

PROGRAM OUTLINE

Cook

(Professional Cook 3)



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PROFESSIONAL COOK 3 PROGRAM OUTLINE

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**BASED ON
NOA 2011**

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



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Section 1

INTRODUCTION

Professional Cook 3



Foreword

This Program Outline was intended as a guide for instructors of the Professional Cook 3 program. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The 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 3. 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.



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

- Dennis Green – go2hr

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Professional Cook 3 occupation.



How to Use this Document

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

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



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



Section 2

PROGRAM OVERVIEW

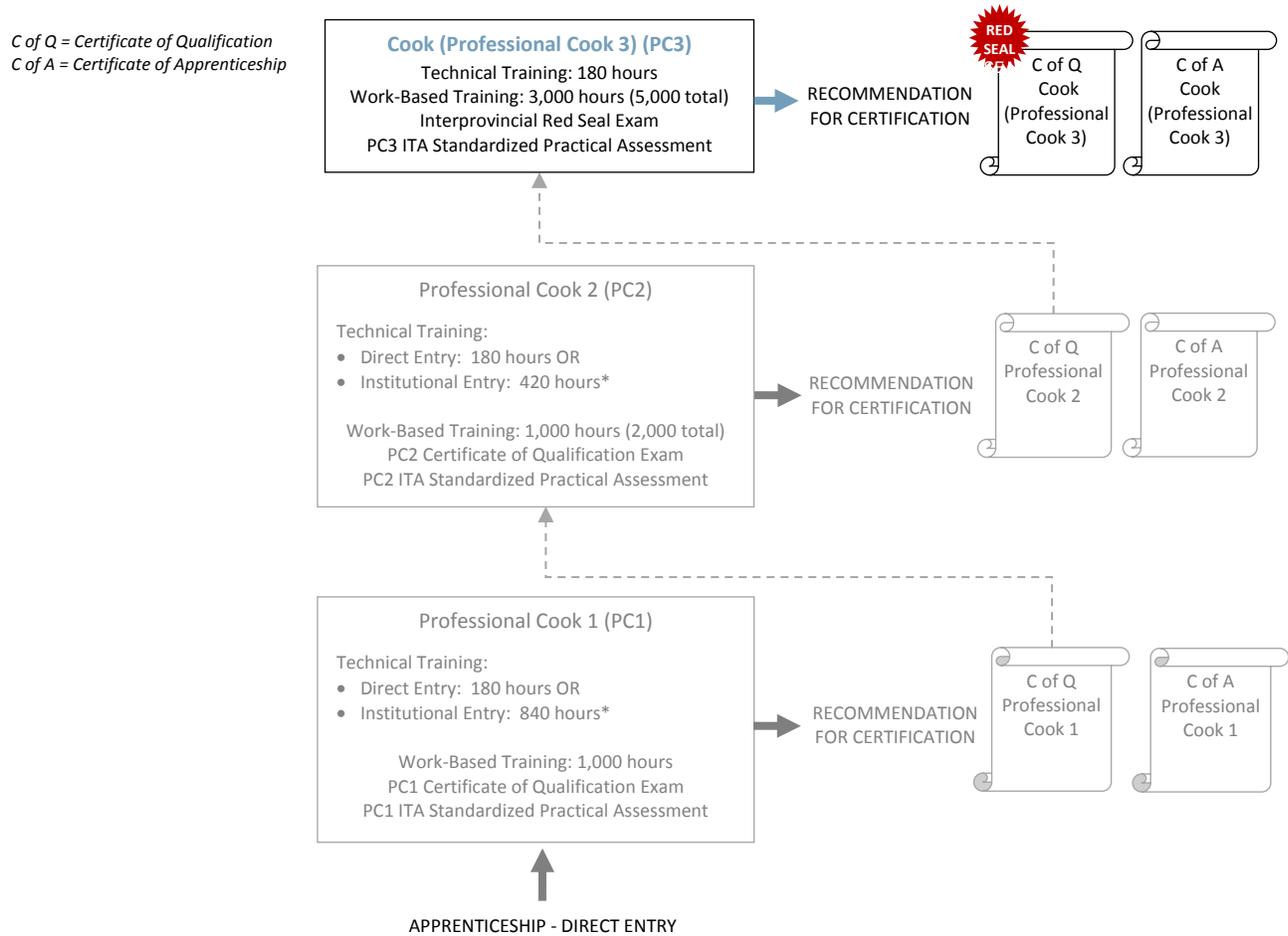
Professional Cook 3



Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Professional Cook 3 apprenticeship pathway.

