

# PROGRAM OUTLINE

## Professional Cook 2



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# **PROFESSIONAL COOK 2 PROGRAM OUTLINE**

**APPROVED BY INDUSTRY  
JANUARY 2011**

**BASED ON  
NOA 2011**

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



## TABLE OF CONTENTS

<b>Section 1 INTRODUCTION.....</b>	<b>4</b>
Foreword .....	5
Acknowledgements .....	6
How to Use this Document.....	7
<b>Section 2 PROGRAM OVERVIEW .....</b>	<b>9</b>
Program Credentialing Model .....	10
Occupational Analysis Chart .....	11
Training Topics and Suggested Time Allocation.....	14
<b>Section 3 PROGRAM CONTENT .....</b>	<b>16</b>
Professional Cook 2 .....	17
<b>Section 4 ASSESSMENT GUIDELINES .....</b>	<b>74</b>
Assessment Guidelines.....	75
<b>Section 5 TRAINING PROVIDER STANDARDS .....</b>	<b>76</b>
Facility Requirements.....	77
Tools and Equipment .....	78
Reference Materials .....	82
Instructor Requirements.....	83
<b>Appendices .....</b>	<b>84</b>
Assessor Requirements .....	85



# **Section 1**

## **INTRODUCTION**

### **Professional Cook 2**



## Foreword

This Program Outline was 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 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 2. The conditions under which these performances will be observed and measured must be clear to the individual as well as the criteria by which the individual will be evaluated. The individual must also be given the level of expectation of success.

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

### **SAFETY ADVISORY**

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website:

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



## Acknowledgements

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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 2 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
<b>Program Credentialing Model</b>	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
<b>OAC</b>	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
<b>Training Topics and Suggested Time Allocation</b>	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
<b>Program Content</b>	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
<b>Training Provider Standards</b>	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 2**

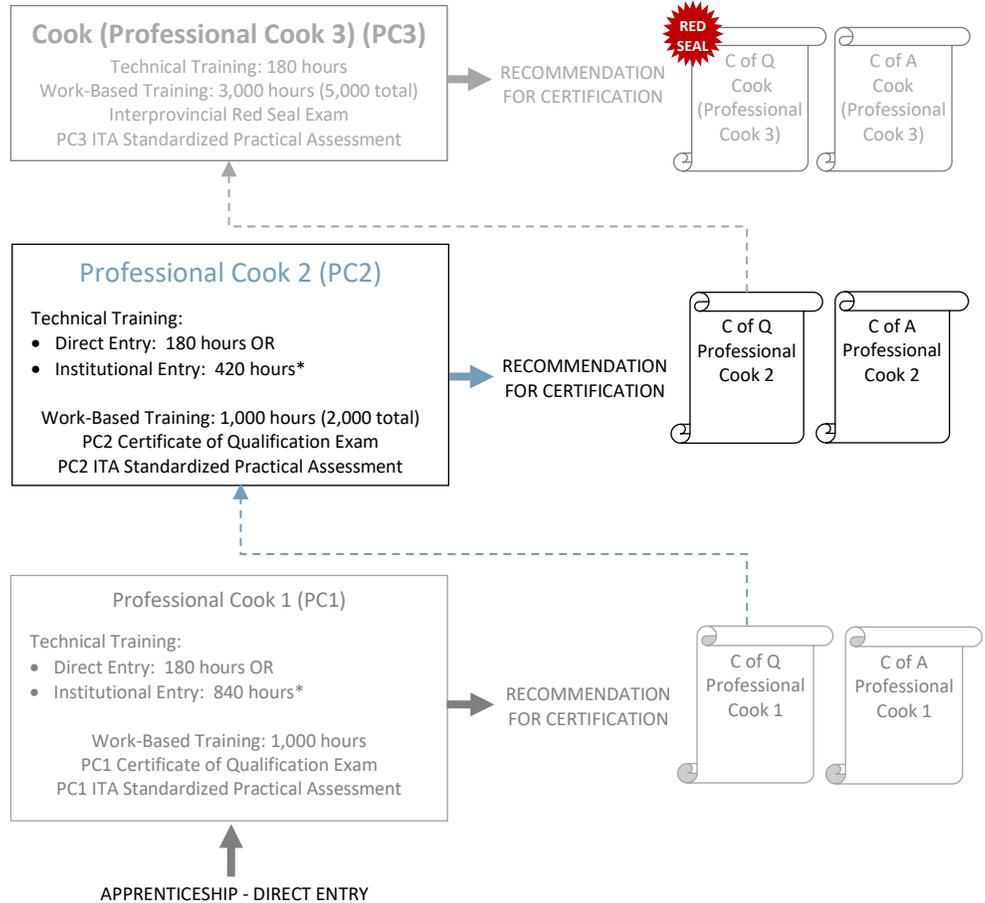


# Program Credentialing Model

## Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 2 apprenticeship pathway.

