



Cook

On-the-Job Training Guide

2022

Online: www.saskapprenticeship.ca

Recognition:

To promote transparency and consistency, portions of this document has been adapted from the 2020 Cook Red Seal Occupational Standard (RSOS) (Employment and Social Development Canada).

A complete version of the Occupational Standard can be found at www.red-seal.ca

STRUCTURE OF THE ON-THE-JOB TRAINING GUIDE

To facilitate understanding of the occupation, this on-the-job training guide contains the following sections:

Description of the Cook trade: an overview of the trade's duties and training requirements.

Essential Skills Summary: an overview of how each of the nine essential skills is applied in this trade.

Harmonization: a brief description on the Pan-Canadian Harmonization Initiative for the Cook trade.

Task Matrix: a chart which outlines graphically the major work activities, tasks and sub-tasks of this standard detailing the essential skills and the level of training where the content is covered.

Major Work Activity (MWA): the largest division within the standard that is comprised of a distinct set of trade activities.

Task: distinct actions that describe the activities within a major work activity.

Sub-task: distinct actions that describe the activities within a task.

On-the-Job and In-school Training Content for the Cook Trade: a chart which outlines on-the-job examples for apprentices to achieve relevant work experience to prepare for topics of technical training.

DESCRIPTION OF THE COOK TRADE

“Cook” is this trade’s official Red Seal occupational title approved by the Canadian Council of Directors of Apprenticeship (CCDA); it is also the trade name used by all provinces and territories in Canada.

Cooks prepare, cook, season, and present a wide variety of foods such as meat, fish, poultry, game, pasta, pulses, grains, nuts, dairy products, eggs, vegetables, fruit, stocks, soups, sauces, salads, desserts and baked goods. They cook complete meals or individual dishes. Cooks may plan menus, determine the size of food portions, and estimate food requirements and cost, as well as monitor and order supplies, and oversee others in the preparation, cooking, and handling of food.

They must also be familiar with food safety and hygiene requirements, safe work practices and with health regulations pertaining to food handling, preparation, and service.

Areas of specialization vary according to where the cook is employed. Cooks may also specialize in ethnic food preparation, or in preparing meals according to dietary and varying nutritional requirements. Cooks are generally employed in the hospitality and tourism sector (e.g., restaurants, hotels, resorts, catering services, country clubs and aboard ships) or in institutional settings (e.g., hospitals, nursing homes, seniors’ residences, daycare services, educational institutes, correctional facilities, camps and military bases).

While some cooks may have conventional work schedules, most cooks work shift work, including early mornings, late evenings, holidays and weekends, and the number of hours worked each week varies depending on the type of position and establishment the cook is employed at.

Cooks often come under a great deal of pressure to provide quick and quality service. They must, at all times, maintain quality of food and ensure that food safety and sanitation guidelines be followed. Workplaces are clean and well lit but can be hot and space-restricted. Cooks must be able to stand for extended periods, to function in close quarters, and to lift heavy objects such as pots and heavy bags. Occupational hazards include burns, cuts, slips and falls. Cooks who work at camps in remote areas must be able to work under particular conditions and can be away from home for extended periods.

Creativity, a keen sense of taste and smell, interest in precision work and a good memory for details are key attributes for people entering this trade. Cooks must be able to remember recipes and be able to adapt them to available ingredients and the current requirements. They must be conscious of health information such as dietary requirements and allergies. Cooks must also be able to work independently, as part of a team and help their colleagues, have good organizational skills, and have the ability to multi-task to effectively do their jobs. Other important abilities for cooks include solid mathematical, communication and consumer service skills. Cooks should be versatile enough to assist with any task that needs doing within the kitchen and any other related task.

With experience, cooks may act as mentors and trainers to apprentices in the trade. They can also move into other positions such as kitchen managers, chefs, banquet managers, instructors, sales, food service administrators and managers, general managers, or food writers. They can also own their own business. This standard recognizes similarities or overlaps with the work of bakers and butchers.

Training Requirements: To graduate from each level of the apprenticeship program, an apprentice must successfully complete the required technical training and compile enough on-the-job experience to total at least 1800 hours each year. Total trade time required is 5400 hours and at least 3 years in the trade. There are three levels of hybrid (online and in-school) technical training delivered by Saskatchewan Polytechnic in Saskatoon:

- Level One: 20 weeks online 100 hours practical (scheduled over 5 weekends during training)
- Level Two: 20 weeks online 100 hours practical (scheduled over 5 weekends during training)
- Level Three: 20 weeks online 100 hours practical (scheduled over 5 weekends during training)

Journeyman to apprentice ratio for this trade is: 1:2

The information contained in this on-the-job training guide serves as a guide for employers and apprentices. Apprenticeship training is mutually beneficial to both employer and apprentice. The employer's investment in training apprentices' results in skilled and certified workers. The document summarizes the tasks to be covered by the apprentice during their on-the-job portion of apprenticeship training. An apprentice spends approximately 85% of their apprenticeship term training on-the-job.