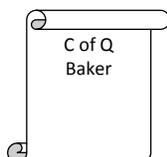


† Individuals who complete technical training through institutional entry receive credit toward the WBT hours of the program:

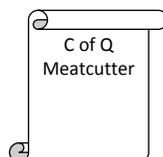
- PC1: 600 hours
- PC2: 240 hours

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: 500 hours



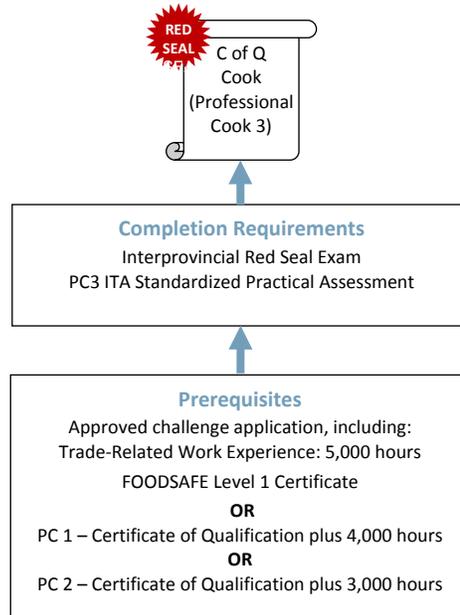
Technical Training: None
Work-Based Training: 500 hours



Challenge Pathway

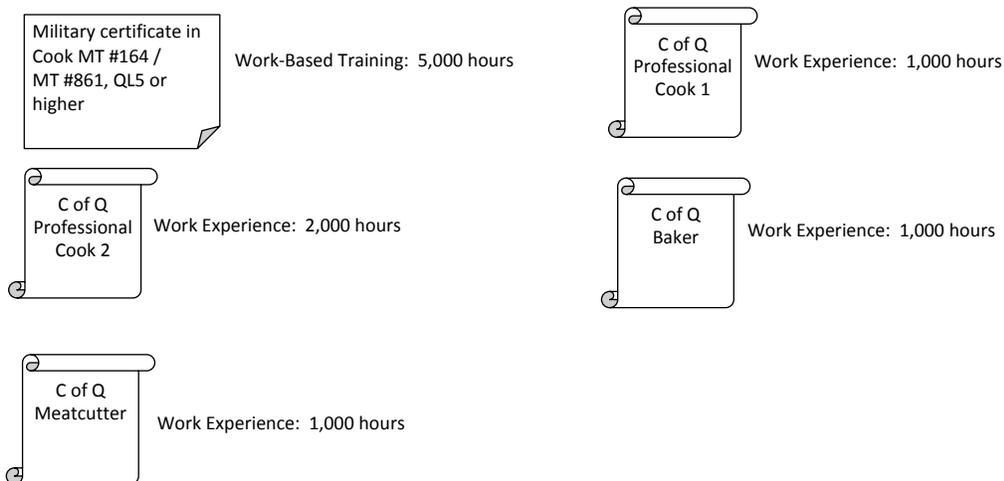
This graphic provides an overview of the Professional Cook 3 challenge pathway.

C of Q = Certificate of Qualification



CREDIT FOR PRIOR LEARNING

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





Occupational Analysis Chart

COOK (PROFESSIONAL COOK 3)

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 3 will have met all of the requirements of the national Red Seal standard for Cook. They usually work under limited supervision and will be competent at the major techniques and principles used in cooking, baking, and other aspects of food preparation. In addition to a sound set of cooking skills, a professional cook at this level should be able to plan and cost menus and recipes, and have an understanding of the communication skills that will be necessary to begin to take a leadership role in the kitchen.

