

Cook Level 3

Cook

Unit: C1 Journeyperson Trainer

Level: Three

Duration: 7 hours

Theory: 7 hours

Practical: 0 hours

Overview:

Level 1 in-school technical training offers an entry-level orientation to the challenges of apprenticeship training as it relates to the development of core tasks and skill requirements, as well as social competencies. This unit introduces senior apprentices to the responsibilities of workplace training that they will assume as supervising journeypersons. Most trades have a rich tradition of refreshing and sharing their trade skills from one generation of trade practitioner to the next. This unit orients senior apprentices to some of the practical and conceptual tools that can enable them to contribute to this trade heritage when they become certified journeypersons and, ultimately, journeyperson trainers.

The journeyperson's obligation to assist entry-level apprentices to develop skills and knowledge is complex and challenging. It involves safety considerations, employer expectations, provincial regulations, as well as the tradition of skills stewardship that links modern practice with the long history of workplace teaching and learning that defines the apprenticeable trades. The ability to offer timely and appropriate support to apprentices is itself an important area of trade learning. This unit presents material intended to help refine this ability through reflection and discussion by senior apprentices, and discussion with their in-school instructor and journeyperson trainer.

This content reflects Manitoba and Canadian standards prescribed for journeyperson-level supervisory capabilities, as well as key topics in current research on the importance of workplace training in apprenticeship systems. These detailed descriptors represent suggested focal points or guidelines for potentially worthwhile exploration and are neither mandatory nor exhaustive.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|--|--|
| <ol style="list-style-type: none"> 1. Compare/contrast role-options and responsibilities of the supervising journeyperson. <ol style="list-style-type: none"> a. Implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used b. Accountability for results: e.g., journeyperson is/is not required to prepare performance evaluation that could affect apprentice's employability or wage-rate, etc. c. Long-term vs. short-term supervision assignments – e.g., considerable latitude/little latitude for apprentice to learn from mistakes d. Formally vs. informally structured – e.g., supervision assignment is part of a prescribed cycle of assignments involving coordination among multiple journeypersons; apprentice is trained according to an individual training plan negotiated with employer e. Types of supervisory role options and what is implied by each: <ul style="list-style-type: none"> • Journeyperson Trainer (JT) role: often initiated by someone other than apprentice, and limited to a particular skill set, task, or production requirement | n/a |

- Mentor role: often initiated by apprentice, and relatively open-ended regarding content, duration, etc.
- Peer role: typically involves individual upgrading or cross-training of one journeyperson by another; can include senior apprentice assisting less-experienced trade learner
- Coordinator role: often a senior-level journeyperson appointed by an organization to assume responsibilities for monitoring progression of groups of apprentices
- Other roles: may be improvised by journeyperson, such as a combination of multiple roles of the above

2. Describe and demonstrate common requirements about providing journeyperson level supervision. n/a

- Apprenticeship learning adapted to journeyperson supervision assignments and a journeyperson perspective
 - Application of adult education concepts to trades teaching and learning (e.g., responsibilities and expectations of senior-level apprentices)
 - Practical significance of 'styles' of adult learning and teaching
 - Helping senior-level apprentices integrate in-school technical training and on-the-job practical training experiences
 - Providing help and guidance about new tasks and skills
 - Providing help and guidance about fixing mistakes
 - Learning and teaching "the ropes" – socialization of apprentice within a community of trade practice (e.g., how to borrow a tool, interrupt a journeyperson, and seek advice of experienced co-workers)
 - Coverage and documentation of prescribed tasks and subtasks where applicable
 - Discuss the limits of the journeyperson trainers' own responsibilities and competence (e.g., scope, willingness to train, etc.)
 - Benefits of maintaining a personal record of achievements, ideas, and needs as a journeyperson trainer (e.g., resume, portfolio, training credentials, logbook, etc.)
- Individual reflection and guided group discussion about personal experiences of workplace learning as an apprentice
 - Identification of best and worst practices of journeyperson trainer
 - Identification of workplace and other factors that can contribute to good and bad trades teaching/learning experiences
 - Development of professional standards and work ethics about responsibility to share one's knowledge and skill with others in the workplace (e.g., use/misuse of humour, rigour, discretion, craft-pride, etc.)
 - Qualities of a good journeyperson trainer
 - Components of workplace journeyperson training
 - Processes and recommended practices re: journeyperson training
 - Troubleshooting problems re: supervision assignments
- Role of assessment in supervising, coaching, or guiding other people to learn or improve their skills (e.g., formative and summative evaluation), and how this might contribute to how the journeyperson-level supervision task is approached in future
- Compare and contrast discussion results with current knowledge and resources about workplace training methods as they apply to journeyperson-level supervision assignments
- Other (as may be specified by instructor)