It is the employer's or journeyman's responsibility to supervise an apprentice's practical skills development until a satisfactory level of proficiency has been reached.

EMPLOYER TRAINING RESPONSIBILITY

- introduce the apprentice to daily practice in approved sanitary procedures
- provide guided, hands-on practice in the set-up, operation and cleaning of tools and equipment
- demonstrate the techniques of the cooking trade, and
- ensure that the apprentice can evaluate the end-product.

Employers should make every effort to expose their apprentices to work experience in as many areas of the trade as possible.

In the On-the-Job Training Guide, in-school instruction is listed first; on-the-job suggestions to help employers assist the apprentice to prepare for in-school training are listed next.

The content of the training components is subject to change without notice.

Entrance Requirements for Apprenticeship Training

Your grade twelve transcript (with no modified classes) or GED 12 is your guarantee that you meet the educational entrance requirements for apprenticeship in Saskatchewan. In fact, employers prefer and recommend apprentices who have completed high school. This ensures the individual has all of the necessary skills required to successfully complete the apprenticeship program and receive journeyman certification.

Individuals with "modified" or "general" classes in math or science do not meet our entry requirements. These individuals are required to take an entrance assessment prescribed by the SATCC.

English is the language of instruction in all apprenticeship programs and is the common language for business in Saskatchewan. Before admission, all apprentices and/or "upgraders" must be able to understand and communicate in the English language. Applicants whose first language is not English must have a minimum Canadian Language Benchmark Assessment of six (CLB6).

Note: A CLB assessment is valid for a one-year period from date of issue.

Designated Trade Name	Math Credit at the Indicated Grade Level ^❶	Science Credit at Grade Level
Cook	Grade 10	Grade 10
<p>❶ - (One of the following) WA – Workplace and Apprenticeship; or F – Foundations; or P – Pre-calculus, or a Math at the indicated grade level (Modified and General Math credits are not acceptable.).</p> <p>*Applicants who have graduated in advance of 2015-2016, or who do not have access to the revised Science curricula will require a Science at the minimum grade level indicated by trade.</p> <p>For information about high school curriculum, including Math and Science course names, please see: http://www.curriculum.gov.sk.ca/#</p> <p>Individuals not meeting the entrance requirements will be subject to an assessment and any required training</p>		

ESSENTIAL SKILLS SUMMARY

Essential skills are needed for work, learning and life. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine essential skills. These skills are used in nearly every occupation and throughout daily life in different ways.

A series of CCDA-endorsed tools have been developed to support apprentices in their training and to be better prepared for a career in the trades. The tools can be used independently or with the assistance of a tradesperson, trainer, employer, teacher, or mentor to:

- understand how essential skills are used in the trades;
- learn about individual essential skills strengths and areas for improvement; and
- improve essential skills and increase success in an apprenticeship program.

The tools are available online or for order at: www.esdc.gc.ca/eng/jobs/les/profiles/index.shtml

The application of these skills may be described throughout this document within the skills and knowledge which support each sub-task of the trade. The most important essential skills for each sub-task have also been identified. The following are summaries of the requirements in each of the essential skills, taken from the essential skills profile. A link to the complete essential skills profile can be found at www.red-seal.ca.

READING

Cooks read a variety of documents such as cookbooks, recipes, manuals and banquet event orders (BEO). With regard to health and safety information, they use notices, food recalls or allergy alerts and other food safety information. Cooks read warnings and instructions written on signs, labels and packaging. Cooks may also read trade publications to learn about food service and hospitality trends and technological advances in commercial kitchens. They may read legal agreements such as contracts and confidentiality agreements.

DOCUMENT USE

Cooks scan labels on product packaging to locate data such as cooking times, potential allergens and ingredients. They interpret safety data sheets (SDS), safety symbols and icons. Cooks locate information and data found in a variety of tables pertaining to work schedules, food orders, cooking times, quantities of food, logs, invoices, and costs. Equipment manuals are used to instruct on proper use, cleaning and the use of personal protective equipment (PPE).

WRITING

Cooks write reminders and notes to co-workers to explain changes in meal preparation routines and food safety procedures. They may also write instructions about specific delivery and handling of food or write brief comments on recipes about cooking times or changes in ingredients. Cooks may write incident reports or requests for equipment upgrades. They write sign-in and sign-out sheets and daily logs to record temperature tracking and sanitation sign offs. Prep sheets are written with daily tasks and routines, identified completions and inventory information. It is important that cooks accurately label and date products for storage.

