

Cook Level 2

Cook

Unit: A10 Cooking Principles II

Level: Two

Duration: 34 hours

Theory: 4 hours

Practical: 30 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with specialized cooking techniques	3%
2. Explain the principles of heat transfer. a. Conduction b. Convection c. Radiation d. Induction	3%
3. Identify methods used in specialized cooking techniques. a. Low temperature poaching b. Sous vide c. Molecular gastronomy d. Techniques of ethnic or cultural origin e. Ceviche f. Re-thermalizing	3%
4. Identify methods used to check for doneness of foods and describe their associated procedures.	3%
5. Identify types of seasonings and flavorings used to enhance foods and describe their characteristics, applications and procedures for use.	3%
6. Identify methods used to take temperatures of food products and describe their associated procedures.	3%
7. Identify food quality indicators and testing techniques and describe their associated procedures.	3%

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| 8. Identify specialized cooking techniques and describe their applications. | 3% |
| a. Finishing techniques | |
| b. Holding foods | |
| c. Plating techniques | |
| d. Re-thermalization | |
| 9. Identify the styles of menus and describe their characteristics and applications. | 3% |
| 10. Describe the procedures used to plan workspace and mise en place. | 3% |
| 11. Demonstrate specialized cooking techniques and service procedures. | 70% |

Cook

Unit: A12 Menu Planning and Costing

Level: Two

Duration: 34 hours

Theory: 28 hours

Practical: 6 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with menu planning, costing and mise en place.	5%
2. Describe the factors to consider when planning a balanced menu.	10%
a. Variety	
b. Color	
c. Dietary requirements of clientele	
d. Nutrition	
e. Use of product	
f. Cooking methods	
g. Clientele/demographics	
3. Explain the basic principles of nutrition.	15%
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'hote	
b. Static	
c. Cycle	
d. A la carte	

- 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. 10%**
- 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. Identify methods of cost controls and describe their characteristics. 10%**
- a. Food purchase specifications
 - b. Standardized recipes
 - c. Standardized yields
 - d. Standardized portions
- 8. Describe the procedures used to conduct an inventory. 10%**
- 9. Describe the factors that determine mise en place requirements. 10%**
- a. Food schedules
 - b. Labour schedules
 - c. Equipment capabilities
- 10. Calculate operational cost. 10%**
- a. Food
 - b. Labour
 - c. Fixed/variable
 - d. Profit
- 11. Explain the principles of food preparation systems in kitchen management and cost control. 10%**
- a. Chill/freeze
 - b. Re-thermalization
 - c. Holding hot foods

Cook

Unit: B4 Specialty Soups and Secondary Sauces

Level: Two

Duration: 14 hours

Theory: 2 hours

Practical: 12 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with specialty soups and secondary sauces.	3%
2. Identify types of specialty soups and secondary sauces, and describe their characteristics, applications and procedures for use.	3%
3. Identify types of specialty soups and describe their characteristics and serving temperatures.	3%
a. Consommé	
b. Bisque	
c. Chilled soups	
d. Soups of cultural or ethnic origin	
4. Identify types of secondary sauces and describe their applications.	10%
a. Derivatives of bechamel	
b. Derivatives of veloute	
c. Derivatives of espagnole or brown sauce	
d. Derivatives of tomato	
e. Derivatives of hollandaise	
f. Emulsions	
g. Sauces of ethnic and cultural origins	
5. Identify the factors to consider when selecting ingredients for specialty soups.	3%
6. Identify the factors to consider when selecting ingredients for secondary sauces.	3%
7. Identify ingredients and ratios used in specialty soups and secondary sauces.	3%

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| 8. Describe the procedures used to prepare specialty soups and secondary sauces. | 3% |
| 9. Describe the procedures used to reconstitute specialty soups and secondary sauces. | 3% |
| 10. Describe plating and finishing techniques. | 3% |
| 11. Describe the procedures used to cool and store specialty soups and secondary sauces. | 3% |
| 12. Demonstrate the procedures used to prepare specialty soups and secondary sauces. | 60% |