Cook

Unit: C2 Food Safety Procedures III

Level: Three

Duration: 7 hours

Theory: 6 hours

Practical: 1 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of kitchen sanitation standards, personal hygiene principles and practices, and food handling and storage practices.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|---|--|
| 1. Review terminology associated with personal hygiene and hygienic practices. | 5% |
| 2. Review and interpret codes, public health regulations and jurisdictional requirements pertaining to kitchen sanitation and safe food handling practices. | 15% |
| 3. Review sanitizing products and their applications and procedures for use. | 5% |
| 4. Review the procedures used to disassemble and assemble kitchen tools and equipment and their accessories for sanitizing purposes. | 10% |
| 5. Review the procedures used to maintain a sanitary food service operation. | 15% |
| a. Clean, sanitize and sterilize <ul style="list-style-type: none"> • Three sink method of sanitization | |
| b. Manage waste and recycle | |
| c. Control pests and rodents | |
| d. Prevent cross-contamination | |
| e. Hand washing | |
| f. Personal hygiene and clean apparel | |
| g. Hazard Analysis Critical Control Points (HACCP) system and its use in food service operations | |
| 6. Review jurisdictional regulations and company guidelines associated with wearing personal items. | 5% |
| a. Fragrances | |
| b. Hair restraints | |
| c. Jewelry | |
| d. Nail polish | |
| 7. Review proper food handling and storage techniques. | 15% |

- a. Cleanliness
- b. Preventing cross-contamination
- c. Maintaining foods at safe temperatures
- d. Receiving and storing foods (first in, first out – FIFO)
- e. Food-borne illnesses and contamination, their causes and prevention
 - Chemical
 - Biological
 - Physical

- 8. Demonstrate proper kitchen sanitation, personal hygiene, and food handling and storage practices. 30%**

Cook

Unit: C3 Manages Products II: Menu Planning and Costing

Level: Three

Duration: 28 hours

Theory: 21 hours

Practical: 7 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of the procedures used to plan menus, carry out inventory, plan and order foods, control food costs, and will complete mise en place.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|---|--|
| 1. Define terminology associated with menu planning and costing. | 5% |
| 2. Describe the factors to consider when planning a balanced menu. | 10% |
| a. Variety | |
| b. Colour | |
| c. Dietary requirements of clientele | |
| d. Nutrition | |
| e. Use of product | |
| f. Cooking methods | |
| g. Clientele/demographics | |
| h. Mise en place | |
| 3. Explain the basic principles of nutrition. | 10% |
| a. Food allergies/intolerances | |
| b. Dietary requirements | |
| • Cultural | |
| • Religious | |
| c. Nutrients | |
| d. Canada Food Guide | |
| 4. Identify types of menus and describe their characteristics. | 5% |
| a. Table d'hôte | |
| b. Static | |
| c. Cycle | |
| d. À la carte | |
| e. Dégustation | |
| f. Tapas | |