ORAL COMMUNICATION

Cooks discuss work assignments with co-workers. They speak with consumers to take orders and discuss their opinions on recipes and meals. Cooks may make product suggestions and participate in product development meetings. Cooks may explain procedures and safety protocols to kitchen and food servers. They may participate in interdepartmental meetings to harmonize the operations of the organization. They may provide mentoring and coaching to other members of the brigade.

NUMERACY

Cooks measure and convert weight and volume of ingredients between imperial and metric systems. They calculate ingredient quantities when modifying recipes. Cooks estimate the yield of bulk items to determine the number of servings. They estimate the time required to prepare food and organize their tasks to meet deadlines. Cooks may calculate the cost of menu items and inventory.

THINKING

Cooks may choose ingredients and decide how to modify recipes and food preparation practices to meet consumers' requirements. They must also assess the quality, appearance, and taste of the food they produce. Cooks decide the order of food preparation and housekeeping tasks. To ensure a smooth workflow and maximum efficiency, they may plan tasks, and review and modify work priorities and deadlines on a regular basis. Cooks coordinate their work with other co-workers. They are required to problem solve on the fly and to work under pressure. They think strategically about issues such as quality, profitability, and sustainability.

DIGITAL TECHNOLOGY

Cooks may use calculators to complete tasks such as cost or ingredient calculation. They may use hardware (tablets, laptops, smartphones, etc.) and software or databases to monitor inventory of ingredients and supplies, to place orders, to input or retrieve recipes, take table reservations and to write memos, reports, and digital logging. Cooks use digitally controlled kitchen equipment to prepare food. They may use digital technology to seek and offer advice and to access training courses and seminars offered by suppliers, associations, or employers. They regularly use the Internet to post and search for recipes, trends, inspiration, and information related to cooking.

WORKING WITH OTHERS

Cooks usually work within an integrated team that may include other cooks, chefs, kitchen staff, stewards, servers, and management. Cooks must work with each member of the team at all times to ensure operations run smoothly. They coordinate their activities with others to ensure optimum use of time, work space, food supplies and equipment. They also work with outside personnel such as vendors, delivery people, inspectors, and contractors.

CONTINUOUS LEARNING

Cooks should stay abreast of trade trends. To advance in the trade, they need to access a variety of resources such as professional associations, seminars, core training sessions, food supplier demonstrations, trade shows and workshops. They may participate in events such as community activities, conferences and cooking competitions.

ELEMENTS OF HARMONIZATION FOR APPRENTICESHIP TRAINING

At the request of industry, the Harmonization Initiative was launched in 2013 to *substantively align* apprenticeship systems across Canada by making training requirements more consistent in the Red Seal trades. Harmonization aims to improve the mobility of apprentices, support an increase in their completion rates and enable employers to access a larger pool of apprentices.

As part of this work, the Canadian Council of the Directors of Apprenticeship (CCDA) identified four main harmonization priorities in consultation with industry and training stakeholders:

1. Trade name

The official Red Seal name for this trade is Cook.

2. Number of Levels of Apprenticeship

The number of levels of technical training recommended for the Cook trade is three.

3. Total Training Hours during Apprenticeship Training

The total hours of training, including both on-the-job and in-school training for the Cook trade is 5400.

4. Consistent sequencing of training content (at each level) using the most recent Occupational Standard

Implementation for harmonization was implemented progressively. Level one was implemented in 2020/2021, level two in 2021/2022, and level three in 2022/2023. See Appendix A for the finalized curriculum comparisons.

COOK TASK MATRIX

This chart outlines the major work activities, tasks, and sub-tasks from the 2016 Cook Red Seal Occupational Standard. Each sub-task details the corresponding essential skill and level of training where the content is covered. *

* Sub-tasks with numbers in the boxes identify where the content will be delivered in training. The Task Matrix Chart will be updated every year until Harmonization implementation is complete. Implementation for harmonization will take place progressively. Level was implemented in 2020/2021, level two in 2021/2022, and level three will be implemented in 2022/2023.

A – Hygiene, sanitation, and safety

9%

A-1 Performs safety-related functions 40%	1.01 Maintains safe work environment 1 (2, 3 in context)	1.02 Uses personal protective equipment (PPE) and safety equipment 1 (2, 3 in context)	1.03 Maintains personal hygiene 1 (2, 3 in context)		
A-2 Practices food safety procedures 60%	2.01 Maintains safe condition and temperature of raw and finished product 1 (2, 3 in context)	2.02 Cools food rapidly 1 (2, 3 in context)	2.03 Re-thermalizes foods 1 (2, 3 in context)	2.04 Prevents cross-contamination 1 (2, 3 in context)	2.05 Cleans tools and equipment 1 (2, 3 in context)
	2.06 Sanitizes tools and equipment 1 (2, 3 in context)				