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

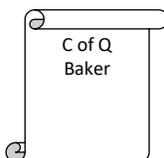


\*Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

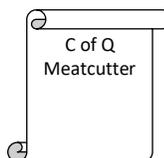
- PC1: 600 hours
- PC2: 240 hours

### 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



# Occupational Analysis Chart

## PROFESSIONAL COOK 2

**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 2 usually works under some supervision and performs a variety of cooking and food preparation tasks using multiple cooking methods. In addition to using the major techniques and principles used in cooking, baking, and other aspects of food preparation, at this level, a professional cook should have a preliminary understanding of food costing, menu planning, and purchasing processes.

<b>OCCUPATIONAL SKILLS</b> A	Trade Knowledge A1	Safety Standards A2	Sanitary Standards A3	Production Procedures A4	Menu Planning A5	Ordering and Inventory A6
	1   2	1	1	1	1   2	1   2
<b>STOCKS, SOUPS AND SAUCES</b> B	Ingredients and Nutritional Properties A7	Human Resource and Leadership Skills A8	Cost Management A9	Front of House A10		
	1   2	1   2	2	2		
<b>VEGETABLES AND FRUITS</b> C	Stocks B1	Thickening and Binding Agents B2	Soups B3	Sauces B4		
	1	1	1   2	1   2		
	Vegetables C1	Fruit C2	Vegetarian Dishes C3			
	1   2	1	2			



**STARCHES**  
D

Potatoes					D1
1	2				

Pastas and Farinaceous Products					D2
1	2				

Rice, Grains, and Legumes					D3
1	2				

**MEATS**  
E

Cut and Process Meats					E1
1	2				

Cook Meats					E2
1	2				

**POULTRY**  
F

Cut and Process Poultry					F1
1	2				

Cook Poultry					F2
1	2				

**SEAFOOD**  
G

Cut and Process Seafood					G1
1	2				

Cook Fish					G2
1	2				

Cook Shellfish					G3
1	2				

**GARDE MANGER**  
H

Dressings, Condiments and Accompaniments					H1
1	2				

Salads					H2
1	2				

Sandwiches					H3
1					

Hors d'oeuvre and Appetizers					H4
	2				

Presentation Platters					H5
	2				

**EGGS, BREAKFAST COOKERY, AND DAIRY**  
I

Egg Dishes					I1
1					

Breakfast Accompaniments					I2
1					

Dairy Products and Cheeses					I3
1					



**BAKED GOODS AND DESSERTS**  
J

Principles of Baking				
J1				
1				

Pastries				
J2				
1	2			

Desserts				
J3				
1				

Quick Breads				
J4				
1				

Cookies				
J5				
1				

Yeast Products				
J6				
1	2			

Cakes and Tortes				
J7				
	2			

**BEVERAGES**  
K

Beverages				
K1				
1				



## Training Topics and Suggested Time Allocation

### Professional Cook 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>OCCUPATIONAL SKILLS</b>	<b>10%</b>	<b>75%</b>	<b>25%</b>	<b>100%</b>
A1	Trade Knowledge		✓		
A5	Menu Planning		✓	✓	
A6	Ordering and Inventory		✓	✓	
A7	Ingredients and Nutritional Properties		✓		
A8	Human Resource and Leadership Skills		✓		
A9	Cost Management		✓	✓	
A10	Front of House		✓		
<b>Line B</b>	<b>STOCKS, SOUPS AND SAUCES</b>	<b>13%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
B3	Soups		✓	✓	
B4	Sauces		✓	✓	
<b>Line C</b>	<b>VEGETABLES AND FRUITS</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
C1	Vegetables		✓	✓	
C3	Vegetarian Dishes		✓	✓	
<b>Line D</b>	<b>STARCHES</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
D1	Potatoes		✓	✓	
D2	Pasta and Farinaceous Products		✓	✓	
D3	Rice, Grains and Legumes		✓	✓	
<b>Line E</b>	<b>MEATS</b>	<b>13%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
E1	Cut and Process Meats		✓	✓	
E2	Cook Meats		✓	✓	
<b>Line F</b>	<b>POULTRY</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
F1	Cut and Process Poultry		✓	✓	
F2	Cook Poultry		✓	✓	
<b>Line G</b>	<b>SEAFOOD</b>	<b>7%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
<b>Line H</b>	<b>GARDE MANGER</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
H1	Dressings, Condiments and Accompaniments		✓	✓	
H2	Salads		✓	✓	
H4	Hors d'oeuvre and Appetizers		✓	✓	
H5	Presentation Platters		✓	✓	