- 5. Identify types of service and describe their characteristics. 5%**
- a. American and cafeteria
 - b. Russian
 - c. French
 - d. English and buffet
- 6. Calculate food quantities and costs. 15%**
- a. Food cost
 - b. Food cost percentages
 - c. As purchased/edible portions
 - d. Recipe and yield conversion
 - e. Yield analysis
 - f. Food purchase specifications
- 7. Describe and demonstrate methods of cost control and their characteristics. 10%**
- a. Food purchase specifications
 - b. Standardized recipes
 - c. Standardized yields
 - d. Standardized portions
 - e. Inventory
- 8. Describe the factors that determine mise en place requirements. 10%**
- a. Food schedules
 - b. Labour schedules
 - c. Equipment capabilities
 - d. Staff capabilities
- 9. Calculate operational cost. 15%**
- a. Food
 - b. Labour
 - c. Fixed/variable
 - d. Profit
- 10. Describe and demonstrate the principles of food preparation systems in kitchen management and cost control. 15%**
- a. Quality inspection
 - b. Apply food quantities and cost calculations
 - c. Apply operational cost control calculations

Cook

Unit: C4 Fruits, Condiments and Preserves

Level: Three

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of condiments and preserves, their applications, and of the procedures used to prepare fruits, condiments and preserves.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|---|--|
| 1. Define terminology associated with fruits, condiments and preserves. | 5% |
| 2. Review characteristics and culinary procedures associated with fruits. <ul style="list-style-type: none">a. Classifications and typesb. Selection of ingredientsc. Handling and storaged. Preparation procedurese. Market forms (pre-prepared and packaged)f. Applications | 15% |
| 3. Identify and describe types of condiments and preserves. <ul style="list-style-type: none">a. Characteristicsb. Originc. Selection of ingredientsd. Preparation procedurese. Applications and pairings | 20% |
| 4. Describe and demonstrate the procedures used to handle and store condiments and preserves. | 10% |
| 5. Perform the procedures used to prepare condiments and preserves. <ul style="list-style-type: none">a. Selection of ingredientsb. Preparation proceduresc. Applications and pairingsd. Handling and storage | 50% |

Cook

Unit: C5 Alternative Proteins II

Level: Three

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of alternative proteins, their applications, and of the procedures used to prepare alternative proteins.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|---|--|
| 1. Review terminology associated with alternative proteins. | 5% |
| a. Pulses | |
| b. Grains and rice | |
| c. Nuts | |
| d. Tofu | |
| e. Other (plant based) | |
| 2. Review the types of alternative proteins, and their characteristics and applications. | 20% |
| a. Pulses | |
| b. Grains and rice | |
| c. Nuts | |
| d. Tofu | |
| e. Other (plant based) | |
| f. Yield | |
| 3. Review the procedures used to prepare alternative proteins. | 20% |
| a. Pulses | |
| b. Grains and rice | |
| c. Nuts | |
| d. Tofu | |
| e. Other (plant based) | |
| f. Yield | |
| g. Finishing | |
| 4. Review the procedures used to handle and store alternative proteins. | 5% |

5. Perform the procedures used to prepare alternative proteins.

50%

- a. Pulses
- b. Grains and rice
- c. Nuts
- d. Tofu
- e. Other (plant based)
- f. Yield
- g. Finishing

Cook

Unit: C6 Cheese and Dairy Products

Level: Three

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of cheese and dairy products, substitutes and their applications.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|--|--|
| 1. Define terminology associated with cheese and dairy products. | 10% |
| 2. Describe the procedures used to handle and store cheese and dairy products. | 10% |
| 3. Review the classifications and types of cheese and dairy products, and their characteristics and applications. | 20% |
| a. Cheese and cheese products | |
| b. Milk and milk products | |
| c. Creams and cream products | |
| d. Butters and butter products | |
| e. Plant-based products | |
| 4. Review market forms (pre-prepared and packaged) of eggs, cheese, milk, creams and butters, and their characteristics and applications. | 10% |
| a. Local | |
| b. Freshness | |
| c. Storage life | |
| d. Certified organic | |
| e. Processed | |
| f. Applications | |
| 5. Describe and demonstrate the correct procedures for utilizing cheese. | 50% |
| a. Freshness | |
| b. Selection | |
| c. Temperature in accordance to usage | |
| d. Pairing | |