B – Common occupational skills

8%

B-3 Uses tools and equipment 15%	3.01 Uses knives 1	3.02 Uses pots, pans, and utensils 1	3.03 Uses equipment and appliances 1
B-4 Organizes work 14%	4.01 Organizes kitchen workplace 1, 3	4.02 Schedules production 3	

B-5 Manages information 11%	5.01 Plans menu and mise en place 3	5.02 Uses documentation 1		
B-6 Manages products 17%	6.01 Orders products 3	6.02 Receives products 1	6.03 Stores products 1	6.04 Maintains inventory 1
B-7 Performs trade activities 13%	7.01 Uses recipes 1	7.02 Performs portion control 1	7.03 Presents finished product 1, 2, 3	7.04 Prepares convenience foods 1
B-8 Prepares food according to health and dietary restrictions 15%	8.01 Adapts kitchen practices to dietary requirements 3	8.02 Selects ingredients to meet dietary requirements 3	8.03 Modifies recipes to meet dietary requirements 3	8.04 Prepares food to respect eating regimes 3
B-9 Uses communication and mentoring techniques 12%	9.01 Uses communication techniques 1	9.02 Uses mentoring techniques 3		

C – Produce

8%

C-10 Prepares herbs and spices 25%	10.01 Selects herbs and spices 1 (2 in context)	10.02 Cleans herbs 1 (2 in context)	10.03 Processes herbs and spices 1 (2 in context)		
C-11 Prepares vegetables 42%	11.01 Selects vegetables 1 (2 in context)	11.02 Cleans vegetables 1 (2 in context)	11.03 Processes vegetables 1 (2 in context)	10.04 Cooks vegetables 1 (2 in context)	10.05 Finishes vegetables 1 (2 in context)
C-12 Prepares fruit 33%	12.01 Selects fruit 1 (2, 3 in context)	12.02 Cleans fruit 1 (2, 3 in context)	12.03 Processes fruit 1 (2, 3 in context)	12.04 Cooks fruit 1 (2, 3 in context)	12.05 Finishes fruit 1 (2, 3 in context)

D – Stocks, broths, and soups

8%

D-13 Prepares stocks and broths 49%	13.01 Selects stock and broth ingredients 1, 2	13.02 Processes stock and broth ingredients 1, 2	13.03 Cooks stocks and broths 1, 2	
D-14 Prepares thickening and binding agents 51%	14.01 Selects thickening and binding agents 1 (3 in context)	14.02 Processes thickening and binding agents 1 (3 in context)		
D-14 Prepares soups 33%	14.01 Selects soup ingredients 1, 2 (3 In Context)	14.02 Processes soup ingredients 1, 2 (3 In Context)	14.03 Cooks soups 1, 2 (3 In Context)	14.03 Finishes soups 1, 2 (3 In Context)

E – Sauces

9%

E-15 Prepares sauces	15.01 Selects thickening and binding ingredients 1, 2	15.02 Processes thickening and binding ingredients 1, 2		
E-16 Prepares sauces	16.01 Selects sauce ingredients 2	16.02 Processes sauce ingredients 2, 3	16.03 Cooks sauces 2, 3	16.04 Finishes sauces 2, 3

F – Cheese, dairy, plant-based dairy alternatives, eggs, and egg products

7%

F-17 Uses cheese, dairy products, and plant-based dairy alternative products 49%	17.01 Selects cheese, dairy, and plant-based dairy alternative ingredients 1, 3	17.02 Processes cheese, dairy, and plant-based dairy alternative ingredients 1, 3	17.03 Finishes cheese, dairy, and plant-based dairy alternative ingredients 3	
F-18 Prepares eggs and egg-based dishes 51%	18.01 Selects ingredients for eggs and egg-based dishes 1	18.02 Processes ingredients for eggs and egg-based dishes 1	18.03 Cooks eggs and egg-related dishes 1	18.04 Finishes eggs and egg-based dishes 1

G – Pastas, noodles, stuffed pastas, and dumplings

7%

G-19 Prepares pastas and noodles 58%	19.01 Selects stuffed pasta and dumpling ingredients 1, 2	19.02 Processes stuffed pasta and dumpling 1, 2	19.03 Cooks stuffed pasta and dumpling 1, 2	19.04 Finishes stuffed pasta and dumpling 1, 2
G-20 Prepares stuffed pastas and dumplings 42%	20.01 Selects assembled pastas 2	20.02 Processes assembled pastas 2	20.03 Cooks assembled pastas 2	20.04 Finishes assembled pastas dishes 2

H – Grains, pulses, seeds, nuts, and alternative proteins

7%

H-21 Prepares grains and pulses 39%	21.01 Selects grains and pulses 1	21.02 Processes grains and pulses 1	21.03 Cooks grains and pulses 1
H-22 Prepares seeds and nuts 25%	22.01 Selects seeds and nuts 1	22.02 Processes seeds and nuts 1	22.03 Cooks seeds and nuts 1
H-23 Prepares alternative proteins 36%	23.01 Selects alternative proteins 2, 3	23.02 Processes alternative proteins 3	23.03 Cooks soy alternative proteins 3