Cook

Unit: E2 Meats II

Level: Two

Duration: 56 hours

Theory: 6 hours

Practical: 50 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with meats and game.	2%
2. Describe safety practices and precautions related to serving and handling raw meats and game.	2%
3. Identify Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection of meats and game.	5%
4. Identify types of specialty and variety meats and game and describe their characteristics.	10%
a. Grass-fed beef	
b. Berkenshire pork	
c. Kobe beef	
d. Branded beef	
e. Provini veal	
f. Oxtails	
g. Sweetbreads	
h. Brains	
i. Kidney	
j. Liver	
k. Tongue	
l. Tripe	
m. Venison	
n. Moose	
o. Boar	
p. Rabbit	
q. Muskox	
r. Bison	
s. Caribou	
t. Elk	

5. **Identify the factors to consider when selecting meats and game.** 2%
- a. Local
 - b. Season
 - c. Freshness
 - d. Storage life
 - e. Certified organic
 - f. Applications
 - g. Processed
6. **Identify meat and game cuts and describe their characteristics and applications.** 2%
- a. Primal
 - b. Sub-primal
 - c. Fabricated
7. **Describe the aging process for meats and game.** 2%
8. **Describe meat and game ordering specifications.** 2%
9. **Identify the factors to consider when defrosting meats and game.** 2%
10. **Describe the procedures used to process meats and game.** 2%
- a. Marinate
 - b. Tenderize
 - c. Trim
 - d. Portion
 - e. Debone
 - f. Truss
11. **Identify the factors to consider when cooking meats.** 2%
- a. Type of variety meat
 - b. Degree of doneness
 - c. Flavoring and seasoning
 - d. Equipment
 - e. Temperature
 - f. Time
 - g. Yield
 - h. Resting
 - i. Use of excess product
12. **Identify the factors to consider when cooking game.** 2%
- a. Cut of meat
 - b. Muscle structure and marbling
 - c. Degree of doneness
 - d. Flavoring and seasoning
 - e. Equipment
 - f. Temperature
 - g. Time
 - h. Yield
 - i. Resting
 - j. Use of excess product

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| 13. Identify methods used to cook meats and game and describe their associated procedures. | 2% |
| a. Dry heat | |
| b. Moist heat | |
| c. Combination | |
| 14. Describe the procedures used to carve meats and game. | 2% |
| 15. Identify market forms (pre-prepared and packaged) of meats and game and describe their characteristics and applications. | 5% |
| 16. Describe the procedures to cure, smoke and pickle meats and game. | 2% |
| 17. Describe plating and finishing techniques. | 2% |
| 18. Describe the procedures used to handle and store meats and game. | 2% |
| 19. Demonstrate the procedures used to handle, prepare and store meats and game. | 50% |

Cook

Unit: E4 Specialty Poultry

Level: Two

Duration: 28 hours

Theory: 10 hours

Practical: 18 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of specialty poultry and their applications and of the procedures used to prepare specialty poultry.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with specialty poultry.	2%
2. Describe safety practices and precautions related to handling raw specialty poultry.	2%
3. Identify Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection of specialty poultry.	5%
4. Identify types of specialty poultry and describe their characteristics and applications.	10%
a. Free-range and organic poultry	
b. Goose	
c. Pheasant	
d. Quail	
e. Pigeon/squab	
f. Guinea fowl	
g. Wild fowl	
h. Ostrich/emu	
i. Duck	
5. Identify classifications, grades and market forms (pre-prepared and packaged) of specialty poultry and describe their characteristics and applications.	4%
6. Identify the factors to consider when selecting specialty poultry.	5%
a. Local	
b. Season	
c. Freshness	
d. Storage life	
e. Certified organic	
f. Applications	