% of Time Allocated to:

		% of Time	Theory	Practical	Total
<b>Line J</b>	<b>BAKED GOODS AND DESSERTS</b>	<b>10%</b>	<b>25%</b>	<b>75%</b>	<b>100%</b>
J2	Pastries		✓	✓	
J6	Yeast Products		✓	✓	
J7	Cakes and Tortes		✓	✓	
	<b>Exams</b>	<b>7%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
<b>Total Percentage for Professional Cook 2</b>		<b>100%</b>			



# **Section 3**

## **PROGRAM CONTENT**

### **Professional Cook 2**



# Professional Cook 2



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

**Objectives**

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

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

**LEARNING TASKS**

1. Describe the BC Employment Standards Act

**CONTENT**

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

2. Describe the BC Human Rights Act

- Discrimination
- Harassment



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

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe the principles used in creating a menu
  
2. Describe types of menus
  
3. Describe the purpose of cross utilization in menus
  
4. Plan a basic table d’hôte menu

**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**

**Performance** The individual will prepare a table d'hôte menu.

**Conditions**

- The individual will be given criteria for the menu
- The competency will be observed and assessed by the instructor during technical training

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

- Correct terminology
- Variety of menu items
- Balance of menu items
- Nutritional value
- Efficient use of product





**Achievement Criteria**

- Performance** While participating in the practical component, the individual will take and extend a basic inventory.
- 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:
- Accuracy of inventory count
  - Correct extension of inventory



**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 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.

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Describe the nutritional requirements of a healthy diet</li> </ol> | <ul style="list-style-type: none"> <li>• Review basic information on nutrients and their effects on the body</li> <li>• Canada Food Guide</li> <li>• Mediterranean Food Pyramid</li> <li>• Other resources</li> </ul>  |
| <ol style="list-style-type: none"> <li>2. Analyze a menu for nutritional adequacy</li> </ol>                 | <ul style="list-style-type: none"> <li>• Canada Food Guide</li> <li>• Nutrient value charts</li> <li>• Food exchange lists</li> <li>• Modifying a menu               <ul style="list-style-type: none"> <li>○ High and low-fat alternative menus</li> </ul> </li> </ul>  |
| <ol style="list-style-type: none"> <li>3. Describe factors affecting food consumption behaviour</li> </ol>   | <ul style="list-style-type: none"> <li>• Describe personal factors that influence dietary habits</li> <li>• Physiological factors</li> <li>• Social and cultural factors</li> <li>• Psychological factors</li> <li>• Sensory characteristics that influence the acceptance of food products</li> <li>• Appearance</li> <li>• Aroma</li> <li>• Taste</li> <li>• Texture</li> <li>• Temperature</li> </ul> |



**LEARNING TASKS**

4. Describe food allergies and intolerances

5. Describe nutrient retention techniques

**CONTENT**

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
  - Wheat-free
  - Milk-free
  - Egg-free
  - Gluten restricted (celiac)
  - Lactose restricted
  - Others
- Balance with regards to nutritional standards
- Cooking for vitamin and mineral retention



**Line (GAC):**        **A**    **OCCUPATIONAL SKILLS**  
**Competency:**      **A8**   **Human Resource and Leadership Skills**

**Objectives**

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

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

**LEARNING TASKS**

1. Describe the principles of effective interpersonal communication
  
2. Describe the procedures for giving and receiving effective feedback
  
3. Describe assertive behaviour
  
4. Use interpersonal communication skills

**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
- Sharing 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



**Line (GAC):**        **A**    **OCCUPATIONAL SKILLS**  
**Competency:**      **A9**   **Cost Management**

**Objectives**

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

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

**LEARNING TASKS**

1. Apply purchasing procedures

2. Describe the basic calculation of operating costs

3. Perform yield and cost calculations

4. Cost and price menu items

**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**

- Performance The individual will cost and price menu items.
- Conditions
- The individual will be given criteria such as food cost percentage and selling price
  - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Accuracy of costing



**Line (GAC):**        **A**    **OCCUPATIONAL SKILLS**  
**Competency:**       **A10** **Front of House**

**Objectives**

To be competent in this area, the individual must 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.