I – Meats, game, poultry, game birds and variety meats

11%

I-24 Prepares meat and game meats 46%	24.01 Selects meats and game meat 1, 2, 3	24.02 Processes meats and game meats 1, 2, 3	24.03 Cooks meat and game meats 1, 2, 3	24.04 Finishes meats and game meats 1, 2, 3
I-25 Prepares poultry and game birds 39%	25.01 Selects poultry and game birds 1, 2, 3	25.02 Processes poultry and game birds 1, 2, 3	25.03 Cooks poultry and game birds 1, 2, 3	25.04 Finishes poultry and game birds 1, 2, 3
I-26 Prepares variety meats 15%	26.01 Selects variety meats 3	26.02 Processes variety meats 3	26.03 Cooks variety meats 3	26.04 Finishes variety meats 3

J – Fish and seafood

10%

J-27 Prepares fin fish 47%	27.01 Selects fin fish 1, 2	27.02 Processes fin fish 1, 2	27.03 Cooks fin fish 1, 2	27.04 Finishes fin fish 1, 2
J-28 Prepares seafood 53%	28.01 Selects seafood 2, 3	28.02 Processes seafood 2, 3	28.03 Cooks seafood 2, 3	28.04 Finishes seafood 2, 3

K – Salads and sandwiches

6%

K-29 Prepares sandwiches 32%	29.01 Selects sandwich ingredients 1	29.02 Processes sandwich ingredients 1	29.03 Assembles sandwiches 1	29.04 Cooks sandwiches 1
K-30 Prepares salads 38%	30.01 Selects salad ingredients 1	30.02 Processes salad ingredients 1	30.03 Finishes salad 1	
K-31 Prepares condiments, preserves and dressings 30%	31.01 Selects ingredients for condiments, preserves and dressings 1, 3	32.02 Processes Sandwich ingredients 1, 3	32.03 Assembles Sandwiches 1, 3	

L – Specialty preparation

5%

L-32 Prepares hors d'oeuvres and other finger foods 34%	32.01 Selects ingredients for hors d'oeuvres and other finger foods 3	32.01 Processes ingredients for hors d'oeuvres and other finger foods 3	32.03 Assembles hors d'oeuvres and other finger foods 3	32.04 Cooks hors d'oeuvres and other finger foods 3	32.05 Finishes hors d'oeuvres and other finger foods 3
L-33 Prepares charcuterie and cured products 28%	33.01 Selects ingredients for charcuterie and cured products 3	33.02 Processes ingredients for charcuterie and cured products 3	33.03 Cooks charcuterie and cured products 3	33.04 Finishes charcuterie and cured products 3	

L-34 Prepares gels and glazes
15%

34.01 Selects ingredients for gels and glazes
2
3

34.02 Processes ingredients for gels and glazes
3

34.03 Finishes gels and glazes
3

L-35 Prepares marinades, rubs, and brines
23%

35.01 Selects marinade, rub and brine ingredients
2

35.02 Processes marinade, rub and brine ingredients
2

M – Sweet and savoury baked goods and desserts

6%

M-36 Prepares dough-based products

36.01 Selects ingredients for dough
1, 2, 3

36.02 Processes ingredients for dough
1, 2, 3

36.03 Cooks dough-based products
1, 2, 3

36.04 Finishes dough-based products
1, 2, 3

M-37 Prepares batter-based products

37.01 Selects ingredients for batters
1, 2, 3

37.02 Processes ingredients for batters
1, 2, 3

37.03 Cooks batter-based products
1, 2, 3

37.04 Finishes batter-based products
1, 2, 3

M-38 Prepares creams, mousses, frozen desserts, fillings, icings, toppings, and sugar works

38.01 Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings, and sugar works
2, 3

38.02 Processes ingredients for creams, mousses, frozen desserts, fillings, icings, toppings, and sugar works
2, 3

38.03 Finishes creams, mousses, frozen desserts, fillings, icings, toppings, and sugar works
2, 3

M-39 Assembles cakes

39.01 Selects cake components for assembly
2
(3 In Context)

39.02 Finishes cakes
2
(3 In Context)

M-40 Prepares savoury and sweet pastries and pies

40.01 Selects ingredients for savoury and sweet pastries and pies
2, 3

40.02 Assembles savoury and sweet pastries and pies
2, 3

40.03 Cooks savoury and sweet pastries and pies
2, 3

40.04 Finishes savoury and sweet pastries and pies
2, 3

M-41 Prepares chocolate

41.01 Selects chocolate and ingredients
3

41.02 Processes chocolate
3

41.03 Stores chocolate
3

TRAINING PROFILE CHART

This Training Profile Chart represents Saskatchewan Apprenticeship and Trade Certification Commission (SATCC) technical training at the topic level.