OCCUPATIONAL SKILLS A	Trade Knowledge A1	Safety Standards A2	Sanitary Standards A3	Production Procedures A4	Menu Planning A5	Ordering and Inventory A6
	1 2	1	1 3	1 3	1 2 3	1 2
STOCKS, SOUPS AND SAUCES B	Ingredients and Nutritional Properties A7	Human Resource and Leadership Skills A8	Cost Management A9	Front of House A10		
	1 2	2 3	2 3	2		
VEGETABLES AND FRUITS C	Stocks B1	Thickening and Binding Agents B2	Soups B3	Sauces B4		
	1	1	1 2	1 2 3		
	Vegetables C1	Fruit C2	Vegetarian Dishes C3			
	1 2	1	2			



STARCHES D	Potatoes D1	Pastas and Farinaceous Products D2	Rice, Grains, and Legumes D3			
	1 2	1 2	1 2			
MEATS E	Cut and Process Meats E1	Cook Meats E2				
	1 2 3	1 2 3				
POULTRY F	Cut and Process Poultry F1	Cook Poultry F2				
	1 2 3	1 2 3				
SEAFOOD G	Cut and Process Seafood G1	Cook Fish G2	Cook Shellfish G3			
	1 2 3	1 2 3	1 2 3			
GARDE MANGER H	Dressings, Condiments and Accompaniments H1	Salads H2	Sandwiches H3	Hors d'oeuvre and Appetizers H4	Presentation Platters H5	Patés, Terrines, and Charcuterie H6
	1 2 3	1 2	1	2	2 3	3
EGGS, BREAKFAST COOKERY, AND DAIRY I	Egg Dishes I1	Breakfast Accompaniments I2	Dairy Products and Cheeses I3			
	1	1	1			



BAKED GOODS AND DESSERTS
J

Principles of Baking					J1
1					

Pastries					J2
1	2				

Desserts					J3
1		3			

Quick Breads					J4
1					

Cookies					J5
1					

Yeast Products					J6
1	2				

Cakes and Tortes					J7
	2	3			

Frozen Desserts					J8
		3			

Chocolate, Sugar, and Garnishes					J9
		3			

BEVERAGES
K

Beverages					K1
1		3			



Training Topics and Suggested Time Allocation

Professional Cook 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	14%	75%	25%	100%
A3	Sanitary Standards		✓	✓	
A4	Production Procedures		✓		
A5	Menu Planning		✓	✓	
A8	Human Resource and Leadership Skills		✓		
A9	Cost Management		✓	✓	
Line B	STOCKS, SOUPS AND SAUCES	7%	25%	75%	100%
B4	Sauces		✓	✓	
Line E	MEATS	13%	25%	75%	100%
E1	Cut and Process Meats		✓	✓	
E2	Cook Meats		✓	✓	
Line F	POULTRY	10%	25%	75%	100%
F1	Cut and Process Poultry		✓	✓	
F2	Cook Poultry		✓	✓	
Line G	SEAFOOD	10%	25%	75%	100%
G1	Cut and Process Seafood		✓	✓	
G2	Cook Fish		✓	✓	
G3	Cook Shellfish		✓	✓	
Line H	GARDE MANGER	13%	25%	75%	100%
H1	Dressings, Condiments and Accompaniments		✓	✓	
H5	Presentation Platters		✓	✓	
H6	Patés, Terrines, and Charcuterie		✓	✓	
Line J	BAKED GOODS AND DESSERTS	13%	25%	75%	100%
J3	Desserts		✓	✓	
J7	Cakes and Tortes		✓	✓	
J8	Frozen Desserts		✓	✓	
J9	Chocolate, Sugar, and Garnishes		✓	✓	
Line K	BEVERAGES	3%	100%	0%	100%
K1	Beverages		✓		
	Interprovincial Red Seal Exam Review	7%	100%	0%	100%
	Exams	10%	67%	33%	100%
Total Percentage for Professional Cook 3		100%			



Section 3

PROGRAM CONTENT

Professional Cook 3



Professional Cook 3



LEARNING TASKS

4. Identify and describe regional foods

5. Describe the principles of the sustainability of our food supply

CONTENT

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

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

Achievement Criteria

Performance The individual will develop a basic á la carte menu, using seasonally available local ingredients.

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



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:

- Set personal goals.
- Describe stress management techniques.
- Describe teambuilding and leadership skills.
- Describe conflict resolution techniques.
- Describe effective problem-solving and decision-making.