Cook

Unit: C7 Sauces, Soups and Thickening Agents

Level: Three

Duration: 14 hours

Theory: 2 hours

Practical: 12 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate advanced knowledge of sauces, soups, and thickening agents, their applications, and of the procedures used to prepare sauces and soups.

| Objectives and Content: | Percent of <u>Unit Mark (%)</u> |
|--|------------------------------------|
| 1. Review terminology associated with sauces, soups and thickening agents. | 5% |
| 2. Review and identify types of sauces, soups and thickening agents. | 5% |
| a. Sauces <ul style="list-style-type: none"> • Mother sauces and derivatives • International • Modern b. Soups <ul style="list-style-type: none"> • Chilled • Chowders • Consommés • Purées • Specialty/international c. Thickening agents <ul style="list-style-type: none"> • Gums • Gelatins • Agar agar | |
| 3. Review and describe characteristics of sauces, soups and thickening agents. | 5% |
| a. Factors to consider when selecting ingredients b. Serving temperature c. Consistency d. Clarity e. Flavour building | |

- | | |
|--|------------|
| 4. Review and demonstrate the procedures used to prepare sauces, soups and thickening agents. | 30% |
| <ul style="list-style-type: none">a. Ingredient ratiosb. Selecting cooking time, temperature and techniquec. Skimmingd. Straininge. Reductions | |
| 5. Review the procedures used to cool and store sauces, soups and thickening agents. | 5% |
| 6. Perform the procedures used to prepare sauces, soups and thickening agents. | 50% |
| <ul style="list-style-type: none">a. Equipmentb. Selection of ingredientsc. Finishing/platingd. Applications | |

Cook

Unit: C8 Meats, Poultry and Game

Level: Three

Duration: 28 hours

Theory: 8 hours

Practical: 20 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of meats, poultry and game, their applications, and of the procedures used to handle, prepare and store meats, poultry and game.

| Objectives and Content: | Percent of Unit Mark (%) |
|---|-----------------------------|
| 1. Define terminology associated with meats, poultry and game. | 5% |
| 2. Identify and describe types of meats, poultry and game. | 5% |
| a. Domestic b. Wild | |
| 3. Review safety practices and precautions related to serving and handling meats, poultry and game. | 5% |
| a. Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection and grading of meats b. Cultural considerations c. Storage d. Defrosting | |
| 4. Review types of domestic meats, poultry and game, and their characteristics and applications. | 5% |
| a. Meats <ul style="list-style-type: none"> • Beef • Pork • Veal • Lamb • Goat • Specialty • Variety meats b. Poultry <ul style="list-style-type: none"> • Chicken • Cornish hen • Turkey | |

- Duck
 - Specialty
5. **Describe and demonstrate select market forms of meats, poultry and game, and their characteristics and applications.** **10%**
 - a. Age
 - b. Grade
 - c. Fabrication
 - d. Free range
 6. **Review the key factors to consider when cooking meats, poultry and game.** **5%**
 - a. Cut of meat or poultry
 - b. Muscle structure (and marbling, if applicable)
 - c. Cooking method
 - d. Time and temperature
 - e. Yield
 - f. Resting
 - g. Use of trim
 7. **Describe and demonstrate methods used to cook meats, poultry and game, and their associated procedures.** **20%**
 - a. Dry heat
 - b. Moist heat
 - c. Combination
 - d. Sous vide
 8. **Describe and demonstrate the procedures used to present meats, poultry and game.** **15%**
 - a. Carving
 - b. Finishing
 - c. Plating/buffet
 9. **Perform the procedures used to store, cook and present meats, poultry and game.** **30%**
 - a. Equipment
 - b. Cut of meat
 - c. Muscle structure and marbling
 - d. Degree of doneness
 - e. Flavouring and seasoning
 - f. Cooking method
 - g. Time and temperature
 - h. Yield
 - i. Resting
 - j. Use of trim
 - k. Carving
 - l. Finishing
 - m. Plating/buffet