Level One (Harmonized)	Transcript Code	Hours
Baked Goods and Desserts	CKNG 124 – Theory	17
	CKNG 125– Practical	16
Cheese, Dairy, Plant-Based Dairy Alternatives	CKNG 126 – Theory	13
	CKNG 127– Practical	14
Fish and Shellfish	CKNG 120 – Theory	12
	CKNG 121 – Practical	14
Garde Manger	CKNG 128 – Theory	13
	CKNG 129 – Practical	14
Meat and Poultry	CKNG 134 – Theory	13
	CKNG 135 – Practical	14
Occupational Skills	CKNG 136 — Theory	13
Starches and Legumes	CKNG 130– Theory	13
	CKNG 131 – Practical	14
Stocks, Soups and Sauces	CKNG 132 – Theory	13
	CKNG 133 – Practical	14
Trade Mathematics	MATH 135 – Practical	6
Vegetables and Fruits	CKNG – 122 Theory	13
	CKNG – 123 Practical	14
		240
Level Two (Harmonized)	Transcript Code	Hours
Baked Goods and Desserts	CKNG 202 – Theory	28
	CKNG 203 – Practical	30
Fish and Seafood	CKNG 214 – Theory	23
	CKNG 215 – Practical	20
Meats and Poultry and Alternative Proteins	CKNG 212 – Theory	28
	CKNG 213 – Practical	20
Occupational Skills	CKNG 216 – Theory	10
Pastas and Dumplings	CKNG 208 – Theory	23
	CKNG 209 – Practical	20
Stocks, Soups and Sauces	CKNG 210 – Theory	18
	CKNG 211 – Practical	20
		240

Level Three (Harmonized)	Transcript Code	Hours
Baked Goods and Desserts	CKNG 302 – Theory	30
	CKNG 303 – Practical	30
Cheese, Dairy, Plant-Based Dairy (Egg & egg-based dishes) Alternatives	CKNG 305 – Theory	17
	CKNG 306 – Practical	14
Game, Variety Meats and Alternative Proteins – Theory	CKNG 312 – Theory	21
	CKNG 313 – Practical	14
Garde Manger	CKNG 306 – Theory	22
	CKNG 307 – Practical	20
Occupational Skills	CKNG 316 – Theory	10
Seafood	CKNG 314 – Theory	17
	CKNG 315 – Practical	14
		240

ON-THE-JOB AND IN-SCHOOL TRAINING CONTENT FOR THE COOK TRADE

This chart outlines on-the-job examples for apprentices to achieve relevant work experience to prepare for the topics of technical training. Topics of technical training are provided with the associated learning outcomes.

Hybrid Level One	20 weeks and 100 hours in-class training	20 Online lessons 240 hours
Baked Goods and Desserts – Theory		17 hours
<ul style="list-style-type: none"> • describe the basic principles of baking • describe the functions and characteristics of commonly used baking ingredients • describe the classification/procedures in the preparation of dough-based yeast products • describe the classification/procedures in the preparation of batter-based quick breads • identify convenience products and their functions in bakery production 		
Baked Goods and Desserts – Practical		16 hours
<ul style="list-style-type: none"> • apply the principles of baking • apply the functions of ingredients • prepare dough and batter classifications by applying the appropriate procedures for processing, mixing and make-up • demonstrate the procedures for assembling, baking, serving, and storing batter-based quick breads • prepare yeast, quick bread, and convenience products 		
Mentors can assist the apprentice to prepare for this section of technical training by:		
<ul style="list-style-type: none"> • <i>providing the opportunity for the apprentice to assemble, bake, serve and store yeast, and batter-based quick breads</i> • <i>providing the opportunity for the apprentice to assemble, bake, serve and store convenience products</i> 		
Cheese, Dairy, Plant-based Dairy Alternatives (Egg and Egg Based Dishes) – Theory		13 hours
<ul style="list-style-type: none"> • describe the composition, market forms and grades of eggs • describe the principles and procedures for cooking and serving eggs • describe the categories of breakfast breads, cereals, and meats • describe convenience products that can be used as a substitution for breakfast foods • describe the preparation of breakfast potatoes • describe the composition, varieties, and serving and storage of cheese 		

- describe proper selection and use of common plant-based dairy alternatives

Cheese, Dairy, Plant-based Dairy Alternatives (Egg and Egg Based Dishes) – Practical

14 hours

- identify the market forms and grades of eggs
- apply the principles and procedures for cooking and serving eggs
- demonstrate the procedures for preparing quick breads, cereals, and meats
- demonstrate the procedures for using convenience products used as a substitution for breakfast foods
- demonstrate the procedures for selecting, serving, and storing varieties of cheeses
- demonstrate the selection and use of common plant-based dairy alternatives