**LEARNING TASKS**

1. Describe common types and styles of table settings
  
2. Describe basic table service procedures
  
3. Describe the basic service procedures of wines and spirits

**CONTENT**

- Sidework
- Setting the table for menu selected
  - Tablecloth
  - Place mats
  - 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**

**Performance**    The individual will set a table service appropriate to the menu.

**Conditions**     • The individual will be given appropriate linen and table ware  
                           • 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 placement of table ware  
                           • Overall appearance



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

### Objectives

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

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

### LEARNING TASKS

1. Describe specialty soup types and ingredients

### 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



**LEARNING TASKS**

2. Describe specialty soup preparation methods

3. Prepare consommé

4. Prepare bisque

5. Prepare cold and other specialty soups

**CONTENT**

- 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
- Service dishes
  - Types
  - Cold soups
  - Hot soups

- Method
  - Order of operations
  - Cooking time
  - Finishing

- Method
  - Order of operations
  - Cooking time
  - Finishing

- Method
  - Order of operations
  - Cooking time
  - Finishing

**Achievement Criteria**

- Performance** The individual will prepare a variety of soups (including bisque and consommé) 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:

- 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.

### LEARNING TASKS

1. Associate derivative sauces and their uses

### 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



**LEARNING TASKS**

- 2. Prepare derivative sauces from leading sauce types
  
- 3. Prepare glazes
  
- 4. Prepare herb purées, coulis, and pastes

**CONTENT**

- Review leading (mother) sauces
  - Quality ingredients
  - Maintaining quality control
  - Quality indicators
  - Finishing
  - Holding and reheating
  
- Types
- Uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating
  
- Types
  - Purée
  - Pesto
  - Aioli
  - Rouille
- Major ingredients
- Suggested uses
- Method
  - Order of operations
  - Cooking time
  - Finishing
- Holding and reheating



**LEARNING TASKS**

5. Prepare advanced emulsion sauces

**CONTENT**

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

**Achievement Criteria**

- Performance** The individual will prepare derivative or secondary sauces from each leading type of sauce 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











**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>3. Prepare potato dishes derived from duchesse and dauphine</p>                       | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods               <ul style="list-style-type: none"> <li>○ Basic mixtures</li> <li>○ Shaping</li> </ul> </li> <li>• Cooking</li> <li>• Finishing</li> </ul>           |
| <p>4. Prepare potatoes using advanced methods such as turning, glazing, and braising</p> | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Cooking</li> <li>• Finishing</li> </ul>  |
| <p>5. Prepare specialty potato dishes such as cakes, roesti, and anna</p>                | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Cooking</li> <li>• Finishing</li> </ul>  |
| <p>6. Describe the principles of volume preparation for potatoes</p>                     | <ul style="list-style-type: none"> <li>• Quality/batch cooking               <ul style="list-style-type: none"> <li>○ Maintaining quality control</li> </ul> </li> <li>• Quality indicators</li> <li>• Reheating/holding for service</li> </ul> |

**Achievement Criteria**

- Performance** The individual will prepare specialty potato dishes and potatoes in quantity, 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:** D3 **Rice, Grains, and Legumes**

### Objectives

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

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

### LEARNING TASKS

1. Identify, select and store grains and legumes

### CONTENT

- Types
  - Barley
  - Quinoa
  - Kasha
  - Couscous
  - Lentils
  - Beans
  - Other legumes and pulses
- Properties
- Nutrition
- Characteristics
- Handling
- Storage procedures

2. Describe the preparation of grains and legumes

- Soaking/Ratios
- Cooking methods
- Adding garnish
- Timing and resting

3. Prepare grains and legumes

- Selecting appropriate variety
- Cooking procedures
- Finishing
- Holding and serving

**Achievement Criteria**

- Performance The individual will prepare and cook grains and legumes 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 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.