- g. Processed
7. **Identify the factors to consider when defrosting specialty poultry.** 2%
 8. **Describe the procedures used to process specialty poultry.** 2%
 - a. Marinate
 - b. Trim
 - c. Portion
 - d. Debone
 - e. Truss
 9. **Describe the procedures to cure and smoke specialty poultry.** 2%
 10. **Identify the factors to consider when cooking specialty poultry.** 4%
 - a. Cut of poultry
 - b. Muscle structure
 - c. Degree of doneness
 - d. Flavouring and seasoning
 - e. Equipment
 - f. Temperature
 - g. Time
 - h. Yield
 - i. Resting
 - j. Use of excess product
 11. **Identify methods used to cook specialty poultry and describe their associated procedures.** 2%
 - a. Dry heat
 - b. Moist heat
 - c. Combination
 12. **Identify types of specialty poultry stuffing and describe their characteristics and applications.** 2%
 13. **Describe the procedures used to prepare specialty poultry stuffing.** 2%
 14. **Describe the procedures used to carve specialty poultry.** 2%
 15. **Describe plating and finishing techniques.** 2%
 16. **Describe the procedures used to handle and store specialty poultry.** 2%
 17. **Demonstrate the procedures used to handle, prepare and store specialty poultry.** 50%

Cook

Unit: F3 Specialty Fish and Seafood

Level: Two

Duration: 56 hours

Theory: 21 hours

Practical: 35 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with specialty fish and seafood.	2%
2. Describe safety practices and precautions related to serving and handling raw specialty fish and seafood.	2%
3. Identify Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection of specialty fish and seafood.	5%
4. Identify classifications and types of specialty fish and seafood and describe their characteristics and applications.	10%
5. Identify the factors to consider when selecting specialty fish and seafood.	2%
a. Local	
b. Season	
c. Freshness	
d. Storage life	
e. Applications	
f. Processed	
6. Identify market forms (pre-prepared and packaged) of specialty fish and seafood and describe their characteristics and applications.	5%
7. Identify regional species of specialty fish and seafood and describe their characteristics and applications.	5%
8. Describe the procedures used to verify quality and cuts of specialty fish and seafood.	2%
9. Describe the procedures used to hold live specialty fish and seafood.	2%

- 10. Describe the procedures used to process specialty fish and seafood. 5%**
- a. Scale
 - b. Fillet
 - d. Skin
 - e. Portion
 - f. Trim
 - g. Marinate
 - h. Shuck
 - i. Shell
 - j. De-vein
 - k. Clean
 - l. Use of excess product
- 11. Identify the factors to consider when cooking specialty fish and seafood. 2%**
- a. Desired degree of doneness
 - b. Flavoring and seasoning
 - c. Equipment
 - d. Temperature
 - e. Cooking time
 - f. Verification of doneness
 - g. Resting
 - h. Use of excess product
- 12. Describe the procedures used in ceviche, cold smoking, stuffing, marinating and brining specialty fish and seafood. 2%**
- 13. Identify cooking methods for specialty fish and seafood and describe their associated procedures. 2%**
- a. Curing and smoking
 - b. Sous vide
 - c. En papillote
- 14. Describe plating and finishing techniques. 2%**
- 15. Describe the procedures used to handle and store specialty fish and seafood. 2%**
- 16. Demonstrate the process to prepare and present specialty fish and seafood using a variety of preparation techniques and cooking methods, and to handle and store specialty fish and seafood. 50%**

Cook

Unit: G4 Condiments and Accompaniments

Level: Two

Duration: 7 hours

Theory: 3 hours

Practical: 4 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with condiments and accompaniments.	10%
2. Identify types of condiments and accompaniments and describe their characteristics and applications.	10%
3. Identify the factors to consider when selecting ingredients for condiments and accompaniments.	10%
4. Describe the procedures used to process ingredients for condiments and accompaniments.	10%
5. Describe the procedures used to prepare condiments and accompaniments.	10%
6. Describe the procedures used to handle and store condiments and accompaniments.	10%
7. Demonstrate the procedures used to prepare condiments and accompaniments.	40%

Cook

Unit: G5 Aspics, Jellies and Glazes

Level: Two

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with aspics, jellies and glazes.	5%
2. Identify types of aspics and describe their characteristics and applications.	5%
3. Identify types of jellies and describe their characteristics and applications.	5%
4. Identify types of glazes and describe their characteristics and applications.	5%
5. Identify factors to consider when selecting ingredients for aspics, jellies and glazes.	5%
6. Describe the procedures used to process ingredients for aspics, jellies and glazes.	5%
7. Describe the procedures used to prepare and apply aspics, jellies and glazes.	5%
8. Describe the procedures used to handle and stores aspics, jellies and glazes.	5%
9. Demonstrate the procedures used to prepare aspics, jellies and glazes.	60%