Mentors can assist the apprentice to prepare for this section of technical training by:

- *exposing the apprentice to the preparation of all the breakfast dishes on the menu*
- *providing instruction of cheeses, dairy and plant-based dairy alternatives and their applications*
- *exposing the apprentice to the procedures used to handle and store dairy and plant-based dairy alternatives*
- *instructing on the manufacturing process of dairy products*
- *exposing the apprentice to opportunities for selecting plant-based dairy alternatives*

Fish and Shellfish – Theory

12 hours

- list common varieties of saltwater and freshwater fin fish
- list the basic market forms of fish
- explain the effects of cooking on the composition and structure of fish
- describe the characteristics of fresh fish
- describe the appropriate cooking methods for various forms of fish
- list the procedures for storing and handling fish and fish products

Fish and Shellfish – Practical

14 hours

- identify common variety of saltwater and freshwater fin fish
- demonstrate the proper techniques for handling and storing of fish and fish products
- dress round fish and flatfish
- fillet round fish and flatfish
- cook fish using dry heat cooking methods.
- cook fish using moist heat cooking methods
- demonstrate the proper guidelines for handling, preparing and serving of raw fish products

Mentors can assist the apprentice to prepare for this section of technical training by:

- *instructing in fish and seafood identification*
- *training in fish cookery by baking, broiling, sautéing, pan-frying, and deep-frying*
- *training in storage and handling procedures*

Garde Manger – Theory

13 hours

- describe the classifications of salads, salad dressings, and sandwiches
- describe the common salad ingredients and procedures used for evaluating and preparing salad ingredients

- describe the common ingredients used in salad dressings and sandwiches
- describe the guidelines and principles for serving salads and sandwiches
- describe convenience products that can be substituted in salads, salad dressings, and sandwiches

Garde Manger – Practical

14 hours

- apply the classifications of salads, salad dressings, and sandwiches
- identify the common salad ingredients and procedures used for evaluating and preparing salad ingredients
- demonstrate the use of convenience products that can substituted in salads, salad dressings, and sandwiches
- prepares salads and sandwiches

Mentors can assist the apprentice to prepare for this section of technical training by:

- *training the apprentice in the preparation of a variety of salads, such as marinated vegetable salad, legume, pasta, leaf and fruit salads, and hot potato salad*
- *providing the opportunity for the apprentice to prepare an emulsified dressing, a vinaigrette, tartar sauce, salsa, and mayonnaise*
- *providing the opportunity for the apprentice to prepare a variety of hot and cold sandwiches*

Meats and Poultry – Theory

13 hours

- describe the composition and structure of meat and explain how they relate to meat selection and cooking methods
- explain the use of the federal meat inspection and grading system in selecting and purchasing meats
- explain the effect that aging has on meat and identify the two primary aging methods
- identify the primal cuts of beef, and pork and list the major fabricated cuts obtained from each of them
- explain classifications and market forms of poultry
- describe appropriate cooking methods for various cuts of meat
- describe the storage of fresh and frozen meats and poultry

Meats and Poultry – Practical

14 hours

- process beef
- process pork
- process poultry
- cook meats using dry heat cooking methods
- cook meats using moist heat cooking methods
- determine doneness in cooked meats
- store fresh meat and frozen meat

Mentors can assist the apprentice to prepare for this section of technical training by:

- *instructing in federal regulations*
- *identifying cuts in a variety of meat and poultry*
- *training the apprentice in meat and poultry cooking methods using dry and moist heat*

Occupational Skills

13 hours

- describe the procedures for observing sanitation in the kitchen
- describe the procedures for working safely in the kitchen
- describe the procedures of proper food safety
- describe the procedures for using knives, hand tools and small equipment

- describe kitchen equipment and its operation
- describe cooking utensils, containers, measuring devices and their uses
- describe the functions and use of information management in a kitchen
- describe the procedures for proper organized work in the kitchen
- describe WHMIS in the kitchen
- describe the procedures of product management
- explain the procedures of trade activities in a kitchen
- explain the procedures of proper communication used in a kitchen

Mentors can assist the apprentice to prepare for this section of technical training by:

- *ensuring the apprentice maintains safe and sanitary work habits and personal hygiene*
- *instructing in the safe handling of food, in time-temperature control and rates of cooling*
- *providing WHMIS training along with company-specific safety procedures*
- *instructing in the use of utensils, containers and measuring devices in a commercial kitchen*
- *training in the use and maintenance of tools and equipment*

Starches and Legumes – Theory

13 hours

- describe the classifications and characteristics for potatoes, rice, and commercial dried pasta
- describe the quality standards and storage procedures for potatoes, rice, commercial dried pasta, and other grains
- describe the procedures for handling, cooking, and serving potatoes, rice, other grains, and commercial dried pasta
- identify convenience products that can be substituted for potatoes
- describe the procedures for handling, preparing, cooking, and storing seeds and nuts
- describe the classifications and characteristics for potatoes, rice, dry pasta, and other grains.
- describe the procedures for cooking and serving potatoes, rice, dry pasta, and other grains.