**LEARNING TASKS**

1. Describe the grading, inspection, and storage of lamb, pork, and veal
  
2. Identify primal cuts of lamb, pork, and veal
  
3. Identify secondary cuts of lamb, pork, and veal
  
4. Debone beef, lamb, pork, and veal

**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



**LEARNING TASKS**

5. Process beef, lamb, pork, and veal

**CONTENT**

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

**Achievement Criteria**

- |             |  |
|-------------|--|
| Performance | The individual will: <ul style="list-style-type: none"> <li>• Identify the primary and secondary cuts of beef, pork, lamb, and veal</li> <li>• Trim and cut individual portions of beef, pork, lamb, and veal to an industry standard of quality and time</li> </ul>   |
| Conditions  | <ul style="list-style-type: none"> <li>• The individual will be given a workstation, cuts of meat, and appropriate tools and equipment</li> <li>• The competency will be observed and assessed by the instructor during technical training</li> </ul>  |
| Criteria    | The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Correct tools selected</li> <li>• General cutting procedures accurately followed</li> <li>• Portion accuracy</li> <li>• Amount of trim appropriate and product appearance neat and attractive</li> <li>• Work area kept clean during cutting</li> <li>• Work area cleaned and sanitized after cutting</li> <li>• Safe practices observed throughout</li> <li>• All products stored in appropriate location</li> <li>• Production time was within industry expectations</li> </ul> |









**LEARNING TASKS**

4. Debone poultry

5. Process poultry

**CONTENT**

- Review types of poultry
- Fabricating procedures
  - Half
  - Pieces
  - Boneless breast
  - Suprême or Frenched breast
  - Boning a leg
  - Boning whole birds
- Tools
- Secondary processing
  - Techniques
    - Trimming
    - Wrapping
    - Tying
    - Stuffing
  - Minimizing waste
  - Accuracy

**Achievement Criteria**

- Performance** The individual will process, debone and portion cut poultry 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):**        **G**    **SEAFOOD**  
**Competency:**     **G1**   **Cut and Process Seafood**

### Objectives

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

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

### LEARNING TASKS

1. Identify and describe specialty fish and shellfish

### 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



**LEARNING TASKS**

2. Cut and process specialty fish

**CONTENT**

- Review
- Fabricating procedures
  - Skinning
  - Butterflied fillets
  - Straight fillets
  - Goujonnette
  - Folded fillets
  - Paupiettes
  - Scaling
  - Pan-dressing
  - Filleting
  - Cutting steaks/darnes

3. Clean and process specialty shellfish

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

**Achievement Criteria**

**Performance** The individual will process and portion specialty fish and 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





**LEARNING TASKS**

- 4. Cook fish using combination methods
  
- 5. Describe the principles of volume preparation for fish

**CONTENT**

- Review basic procedures
- À la carte, small or large quantity
  - En papillote
  - Fish stews
  
- Banquet service or large quantity
  - Method
  - Procedure
    - Seasonings, marinades and garnishes
    - Dressings and stuffing
    - Equipment required
    - Accompaniments
  - Quality control
  - Problems and possible causes

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







**Achievement Criteria**

**Performance** The individual will prepare a variety of specialty salad dressings and cold sauces 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



**Achievement Criteria**

- Performance** The individual will prepare a variety of specialty salad ingredients, specialty salads, appropriate dressings and garnish, 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



**Achievement Criteria**

- Performance** The individual will prepare and garnish canapés, hot and cold hors d'oeuvre 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 cheese platters

5. Prepare cold meat platters

**CONTENT**

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

**Achievement Criteria**

- Performance** The individual will prepare buffet platters (including meat, vegetable, fruit and cheese) and accompanying sauces, 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
  - Taste, texture, colour, appearance and temperature
  - Seasoned and garnished appropriately
  - Production time within industry expectations





**LEARNING TASKS**

3. Prepare choux paste and choux paste products

**CONTENT**

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

4. Prepare meringues and meringue products

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

5. Prepare variety pastry products

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

**Achievement Criteria**

- Performance** The individual will prepare pastry based products (including puff, choux, and phyllo doughs), and meringue based 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





**LEARNING TASKS**

- 3. Prepare variety and artisan breads
  
- 4. Prepare Danish pastries and croissants

**CONTENT**

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

**Achievement Criteria**

- Performance** The individual will prepare and bake a variety of specialty and rolled in yeast doughs 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:** J7 **Cakes and Tortes**

### Objectives

To be competent in this area, the individual must 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.