Cook

Unit: G6 Hors D'oeuvres

Level: Two

Duration: 29 hours

Theory: 2 hours

Practical: 27 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of hors d'oeuvres and 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.	4%
2. Identify types of hors d'oeuvres and describe their characteristics. a. Hot b. Cold	4%
3. Identify market forms (pre-prepared and packaged) of hors d'oeuvres and describe their characteristics and applications.	4%
4. Identify the factors used to consider when selecting ingredients for hors d'oeuvres.	4%
5. Describe the procedures used to process hors d'oeuvre ingredients.	4%
6. Describe the procedures used to prepare hors d'oeuvres.	4%
7. Identify styles of service associated with hors d'oeuvres.	4%
8. Describe the plating/buffet/platter and finishing techniques.	4%
9. Describe the procedures used to hold and store hors d'oeuvres.	4%
10. Demonstrate the procedures used to prepare hors d'oeuvres.	64%

Cook

Unit: G7 Marinades, Rubs and Brines

Level: Two

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with marinades, rubs and brines.	3%
2. Identify types of marinades and rubs and describe their characteristics, applications and procedures for use.	3%
3. Identify the factors to consider when selecting ingredients for marinades and rubs.	3%
4. Identify ingredients and ratios used to prepare marinades and rubs.	10%
5. Describe the procedures used to prepare marinades and rubs.	3%
6. Describe the procedures used to handle and store marinades and rubs.	3%
7. Identify types of brines and describe their characteristics, applications and procedures for use.	3%
8. Identify the factors to consider when selecting ingredients for brines.	3%
9. Identify ingredients and ratios used to prepare brines.	3%
10. Describe the procedures used to prepare brines.	3%
11. Describe the procedures used to handle and store brines.	3%
12. Demonstrate the procedures used to prepare marinades, rubs and brines.	60%

Cook

Unit: G8 Charcuterie

Level: Two

Duration: 44 hours

Theory: 7 hours

Practical: 37 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with charcuterie.	3%
2. Identify types of charcuterie and describe their characteristics and applications.	3%
a. Forcemeats	
b. Terrines	
c. Pates	
d. Galantines and ballotines	
e. Sausages	
f. Variety meats	
3. Describe the procedures used to process charcuterie items.	10%
4. Identify quality indicators associated with charcuterie items.	3%
5. Identify the factors to consider when cooking charcuterie items.	3%
a. Degree of doneness	
b. Flavoring and seasoning	
c. Equipment	
d. Temperature	
e. Time	
f. Yield	
g. Resting	
6. Describe the procedures used to cook charcuterie items.	3%
7. Identify styles of service associated with charcuterie items.	3%

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| 8. Describe plating/platter and finishing techniques. | 3% |
| 9. Describe the procedures used to handle and store charcuterie items. | 3% |
| 10. Demonstrate the procedures used to prepare charcuterie. | 66% |

Cook

Unit: I2 Pastries

Level: Two

Duration: 15 hours

Theory: 2 hours

Practical: 13 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with pastries.	5%
2. Identify types of pastry dough and describe their characteristics and applications.	5%
3. Identify the factors to consider when selecting ingredients for pastries.	5%
4. Describe the procedures used to prepare pastries.	5%
5. Identify market forms (pre-prepared and packaged) of pastries and describe their characteristics and applications.	5%
6. Describe plating and finishing techniques.	5%
7. Describe the procedures used to handle and store pastries.	5%
8. Demonstrate the procedures used to prepare pastries.	65%

Cook

Unit: I6 Cakes and Tortes

Level: Two

Duration: 15 hours

Theory: 4 hours

Practical: 11 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with cakes and tortes.	3%
2. Identify types of cakes and tortes and describe their characteristics.	3%
3. Identify types of cheesecakes and describe their characteristics.	3%
4. Identify ingredients used in cakes and tortes and describe their characteristics and applications.	7%
a. Flour	
b. Fats/shortening	
c. Sweeteners	
d. Liquids	
e. Leavening agents	
f. Dairy products	
g. Flavourings and seasonings	
h. Chocolate	
i. Specialty products	
5. Calculate formulas and bakers percentages.	3%
6. Identify the factors to consider when selecting ingredients for cakes and tortes.	7%
a. Toughners	
b. Tenderizers	
c. Moisteners	
d. Driers	
e. Leaveners	
f. Flavouring	