LEARNING TASKS

1. Set personal goals

2. Describe stress management techniques

3. Describe teambuilding and leadership skills

4. Describe conflict resolution techniques

CONTENT

- Overview related to the Cook trade
- Values and beliefs
- Action planning

- Overview of stress in the Cook trade
- Unhealthy levels of stress
- Low-stress living
- Managing stress at work
- Stress relief

- Overview of the team within the restaurant and food services industry
- Characteristics of effective working groups
- Stages of group development
- Roles of group members
- Barriers to group performance
- Good communication
- Leadership
- Leadership styles
- Delegation

- Overview
- Ineffective ways to deal with conflict
- Effective conflict resolution
- Conflict resolution process
- Dealing with anger
- Handling customer complaints



LEARNING TASKS

5. Describe effective problem-solving and decision-making

CONTENT

- Types of decision-makers
- Method
 - Identify the problem
 - Search for alternatives
 - Weigh the alternatives
 - Make a choice
 - Implement the decision
 - Evaluate the outcome
- Creative thinking



LEARNING TASKS

3. Interpret point of sale information

CONTENT

- Overview
- Types of point of sale equipment
- Capabilities of point of sale systems
 - Sales analysis report
 - Ideal food cost
- Menu analysis and engineering
 - Profitability
 - Popularity
 - Menu revisions
- Forecasting inventory requirements
- Forecasting staffing requirements
- Manage staff

4. Interpret budgets and profit/loss statements

- Review basic information about costs
- Sales/cost/profit equation
- Planning for a profit
- Calculating other costs
- Calculating projected sales levels
- Calculating food costs
- Cost percentages
- Calculating projected sales
- Determining profit levels and costs
- Creating the projection budget
- Interpreting the budget
- Income statement

5. Apply cost control procedures

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

6. Describe labour cost controls

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



LEARNING TASKS

- 7. Describe the principles of planning personnel requirements

CONTENT

- Productivity
 - Factors affecting work performance
 - Menu items
 - Use of convenience foods
 - Type of service
 - Quality of meals and number of meal periods
 - Facility layout and design and production equipment
 - Work environment and number of hours worked
- Productivity standards
- Determining requirements
 - Staffing guide
 - Fixed labour costs
 - Variable labour costs
 - Peak periods
 - Scheduling of staff
 - Staying within budgeted labour cost
- Position performance analysis

Achievement Criteria

- 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): **B** **STOCKS, SOUPS AND SAUCES**
Competency: **B4** **Sauces**

Objectives

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

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

LEARNING TASKS

1. Describe types of specialty sauces

CONTENT

- Review
- Game sauces
 - Stock
 - Secondary sauces
 - Major ingredients
 - Serving suggestions
- Savory fruit sauces/gastrique
 - Types
 - Ingredients
 - Uses
- Salsas, relishes, chutneys
 - Types
 - Ingredients
 - Uses
- International sauces
 - Types
 - Ingredients
 - Uses

2. Apply principles of sauce selection

- Review basic principles
- Factors influencing sauce selection
 - Flavour
 - Texture
 - Season
 - Theme



LEARNING TASKS

3. Prepare savory fruit sauces and gastrique

4. Prepare salsas, relishes, and chutneys

5. Prepare international sauces

CONTENT

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

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

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

Achievement Criteria

- Performance** The individual will prepare and present a variety of hot and cold specialty 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:
- 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. Cut and process game

CONTENT

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

5. Cut and process variety meats and offal

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

Achievement Criteria

Performance The individual will cut and process game and variety meats.

- Conditions**
- The individual will be given a workstation, cuts of meat, and appropriate tools and equipment
 - The competency will be observed and assessed by the instructor during technical training

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

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



Line (GAC): **E MEATS**
Competency: **E2 Cook Meats**

Objectives

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

- Describe suitable cooking methods for game.
- Describe suitable cooking methods for variety meats and offal.
- Prepare game for cooking.
- Cook game.
- Cook variety meats and offal.
- Describe specialty meat dishes.
- Prepare specialty meat dishes.

LEARNING TASKS

1. Describe suitable cooking methods for game

2. Describe suitable cooking methods for variety meats and offal

3. Prepare game for cooking

4. Cook game

CONTENT

- Game and specialty meats
 - Types
- Dry and moist heat cooking methods
- Civet
- Use of marinades in sauces

- Types
- Dry and moist heat cooking methods

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

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

**Achievement Criteria**

- Performance** The individual will cook a variety of meats, game and offal, using advanced moist and dry heat methods, with appropriate sauce and garnish to industry standards for quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Work well organized
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Appropriate sauces and accompaniments
 - Production time within industry expectations

**Achievement Criteria**

- Performance** The individual will cut and process game birds to industry standards for quality and production 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 within industry expectations



Line (GAC): F **POULTRY**
Competency: F2 **Cook Poultry**

Objectives

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

- Describe suitable cooking methods for game birds.
- Prepare game birds for cooking.
- Cook game birds.
- Describe specialty poultry dishes.
- Prepare specialty poultry dishes.