Cook

Unit: C9 Seafood II

Level: Three

Duration: 21 hours

Theory: 4 hours

Practical: 17 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of seafood, their applications, and of the procedures used to handle, prepare and store seafood.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|--|--|
| 1. Review terminology associated with seafood. <ul style="list-style-type: none"> a. Shellfish b. Crustacean c. Mollusks d. Fin fish | 5% |
| 2. Review safety practices and precautions related to serving and handling seafood. <ul style="list-style-type: none"> a. Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection and grading of seafood b. Storage | 5% |
| 3. Review the classifications and types of seafood, and their characteristics and applications. <ul style="list-style-type: none"> a. Shellfish b. Crustacean c. Mollusks d. Fin fish e. Regional species | 5% |
| 4. Review the market forms (pre-prepared and packaged) of seafood, and their characteristics and applications. | 5% |
| 5. Review the procedures used to verify the quality of seafood. | 5% |
| 6. Describe and demonstrate the procedures used to process seafood. <ul style="list-style-type: none"> a. Debeard b. Skin (if applicable) c. Shuck | 20% |

- d. Shell
- e. De-vein
- f. Clean
- g. Fabricate
- h. Trim
- i. Portion
- j. Marinate
- k. Use of trim
- l. Fillet

7. Describe and demonstrate methods used to cook seafood and their associated procedures. 20%

- a. Dry heat
- b. Moist heat
- c. Combination
- d. Sous vide
- e. Finishing/plating

8. Perform the procedures to prepare, process and present seafood using a variety of cooking methods. 35%

- a. Fabricate
 - Debeard
 - Skin (if applicable)
 - Shuck
 - Shell
 - De-vein
- b. Clean
- c. Trim
- d. Portion
- e. Marinate (if applicable)
- f. Use of trim
- g. Dry heat
- h. Moist heat
- i. Combination
- j. Finishing/plating

Cook

Unit: C10 Hors D'oeuvres

Level: Three

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of hors d'oeuvres, their applications, and of the procedures used to prepare hors d'oeuvres.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|--|--|
| 1. Define terminology associated with hors d'oeuvres. | 5% |
| 2. Identify and describe types of hors d'oeuvres, and their characteristics and styles of service. | 10% |
| a. Hot | |
| b. Cold | |
| 3. Identify market forms (pre-prepared and packaged) of hors d'oeuvres and describe their characteristics and applications. | 5% |
| 4. Describe and demonstrate the procedures used to prepare hors d'oeuvres. | 25% |
| a. Equipment | |
| b. Selection of ingredients | |
| c. Temperature | |
| d. Finishing/plating | |
| e. Presentation | |
| 5. Describe and demonstrate the procedures used to hold and store hors d'oeuvres. | 5% |
| 6. Perform the procedures used to prepare hors d'oeuvres. | 50% |
| a. Equipment | |
| b. Selection of ingredients | |
| c. Temperature | |
| d. Finishing/plating | |
| e. Presentation | |

Cook

Unit: C11 Charcuterie and Cured Products

Level: Three

Duration: 21 hours

Theory: 4 hours

Practical: 17 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of charcuterie and cured products, their applications, and of the procedures used to prepare charcuterie and cured products.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|--|--|
| 1. Define terminology associated with charcuterie and cured products. | 10% |
| 2. Identify and describe types of charcuterie and cured products, and their characteristics and applications. | 15% |
| a. Forcemeats | |
| b. Terrines | |
| c. Pâtés | |
| d. Galantines and ballotines | |
| e. Sausages | |
| f. Variety meats | |
| 3. Describe the procedures used to process charcuterie and cured products. | 10% |
| 4. Identify quality indicators associated with charcuterie and cured products. | 10% |
| 5. Describe and demonstrate procedures and factors to consider when preparing charcuterie and cured products. | 15% |
| a. Cooking methods | |
| b. Equipment | |
| c. Flavouring and seasoning | |
| d. Degree of doneness | |
| e. Time and temperature | |
| f. Yield | |
| g. Resting/pressing/curing | |
| h. Food safety | |
| i. Finishing/plating | |
| 6. Describe and demonstrate the procedures used to handle and store charcuterie and cured products. | 10% |

