibility requirements for sponsors of apprentices:

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

### **Sponsor Responsibilities**

The specific responsibilities of sponsors are to

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

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

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

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

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

### **Work Based Training**

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

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

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

**SECTION 5**

**REQUIRED AND  
RECOMMENDED RESOURCES**

## **REQUIRED LEARNING RESOURCES:**

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

DVD: Kitchen Basics  
SLB Video  
©2008

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

## **RECOMMENDED ADDITIONAL RESOURCES:**

### **Books:**

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

The Professional Chef, 8th Edition  
The Culinary Institute of America®  
ISBN: 978-0-7645-5734-7  
©2006

The New Food Lover's Companion  
Sharon Tyler Herbst  
ISBN: 978-0764112584  
©2001

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

On Baking: A Textbook of Baking and Pastry Fundamentals,  
Sarah R. Labensky, Eddy VanDamme, Pricilla Martel  
ISBN: 978-0-131-57923-1  
©2009

The Professional Pastry Chef: Fundamentals of Baking and Pastry, 4th Edition  
Bo Friberg  
ISBN: 978-0-471-35925-8  
©2002

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

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

**Web Resources:**

Propel  
[www.go2propel.ca](http://www.go2propel.ca)

Industry Training Authority  
[www.itabc.ca](http://www.itabc.ca)

Inter- Provincial Red Seal Program  
[www.red-seal.ca](http://www.red-seal.ca)

BC Chef's Association  
[www.bcchefs.com](http://www.bcchefs.com)

Canadian Culinary Federation  
[www.ccfcc.ca](http://www.ccfcc.ca)

# **SECTION 6**

## **GLOSSARIES**

## GLOSSARY OF VERBS USED IN THE PROGRAM OUTLINE

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

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

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

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

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

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