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| 7. Describe the procedures used to process ingredients. | 3% |
| 8. Identify mixing methods used for cakes and tortes and describe their associated procedures. | 3% |
| a. High fat | |
| • Creaming | |
| • Two-stage | |
| b. Foam | |
| • Chiffon | |
| • Sponge | |
| • Angel food | |
| 9. Describe the procedures used to bake cakes and tortes. | 3% |
| 10. Identify market forms (pre-prepared and packaged) of cakes and tortes and describe their characteristics and applications. | 3% |
| 11. Describe the procedures used to assemble and decorate cakes and tortes. | 3% |
| 12. Describe the procedures used to assemble and decorate petit fours. | 3% |
| 13. Describe plating/buffet and finishing techniques. | 3% |
| 14. Describe the procedures used to handle and store cakes and tortes. | 3% |
| 15. Demonstrate the procedures used to prepare cakes and tortes. | 50% |

Cook

Unit: I7 Icings, Glazes, Meringues and Dessert Sauces

Level: Two

Duration: 9 hours

Theory: 2 hours

Practical: 7 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with icings, glazes, meringues and dessert sauces.	3%
2. Identify types of icings and describe their characteristics and applications.	3%
3. Identify types of glazes and describe their characteristics and applications.	3%
4. Identify types of meringues and describe their characteristics and applications.	3%
a. Common	
b. Swiss	
c. Italian	
d. Japonaise	
5. Identify types of dessert sauces and describe their characteristics and applications.	3%
6. Identify the factors to consider when selecting icings, glazes, meringues and dessert sauces.	3%
7. Describe the procedures used to spin, caramelize and pull sugar.	3%
8. Describe the procedures used to prepare icings.	3%
9. Describe the procedures used to prepare glazes.	3%
10. Describe the procedures used to prepare meringues.	3%
11. Describe the procedures used to prepare dessert sauces.	3%

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| 12. Identify market forms (pre-prepared and packaged) of icings, glazes, meringues and dessert sauces and describe their applications. | 3% |
| 13. Describe plating and finishing techniques. | 3% |
| 14. Describe the procedures used to handle and store icings, glazes, meringues and dessert sauces. | 3% |
| 15. Demonstrate the procedures used to prepare icings, glazes, meringues and dessert sauces. | 58% |

Cook

Unit: I8 Creams and Custards

Level: Two

Duration: 9 hours

Theory: 2 hours

Practical: 7 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of creams and custards and their applications and of the procedures used to prepare creams and custards.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with creams and custards.	4%
2. Identify types of creams and custards and describe their characteristics.	4%
3. Identify ingredients used in creams and custards and describe their characteristics and applications. a. Flour b. Fats/shortening c. Sweeteners d. Liquids e. Leavening agents f. Dairy products g. Flavourings and seasonings h. Chocolate i. Specialty products.	4%
4. Calculate formulas and bakers percentages.	4%
5. Identify the factors to consider when selecting ingredients for creams and custards.	4%
6. Describe the procedures used to prepare creams and custards.	4%
7. Identify market forms (pre-prepared and packaged) of creams and custards and describe their characteristics and applications.	4%
8. Describe plating and finishing techniques.	4%

- 9. Describe the procedures used to handle and store creams and custards. 4%
- 10. Demonstrate the procedures used to prepare creams and custards. 64%

Cook

Unit: I9 Frozen Desserts

Level: Two

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

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

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with frozen desserts and sorbets.	5%
2. Identify types of frozen desserts and sorbets and describe their characteristics. a. Churned b. Still frozen	5%
3. Identify the factors to consider when selecting ingredients for frozen desserts and sorbets.	5%
4. Describe the procedures used to prepare frozen desserts and sorbets.	5%
5. Identify market forms (pre-prepared and packaged) of frozen desserts and sorbets and describe their characteristics and applications.	5%
6. Describe plating and finishing techniques.	5%
7. Describe the procedures used to handle and store frozen desserts and sorbets.	5%
8. Demonstrate the procedures used to prepare frozen desserts and sorbets.	65%