- 7. Perform the procedures used to prepare charcuterie and cured products. 30%**
- a. Cooking methods
 - b. Equipment
 - c. Flavouring and seasoning
 - d. Degree of doneness
 - e. Time and temperature
 - f. Yield
 - g. Resting/pressing/curing
 - h. Food safety
 - i. Finishing/plating

Cook

Unit: C12 Gels and Glazes

Level: Three

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of gels and glazes, their applications, and of the procedures used to prepare gels and glazes.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|---|--|
| 1. Define terminology associated with gels and glazes. | 10% |
| a. Aspics | |
| b. Jellies | |
| 2. Identify and describe the types of gels and glazes, and their characteristics and applications. | 10% |
| a. Hot | |
| b. Cold | |
| 3. Describe and demonstrate the procedures used to prepare gels and glazes. | 30% |
| a. Equipment | |
| b. Selection of ingredients | |
| c. Ratios | |
| d. Finishing/plating | |
| e. Presentation (application) | |
| 4. Perform the procedures used to prepare gels and glazes. | 50% |
| a. Equipment | |
| b. Selection of ingredients | |
| c. Ratios | |
| d. Finishing/plating | |
| e. Presentation (application) | |

Cook

Unit: C13 Cakes and Tortes II

Level: Three

Duration: 14 hours

Theory: 2 hours

Practical: 12 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of cakes and tortes, their applications, and of the procedures used to prepare cakes and tortes.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|--|--|
| 1. Review terminology associated with cakes and tortes. | 5% |
| 2. Review ingredients used in cakes and tortes, and their characteristics and applications. | 5% |
| a. Flour | |
| b. Fats/shortening | |
| c. Sweeteners | |
| d. Liquids | |
| e. Leavening agents | |
| f. Dairy products | |
| g. Flavourings and seasonings | |
| h. Chocolate | |
| i. Specialty products | |
| 3. Review the factors to consider when selecting ingredients for cakes and tortes. | 5% |
| a. Toughners | |
| b. Tenderizers | |
| c. Moisteners | |
| d. Driers | |
| e. Leaveners | |
| f. Flavouring | |
| 4. Review formulas and bakers percentages for cakes and tortes. | 5% |
| 5. Review the types of cakes and tortes, their respective mixing methods, and their preparation procedures. | 15% |
| a. High fat | |
| • Creaming | |

- Two-stage
 - b. Foam
 - Chiffon
 - Sponge
 - Angel food
 - Genoise
 - c. Cheesecake
 - d. Specialty
- 6. Review the procedures used to handle and store cakes and tortes. 5%**
- 7. Describe and demonstrate the procedures used to assemble and decorate cakes and tortes. 10%**
- a. Multi-layer assembly
 - b. Cake coverings
 - c. Décor finishes
 - d. Presentation
- 8. Perform the procedures used to prepare cakes and tortes. 50%**
- a. Selection of ingredients
 - b. Apply formulas and bakers percentages
 - c. Preparation
 - d. Baking methods
 - e. Finishing techniques (multi-layer assembly)
 - f. Cake coverings
 - g. Décor finishes
 - h. Plating and presentation

Cook

Unit: C14 Pies and Pastries II

Level: Three

Duration: 21 hours

Theory: 5 hours

Practical: 16 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of pies and pastries, their applications, and of the procedures used to prepare pies and pastries.

| Objectives and Content: | <u>Percent of Unit Mark (%)</u> |
|---|--|
| 1. Review terminology associated with pies and pastries. | 5% |
| 2. Review the types of pies and pastries, and their characteristics and applications. <ul style="list-style-type: none">a. Type of dough<ul style="list-style-type: none">• Mealy• Flakyb. Sweetc. Savoury | 5% |
| 3. Review the factors to consider when selecting ingredients for pies and pastries. <ul style="list-style-type: none">a. Sweetb. Savouryc. Service | 5% |
| 4. Review formulas and bakers percentages for pies and pastries. | 5% |
| 5. Review kitchen practices, food quality indicators and finishing techniques. <ul style="list-style-type: none">a. Equipmentb. Laminated doughsc. Petit fours/Entremetsd. Finishinge. Applications | 25% |
| 6. Review the procedures used to handle and store pies and pastries. | 5% |
| 7. Demonstrate the advanced procedures used to prepare pies and pastries. | 50% |