LEARNING TASKS

1. Describe suitable cooking methods for game birds
2. Prepare game birds for cooking
3. Cook game birds
4. Describe specialty poultry dishes

CONTENT

- Game bird dishes
- Moist and dry-heat cooking methods
- Salmis
- Sauces, garnishes and accompaniments
- Marinating
- Preparation for cooking
 - Marinating
 - Barding
 - Larding
- Seasoning prior to cooking
- Suitable cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Holding and serving
- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation



LEARNING TASKS

5. Prepare specialty poultry dishes

CONTENT

- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation

Achievement Criteria

Performance The individual will cook poultry and game bird dishes, using dry, moist, and combination heat methods, with appropriate sauces and garnish, to industry standards for quality and production time.

Conditions

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

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

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

**Achievement Criteria**

Performance	The individual will process and portion specialty shellfish, to industry standards for quality and production time.
Conditions	<ul style="list-style-type: none">• The individual will be given a workstation, fish or shellfish, 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: <ul style="list-style-type: none">• 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 within industry expectations



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

Objectives

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

- Describe specialty fish dishes.
- Prepare specialty fish dishes.

LEARNING TASKS

1. Describe specialty fish dishes

CONTENT

- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation
- Varieties
 - Matelote
 - Fish consommés
 - Fish pies
 - Fish forcemeats
 - Mousseline
 - Quenelles
 - Mousses
 - Terrines
 - Galantines
 - Timbales

2. Prepare specialty fish dishes

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

**Achievement Criteria**

- Performance** The individual will cook specialty fish, using advanced preparation techniques, with appropriate sauce and garnish, to industry standards for quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Work well organized
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Appropriate sauces and accompaniments
 - Production time within industry expectations



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

Objectives

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

- Describe specialty shellfish dishes.
- Prepare specialty shellfish dishes.

LEARNING TASKS

1. Describe specialty shellfish dishes

2. Prepare specialty shellfish dishes

CONTENT

- Review
- Advanced moist-heat cooking methods
- Advanced dry-heat cooking methods
- Timing
- Sauces, garnishes and accompaniments
- Presentation
- Varieties
 - Newburg
 - Thermidor
 - Stuffing
 - Smoking
 - Oyster varieties
 - Forcemeats
- Determine recipe suitable for cuts
- Preparation for cooking
- Cooking procedure
- Finishing
- Accompaniments and sauces
- Serving and presenting

**Achievement Criteria**

- Performance The individual will prepare specialty shellfish and shellfish dishes, with appropriate sauces and garnish, to industry standards for quality and production time.
- Conditions
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Work well organized
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned and garnished appropriately
 - Appropriate sauces and accompaniments
 - Production time within industry expectations

**Achievement Criteria**

- Performance** The individual learner will prepare a variety of condiments (such as pickles, infused oils, and vinegars) to industry standards for quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- Recipe followed correctly
 - Proper mise en place
 - Safe work habits
 - Workstation kept clean and tidy
 - Taste, texture, colour, appearance and temperature
 - Seasoned appropriately
 - Production time within industry expectations

**Achievement Criteria**

- Performance** The individual will prepare buffet and charcuterie platters, with appropriate centerpiece, glaze, sauce and garnish, 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 pâtés and terrines

4. Prepare fresh sausages

5. Perform salt curing, drying and smoking

CONTENT

- Definitions and types
 - Basic forcemeats
 - Country-style
 - Straight
 - Mousseline
 - Quenelles
 - Ingredients
 - Equipment
 - Pâté pans
 - Moulds and terrines
 - Preparation
 - Basic procedures to prepare
 - Terrines
 - Aspic Jelly
 - Rillettes and confits
 - Pâté en Croûte
 - Pâté dough
 - Galantines
 - Ballotine
-
- Basic procedure for making sausages
 - Utensils and equipment
 - Ingredients
 - Components
 - Casings
 - Seasonings and spicing
-
- Basic procedures
 - Method
 - Type of cure
 - Length of cure
 - Drying
 - Cooking, smoking, and drying
 - Handling and storing

**Achievement Criteria**

- Performance** The individual will prepare a variety of forcemeat based products, sausages, and cured pork products with appropriate aspics, doughs, and accompaniments, to industry standards for quality and production time.
- Conditions**
- The individual will be given a workstation, appropriate ingredients and utensils
 - The competency will be observed and assessed by the instructor during technical training
- Criteria** The individual will be evaluated on a grading sheet which reflects:
- 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): J **BAKED GOODS AND DESSERTS**
Competency: J3 **Desserts**