Cook

Unit: I10 Chocolate

Level: Two

Duration: 7 hours

Theory: 2 hours

Practical: 5 hours

Overview:

Upon completion of this unit of instruction the apprentice will demonstrate knowledge of chocolate and its applications.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
1. Define terminology associated with chocolate.	5%
2. Identify types and properties of chocolate and describe their applications.	5%
3. Describe the procedures used to temper chocolate.	5%
4. Describe the procedures used to finish chocolate.	5%
5. Identify market forms (pre-prepared and packaged) of chocolate and describe their characteristics and applications.	5%
6. Describe plating and garnishing techniques.	5%
7. Describe the procedures used to handle and store chocolate.	5%
8. Demonstrate the procedures used to prepare chocolate.	65%

Cook

Unit: A2 Orientation II: The Job of Journeywork

Level: Two

Duration: 7 hours

Theory: 7 hours

Practical: 0 Hours

Overview:

Cook technical training offers an entry-level orientation to the challenges of apprenticeship learning. The present unit introduces senior apprentices to the responsibilities of workplace *teaching* that they will assume as supervising journeypersons. Tradeworkers have a particularly rich tradition of refreshing and sharing their skills from one generation of practitioners 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 themselves become certified journeypersons. The journeyperson's obligation to assist trade learners 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, 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 dialogue with their instructor. The detailed descriptors under each unit objective reflect Manitoba and Canadian standards prescribed for journey-level supervisory capabilities, as well as key topics in current research on the importance of workplace teaching and learning in trades-apprenticeship systems. Thus, descriptors represent suggested focal points or guidelines for potentially-worthwhile exploration. Delivery of this content will vary with the discretion of individual instructors, and with the experiences senior apprentices bring forward for group/individual reflection on the skills-stewardship dimension of their own future practice as journeypersons.

Objectives and Content:	<u>Percent of Unit Mark (%)</u>
<p>1. Describe the scope, substance, and significance of journey-level status.</p> <p>a. Historical background, including trainee experiences</p> <ul style="list-style-type: none"> • Origin, definition, and examples of journey-level status • Obligations to employers, trade clients, and apprentices • Concept of skills stewardship, and its rationale • Customary responsibilities of journeyperson as workplace trainer/supervisor • Overview development of formal systems for regulating/recognizing journey-level competence in designated apprenticeable trades • Contributions of 'unticketed journeymen' to workplace trade-learning • Achievements/limitations of informal systems for workplace training • Trends (e.g. succession planning in the trades; recognition of credentials and prior learning; defined standards for on-the-job trades education and training) 	<p>20%</p>

- b. Regulatory/legal dimensions of journey-level status in designated trades
 - Rights and obligations re: Canada's Interprovincial 'Red Seal' program (Red Seal rationale, scope, and products, including the National Occupational Analysis [NOA], and Interprovincial examinations)
 - Manitoba provincial requirements [e.g. *Apprenticeship and Certification Act; General Regulation; the Cook Trade Regulation*; relevant policies of the Apprenticeship and Certification Board of Manitoba]
 - Trade-specific requirements re: practical training supervision and documentation; importance of quality assurance and broad-scope coverage of prescribed task-content; ratios, etc.
- c. Other (as may be specified by instructor)

2. Compare/contrast role-options and responsibilities of the supervising journeyperson. 20%

- a. Recognizing the variability of supervision assignments, situations, and roles
- b. Source and specification of the supervision assignment
- c. Formal vs. informal roles (e.g., mandated by an employer's succession plan)
- d. Implicit vs. explicit standards and content: training goals are/are not codified; assessment measures are/are not used,
- e. Accountability for results: subject/not subject to third-party notification; completion of supervision assignment itself is/is not assessed by third party; journeyperson is/is not required to prepare performance evaluation that could affect apprentice's employability or wage-rate, etc.
- f. General vs. task- or job-specific supervision assignments: e.g. scope of expectations re: content of supervisory task(s),
- g. Long-term vs. short-run supervision assignments – e.g., considerable latitude/little latitude for apprentice to learn from mistakes
- h. 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
- i. Typology of common supervisory role-options and what is implied by each:
 - Coach role: is often initiated by someone other than apprentice, and limited to a particular skill set, task, or production requirement
 - 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
 - Managerial role(s): can shade over into hire/fire issues as lead-hand or site-boss
 - 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
- j. Possibilities, perils, and likelihood of role-overlap in 'real-life' trade practice
- k. Importance of clarifying all roles, expectations, and implications involved in accepting a supervision assignment
- l. Role of Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
- m. Resources for developing skills and knowledge re: providing journey-level supervision
 - Books and journals (not always trade-specific)
 - Websites
 - Conversation with trade instructors, journeypersons, and peers
 - Workshops
- n. Other (as may be specified by instructor)