Cook

Unit: C15 Frozen Desserts, Chocolate and Sugar Work

Level: Three

Duration: 21 hours

Theory: 6 hours

Practical: 15 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of frozen desserts, chocolate and sugar work, their applications, and of the procedures used to prepare frozen desserts, chocolate and sugar work.

| Objectives and Content: | Percent of Unit Mark (%) |
|---|-----------------------------|
| 1. Define terminology associated with frozen desserts, chocolate and sugar work. | 10% |
| 2. Identify types of frozen desserts, chocolate and sugar work, and describe their characteristics. <ul style="list-style-type: none"> a. Frozen desserts <ul style="list-style-type: none"> • Churned • Still frozen b. Chocolate <ul style="list-style-type: none"> • Milk • White • Dark (couverture) c. Sugar work <ul style="list-style-type: none"> • Pulled • Blown • Poured | 10% |
| 3. Describe and demonstrate the procedures used to prepare frozen desserts, chocolate and sugar work. <ul style="list-style-type: none"> a. Equipment b. Selection of ingredients c. Ratios d. Temperature e. Tempering f. Finishing/plating g. Presentation | 25% |

- | | |
|--|------------|
| 4. Identify market forms (pre-prepared and packaged) of frozen desserts, chocolate and sugar work, and describe their characteristics and applications. | 5% |
| 5. Describe and demonstrate the procedures used to handle and store frozen desserts, chocolate and sugar work. | 5% |
| 6. Perform the procedures used to prepare frozen desserts, chocolate and sugar work. | 45% |
| a. Equipment | |
| b. Selection of ingredients | |
| c. Ratios | |
| d. Temperature | |
| e. Tempering | |
| f. Finishing/plating | |
| g. Presentation | |

Cook

Unit: C16 Cooking Principles III

Level: Three

Duration: 28 hours

Theory: 7 hours

Practical: 21 hours

Overview:

Upon completion of this unit of instruction, the apprentice will demonstrate knowledge of specialized cooking techniques.

| Objectives and Content: | Percent of Unit Mark (%) |
|---|-----------------------------|
| 1. Review terminology associated with specialized cooking techniques. a. Review workspace planning and safety b. Review mise en place | 5% |
| 2. Review methods used in specialized cooking techniques and describe their associated procedures. a. Sous vide b. Progressive gastronomy c. Ethnic and cultural origin | 5% |
| 3. Review methods used to check for doneness of foods and describe their associated procedures. a. Probe thermometer b. Visual inspection c. Time and temperature | 5% |
| 4. Review methods of flavour enhancement and their applications. a. Seasonings b. Flavourings c. Cooking methods | 5% |
| 5. Review kitchen practices, food quality indicators and finishing techniques. a. Finishing techniques b. Holding foods c. Plating techniques d. Re-thermalization e. Food quality indicators <ul style="list-style-type: none"> • Visual inspection | 5% |

- Tasting
 - f. Finishing techniques
 - Plating
 - Presentation
- 6. Review the styles of menus and describe their characteristics and applications. 5%**
- 7. Prepare a four-course meal for two people. 70%**
- a. Menu composition **(10% of total mark allocation)**
 - Black box ingredients and inventory of basic ingredients available
 - Compose menu from ingredients
 - Costing
 - b. Work plan/Efficiency **(10% of total mark allocation)**
 - Steps
 - Organization
 - Food wastage
 - Size of servings
 - Cooking only the required amount of food
 - c. Use of equipment and tools **(10% of total mark allocation)**
 - Techniques
 - d. Sanitation **(10% of total mark allocation)**
 - Handling of food and equipment
 - e. Attitude and composure **(5% of total mark allocation)**
 - In control at all times
 - Using the work plan
 - Mise en place
 - f. Personal appearance **(5% of total mark allocation)**
 - Clean uniform: jacket, pants, kerchief, head covering and apron
 - Grooming (short nails, hair neat and tidy, etc.)
 - g. Food presentation **(50% of total mark allocation)**
 - Timing
 - Presentation at specified time
 - Temperature appropriate for dish
 - Texture/colour
 - Flavour