Objectives

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

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

LEARNING TASKS

1. Identify and describe hot desserts

CONTENT

- Soufflés
 - Types
 - Ingredients
 - Preparation
- Sabayon
 - Types
 - Ingredients
 - Preparation
 - Presentation
- Beignets
 - Doughnuts or fruit fritters
- Flambé
 - Types
 - Ingredients
 - Equipment
 - Guéridons
 - Réchauds
 - Pans
 - Personnel
- Other hot desserts
 - Puddings
 - Cobblers
 - Crepes
 - Tatins



LEARNING TASKS

2. Prepare hot desserts

CONTENT

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

3. Identify and describe specialty desserts

- Types
- Ingredients
- Preparation
- Handling and storage

4. Prepare specialty desserts

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

5. Prepare dessert sauces

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

**Achievement Criteria**

- Performance** The individual will prepare hot and specialty desserts, with appropriate sauces and garnishes, 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

**Achievement Criteria**

- Performance** The individual will prepare and present a variety of specialty cakes and tortes, with appropriate sauces and garnishes 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

**Achievement Criteria**

- Performance** The individual will prepare frozen desserts, with appropriate sauces and garnishes, 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: J9 Chocolate, Sugar, and Garnishes

Objectives

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

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

LEARNING TASKS

1. Describe types and properties of chocolate

2. Describe the principles of sugar work

3. Prepare and temper chocolate

4. Prepare sugar garnishes

CONTENT

- Types
- Components
- Properties
- Cooking and baking with chocolate
- Handling and storage

- Types
- Properties
- Preparation procedures
- Handling and storage

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

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



LEARNING TASKS

5. Plate desserts

CONTENT

- Principles of plate presentation
- Choosing accompaniments

- Garnishes
 - Tempered chocolate
 - Fruit chips
 - Tuiles
 - Candied
 - Caramel
 - Nut clusters
 - Citrus zest

Achievement Criteria

- Performance** The individual will prepare chocolate, sugar, and dessert garnishes 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 3 Grading Sheet: Subject Competency and Weighting

PROGRAM: IN-SCHOOL TRAINING:	COOK (COOK) LEVEL 3		
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	OCCUPATIONAL SKILLS	20%	20%
B	STOCKS, SOUPS AND SAUCES	15%	15%
E	MEATS	15%	15%
F	POULTRY	10%	10%
G	SEAFOOD	10%	10%
H	GARDE-MANGER	15%	15%
J	BAKED GOODS AND DESSERTS	10%	15%
K	BEVERAGES	5%	0%
	Total	100%	100%
In-school theory & practical subject competency weighting		25%	75%
Final in-school mark		IN-SCHOOL %	

All apprentices who complete Level 3 of the Cook program with a FINAL in-school mark of 70% or greater will write the Interprovincial Red Seal examination and take the Professional Cook Level 3 Practical Examination for their final assessment.

Interprovincial Red Seal Exam Mark A score of 70% or greater is required for a pass	EXAM %
Practical Assessment Exam Mark A score of 70% or greater is required for a pass	EXAM %



Section 5

FACILITY REQUIREMENTS



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 # 7960003374

Recommended Resources

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

Suggested Texts

- On Cooking, Fifth Canadian Edition,
Sarah R. Labensky, CCP, Alan M. Hause, Priscilla A. Martell, Fred L. Malley, Anthony Bevan,
Settimio Sicoli
ISBN: 978-0-13-800918-2
©2012
- Professional Cooking for Canadian Chefs, 7th Edition
Wayne Gisslen
ISBN: 978-0-470-19754-7
©2011
- The Professional Chef, 8th Edition
The Culinary Institute of America®
ISBN: 978-0-7645-5734-7
©2006
- The New Food Lover's Companion
Sharon Tyler Herbst
ISBN: 978-0764112584
©2001
- On Baking: A Textbook of Baking and Pastry Fundamentals,
Sarah R. Labensky, Eddy VanDamme, Pricilla Martel
ISBN: 978-0-131-57923-1
©2009
- The Professional Pastry Chef: Fundamentals of Baking and Pastry, 4th Edition
Bo Friberg
ISBN: 978-0-471-35925-8
©2002

NOTE:

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



Instructor Requirements

Occupation Qualification

The instructor must possess:

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