### LEARNING TASKS

1. Describe the principles of cake production

### CONTENT

- Types
- Elements
  - Bases
  - Fillings
  - Icings
- Finishing
- Uses
- Handling and storage



**LEARNING TASKS**

2. Describe cake preparation methods

3. Prepare cakes

4. Describe icings and frostings

5. Prepare icings and frostings

6. Assemble, ice and finish cakes

**CONTENT**

- 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
    - Sponge
    - French sponge (génoises)
    - Jelly rolls (roulades)
- Panning and scaling
- Baking and cooling
  
- Method
- Cooking time
- Doneness
- Finishing
- Holding and serving
  
- Glazes
- Fillings
- Assembling and icing cakes
  
- Method
- Cooking time
- Doneness
- Finishing
- Holding and using
  
- Method
- Order of operations
- Finishing
- Holding and serving



**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| 7. Describe the preparation of cheesecakes | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Baking methods</li> </ul>   |
| 8. 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> |
| 9. Describe the preparation of charlottes  | <ul style="list-style-type: none"> <li>• Types</li> <li>• Preparation methods</li> <li>• Finishing</li> </ul>  |
| 10. Prepare charlottes                     | <ul style="list-style-type: none"> <li>• Method</li> <li>• Finishing</li> <li>• Holding and serving</li> </ul>   |

**Achievement Criteria**

- Performance** The individual will prepare and finish a variety of charlottes and cakes, using conventional, high ratio and egg foam method 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



# Section 4

# ASSESSMENT GUIDELINES



## Assessment Guidelines

**Level 2 Grading Sheet: Subject Competency and Weighting**

PROGRAM: IN-SCHOOL TRAINING:		COOK (PROFESSIONAL COOK 2) LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OCCUPATIONAL SKILLS	10%	10%
B	STOCKS, SOUPS AND SAUCES	20%	20%
C	VEGETABLES AND FRUITS	10%	10%
D	STARCHES	10%	10%
E	MEATS	10%	10%
F	POULTRY	10%	10%
G	SEAFOOD	10%	10%
H	GARDE-MANGER	10%	10%
J	BAKED GOODS AND DESSERTS	10%	10%
	Total	100%	100%
<b>In-school theory &amp; practical subject competency weighting</b>		25%	75%
<b>Final in-school mark</b>		IN-SCHOOL %	

**All apprentices who complete Level 2 of the Professional Cook program with a FINAL in-school mark of 70% or greater will write the Professional Cook Level 2 Certificate of Qualification Exam and take the Professional Cook Level 2 Practical Examination for their final assessment.**

<b>C of Q Exam Mark</b> A score of 70% or greater is required for a pass	EXAM %
<b>Practical Assessment Mark</b> 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 for each 4 students attached to work tables
- Hand washing sinks with soap and paper towel dispensers
- Dishwashing machine with drainage area, spray – garbage disposal or three compartment sink (stainless) with drainage area
- Upright or reach-in refrigerators with shelving (1 may be sandwich table)
- Walk in refrigerator with appropriate shelving
- Walk in freezer with appropriate shelving
- Dry goods storage area with appropriate shelving
- Racks for dry good storage; storage of pots and pans, and china
- Chemical/cleaning material storage area
- Signage posted (fire exits, hazardous materials, safety equipment)

### Student Facilities

- Adequate student change area and locker space

### Instructor's Office Space

- Computer/printer with internet access
- Culinary reference material

### Other (Safety equipment)

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



## Tools and Equipment

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

### Shop Equipment

#### *Required*

#### LARGE EQUIPMENT

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

#### SMALL EQUIPMENT

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

**Recommended**

- Band saw
- Combi oven
- Maple chopping block
- Vacuum packing machine

**Shop (Facility) Tools****Standard Tools****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 UNTENSILS

- 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 2 Apprenticeship Learning Guide (2010), Crown Publication Services (BC) Product # 7960003373

### Recommended Resources

- go2hr [www.go2hr.ca](http://www.go2hr.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 Chefs' Association [www.bcchefs.com](http://www.bcchefs.com)
- Canadian Culinary Federation [www.cfcc.ca](http://www.cfcc.ca)

### Suggested Texts

- On Cooking, Fifth Canadian Edition,  
Sarah R. Labensky, CCP, Alan M. Hause, Priscilla A. Martell, Fred L. Malley, Anthony Bevan,  
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
- Chef de Cuisine (CCC) - Certification

### Work Experience

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

### Instructional Experience and Education

The instructor must:

- Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor's Diploma Program or equivalent. (If in progress, a maximum of 2 years to completion.)



# Appendices



## 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
- Chef de Cuisine (CCC) - Certification

### Work Experience

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

### Assessment Experience and Education

The assessor must:

- Have completed an ITA approved assessor training program
- Be registered and in good standing with ITA