- 3. Describe/demonstrate common requirements re: providing journey-level supervision. 20%**
- a. Review Unit A1 content re: challenges/opportunities of Apprenticeship learning adapted to journey-level supervision assignments and a journey-level standpoint
 - Application of adult education concepts to trades teaching/learning (e.g., responsibilities and expectations of adult learners)
 - Practical significance of 'styles' of adult learning and teaching
 - Helping apprentices to integrate technical training (in school) and practical training (on-the-job) learning experiences
 - Providing help and guidance re: new tasks and skills
 - Providing help and guidance re: fixing mistakes
 - Learning/teaching "the ropes" – socialization of learner within a community of trade practice (e.g. how to borrow a tool, interrupt a journeyperson, 'recruit' an advisor)
 - Coverage/documentation of prescribed tasks and subtasks (Cook NOA), including responsibility re: logbook sign-off (where applicable)
 - Consultation with Apprenticeship Training Coordinator (ATC), Apprenticeship Manitoba
 - Communicating with apprentices and employers about supervision assignments and assignment specifications, including the limits of the trainers' own responsibilities and competence (e.g. substance-abuse intervention)
 - Benefits of maintaining a personal record of achievements, ideas, and needs as a workplace trainer
 - b. Individual reflection and guided group discussion re: personal experiences of workplace learning as an apprentice
 - Identification of best and worst practices of supervising journeypersons
 - Assessment of personal experiences (if any) to date in supervising, coaching, or guiding other people to learn or improve their skills (e.g. entry-level apprentices, members of athletic team, younger family members, etc.), and how this might compare/contrast with the journey-level support of apprenticeship learning
 - Identification of workplace and other factors that can contribute to good and bad trades teaching/learning experiences
 - Development of personal standards re: responsibility to share one's knowledge and skill with others in the workplace (e.g., use/misuse of humour, rigour, discretion, craft-pride, etc.)
 - c. Comparison/contrast of discussion results with current knowledge/resources re: workplace skills coaching methods as applicable to journey-level supervision assignments
 - Qualities of a good workplace coach
 - Components of workplace skills coaching
 - Processes and recommended practices re: workplace coaching
 - Troubleshooting problems re: supervision assignments
 - d. Other (as may be specified by instructor)
- 4. Complete Modules 1 to 3, *Workplace Coaching Skills* (or equivalent). 20%**
- a. Identifying purpose of the lesson
 - Explaining the point of the lesson
 - Role of the coach in specific coaching situation
 - Other (specified by instructor)
 - b. Linking the lesson
 - Learner needs
 - Lesson sequence
 - Focus on learner
 - Selection/timing of coaching opportunities
 - c. Demonstration of skill/task to be learned

- Starting the coaching session
- Demonstration
- Hands-on trial
- Recap for learner

5. Complete Modules 4 to 6, *Workplace Coaching Skills* (or equivalent).

20%

- a. Practice of skill/task to be learned
 - Nature and importance of practice
 - Setting up for learner practice
 - Types of practice
 - Recycling and reinforcing skill/task learning
- b. Providing feedback to the learner
 - Value of feedback
 - Kinds of feedback
 - Guidelines and tips
- c. Assessment
 - Value of assessing learner progress
 - Assessing level of skill
 - Planning further steps toward skill/task mastery

Cook

Unit: A13 Pre-Interprovincial Review

Level: Two

Duration: 28 hours

Theory: 28 hours

Practical: 7 hours

Overview:

This unit offers senior trainees a systematic review of skills and knowledge required to pass a certification exam. Unit content promotes a purposeful, personal synthesis between on-the-job learning and the content of in-school technical training. The unit includes pertinent information about the broad significance of occupational qualifications, and the main features of the certification exam. Information about practical strategies/resources for mastering study materials supplements trade-specific content. It is intended that trainees who seriously tackle the objectives of this unit should be able to approach the certification exam with well-founded confidence. The unit also supports consolidation of study practices, trade knowledge, and self-awareness to help meet longer-term requirements of further learning throughout one's career as a skilled worker. As well, the apprentice will experience a practical application of preparing a four-course meal for two people.