Cook

Unit: C17 Pre-Interprovincial Review

Level: Three

Duration: 35 hours

Theory: 35 hours

Practical: 0 hours

Overview:

This unit offers apprentices a systematic review of skills and knowledge required to pass the Interprovincial (IP) Examination. It provides the connections between on-the-job learning and the content of in-school technical training. The unit includes pertinent information about the significance of certification and the main features of the exam. **No testing is prescribed for this instructional unit; a Pass/Fail grade will be awarded for participation in this unit.**

Objectives and Content:

1. **Describe the significance, format, and general content of the Inter-Provincial (IP) Examination.** n/a
 - a. Scope and aims of Inter-Provincial (Red Seal) Certification Examination system; value of certification.
 - b. Obligations and entitlements of candidates for Inter-Provincial certification:
 - Relevance of Inter-Provincial Examination to current, accepted trade practices; industry-based national validation of test items.
 - Supplementals Policy (retesting) by Apprenticeship Manitoba.
 - Confidentiality of examination content; the certified journeyperson's own stake in examination security (value of credential).
 - Limitations on use of calculators (cannot be programmable).
 - c. Multiple-choice (four-option) item format; Red Seal standards for acceptable test items (e.g., no "trick"-type questions; specifications for use of metric/imperial units).
 - d. Important government materials relevant to the Inter-Provincial (Red Seal) Examination for apprentice Cooks:
 - Red Seal Occupational Standard (RSOS); prescribed scope of the skills and knowledge which comprise the trade.
 - RSOS "Pie-chart" and its relationship to content distribution of Inter-Provincial Examination items.
 - Apprenticeship Manitoba Technical Training package.
2. **Identify resources, strategies, and other key considerations for maximizing successful completion of written exams used in certifying tradespeople.** n/a
 - a. Personal preparedness.
 - b. Proper rest and nutrition, eye-testing.
 - c. Making room for a personal study regimen.

- d. Focused reflection on prior test taking.
 - e. Self-assessment and a Personal Study Plan:
 - Preliminary self-assessment of individual strengths and weaknesses in trade-related skills and knowledge; usefulness of old tests; reflection on the in-school and on-the-job components of the Apprenticeship Program.
 - Use(s) of approved textbooks, chapter tests, study guides, and notetaking in preparing for an examination.
 - Study groups: perils and possibilities.
 - Formulation of a personal study plan, including an approximate timetable, which describes and schedules a course of action for reviewing all relevant material(s) and for strengthening areas of deficient skills and knowledge.
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| 3. | Review program content regarding the major work activity of hygiene, sanitation and safety. | n/a |
| 4. | Review program content regarding the major work activity of performs common occupational skills. | n/a |
| 5. | Review program content regarding the major work activity of produce. | n/a |
| 6. | Review program content regarding the major work activity of stocks, broths and soups. | n/a |
| 7. | Review program content regarding the major work activity of sauces. | n/a |
| 8. | Review program content regarding the major work activity of cheese, dairy, dairy plant-based alternatives, egg and egg products. | n/a |
| 9. | Review program content regarding the major work activity of pastas, noodles, stuffed pastas and dumplings. | n/a |
| 10. | Review program content regarding the major work activity of grains, pulses, seeds, nuts and alternative proteins. | n/a |
| 11. | Review program content regarding the major work activity of meats, game, poultry, game birds and variety meats. | n/a |
| 12. | Review program content regarding the major work activity of fish and seafood. | n/a |
| 13. | Review program content regarding the major work activity of salads and sandwiches. | n/a |
| 14. | Review program content regarding the major work activity of specialty preparation. | n/a |
| 15. | Review program content regarding the major work activity of sweet and savoury baked goods and desserts. | n/a |