Objectives and Content:

Percent of Unit Mark (%)

- | | |
|---|------------|
| <ol style="list-style-type: none"> 1. Describe the significance, format, and general content of Inter-Provincial (Red Seal) Examinations for the trade of Cook. <ol style="list-style-type: none"> a. Scope and aims of Red Seal system; value of certification b. Obligations/entitlements of candidates for IP certification <ul style="list-style-type: none"> • Relevance of IP Exams on to current accepted trade practices; industry-based national validation of test items • Supplementals policy (retesting) • Confidentiality of examination content; the candidate's own stake in examination security (value of credential) • Use of calculators c. Multiple-choice (four-option) item format; common 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 IP Examination for trainee Cooks <ul style="list-style-type: none"> • National Occupational Analysis (NOA); prescribed scope of the skills and knowledge which comprise the trade • NOA "Pie-chart" and its relationship to content distribution of IP Examination items • Special significance of subtask-level NOA descriptors re: exam content e. Other (specified by instructor) | <p>n/a</p> |
|---|------------|

- | | |
|--|-------------------|
| <p>2. Identify resources, strategies, and other key considerations for maximizing successful completion of written exams.</p> <p>a. Personal preparedness</p> <ul style="list-style-type: none"> • Rest • Nutrition • Prior experience in test situations (e.g. Unit Tests) <p>b. Self-assessment, consultation, and a Personal Study Plan</p> <ul style="list-style-type: none"> • Self-assessment of individual strengths/weaknesses in trade-related skills and knowledge • Use of textbooks, chapter tests, study guides, and note-taking in preparing for an examination • Study groups | <p>n/a</p> |
| <p>3. Review program content re: occupational skills.</p> | <p>n/a</p> |
| <p>4. Review program content re: stocks, soups and sauces.</p> | <p>n/a</p> |
| <p>5. Review program content re: produce.</p> | <p>n/a</p> |
| <p>6. Review program content re: pastas, pulses, grains and nuts.</p> | <p>n/a</p> |
| <p>7. Review program content re: meat, poultry and game.</p> | <p>n/a</p> |
| <p>8. Review program content re: fish and seafood.</p> | <p>n/a</p> |
| <p>9. Review program content re: garde-manger.</p> | <p>n/a</p> |
| <p>10. Review program content re: dairy and egg products.</p> | <p>n/a</p> |
| <p>11. Review program content re: baked goods and desserts.</p> | <p>n/a</p> |
| <p>12. Prepare a four-course meal for two people.</p> <p>a. Menu composition (10 marks)</p> <ul style="list-style-type: none"> • Black box ingredients and inventory of basic ingredients available • Compose menu from ingredients • Costing <p>b. Work plan/Efficiency (10 marks)</p> <ul style="list-style-type: none"> • Steps • Organization • Wastage of food • Size of servings • Cooking only the required amount of food <p>c. Use of equipment and tools (10 marks)</p> <ul style="list-style-type: none"> • Techniques <p>d. Sanitation (5 marks)</p> <ul style="list-style-type: none"> • Handling of food and equipment <p>e. Attitude and composure (10 marks)</p> <ul style="list-style-type: none"> • In control at all times • Using the work plan • Mise en place <p>f. Personal appearance (5 marks)</p> <ul style="list-style-type: none"> • Clean uniform: jacket, pants, kerchief, head covering, apron • Grooming (short nails, hair neat and tidy, etc.) | <p>100</p> |

- g. Food presentation **(50 marks)**
- Timing
 - Presentation at specified time
 - Temperature appropriate for dish
 - Texture/colour
 - Flavour