Starches and Legumes – Practical

14 hours

- recognize the classifications and characteristics for potatoes, rice and commercial dried pasta
- recognize the quality standards and storage procedures for potatoes, rice and commercial dried pasta and other grains
- demonstrate the procedures for handling, cooking, and serving potatoes, rice and commercial dried pasta
- demonstrate the procedures for preparing potato convenience products
- demonstrate the procedures for handling, preparing, cooking, and storing of seeds and nuts
- identify the characteristics of raw and cooked wild rice, brown rice, Thai rice, arborio rice, basmati rice, jasmine rice, and glutinous rice
- identify the characteristics of raw and cooked grains including buckwheat, barley, millet, and quinoa
- identify the characteristics for grains including corn, wheat, and couscous
- demonstrate the quality standards and storage procedures used for rice, fresh pasta, and other grains
- demonstrate the procedures for handling, cooking, and serving rice, and other grains

Mentors can assist the apprentice to prepare for this section of technical training by:

- *preparing and cooking a wide variety of raw rice and grains*
- *assisting in the preparation of dry pasta*
- *preparing rice pilaf, wild rice, buckwheat, barley, millet, and quinoa dishes*
- *preparing baked, roast, duchesse, and deep-fried potato dishes*
- *training the apprentice in the use of pasta for a variety of dishes*
- *training the apprentice in the preparation of for handling, preparing, cooking, and storing of seeds and nuts*

Stocks, Soups and Sauces – Theory

13 hours

- describe the basic categories, ingredients, and procedures for preparing stocks, soups, and sauces
- describe the procedures used when preparing various thickening agents
- describe ingredients and procedures using thickening and binding agents
- describe the functions and standards of stocks, soups, and sauces
- describe the procedure for holding, serving, cooling, and storing basic stocks, soups, and sauces
- identify convenience products

Stocks, Soups and Sauces – Practical

14 hours

- prepare stocks, soups, and sauces
- demonstrate the process for holding, serving, cooling, and storing stocks, soups, and sauces
- prepare thickening agents
- demonstrate procedures using thickening and binding agents
- prepare convenience products

Mentors can assist the apprentice to prepare for this section of technical training by:

- *providing opportunities for the apprentice to prepare and store a white and a brown stock, and fish and vegetable stock*
- *training the apprentice in the preparation of roux and beurre manie*
- *training the apprentice in the preparation of vegetable and cream soups*
- *describing the possible alternatives that convenience products may provide in the preparation of soups*

Trade Math

6 hours

- using Metric and US measurement systems, perform calculations using whole numbers, fractions, and percentages
- using Metric and US measurement systems, solve equations using whole numbers, fractions, and percentages
- using Metric and US measurement systems, perform calculations using weights and measures

Mentors can assist the apprentice to prepare for this section of technical training by:

- *training the apprentice in mathematical calculations in the kitchen environment*

Vegetables and Fruit – Theory

13 hours

- describe the identification of vegetables in the onion, cabbage and roots and tubers families
- explain the principles and standards of fruit and vegetable cooking
- describe the procedures for cooking fruit and vegetables
- describe fresh fruit in citrus, pomes, and grape families

- identify the procedures for handling vegetable and fruit convenience products
- describe various herbs and spices and their qualities
- identify fresh vegetables in the leafy greens, tender fruited vegetables and seeds and pods families
- identify fresh fruit in the berry, melon, and stone fruits families
- describe the identification of fresh vegetables in the mushrooms, stalks, stems and shoots and gourd family
- describe the identification of fresh fruit in the tropical and exotic classifications

Vegetables and Fruit – Practical

14 hours

- identify vegetables in the onion, cabbage and roots and tubers families
- apply the principles and standards of fruit and vegetable cooking
- cook fruit and vegetables
- demonstrate how to evaluate and prepare fresh fruit in the citrus, pomes, and grapes families
- prepare vegetable and fruit convenience products
- identify various herbs and spices
- demonstrate how to evaluate and prepare fresh vegetables in the leafy greens, tender fruited vegetables and seeds and pods families
- demonstrate how to evaluate and prepare fresh fruit in the berry, melon, and stone fruits families
- demonstrate how to prepare fresh vegetables in the mushrooms, stalks, stems and shoots and gourd family
- demonstrate how to evaluate and prepare fresh fruit in the tropical and exotic classifications

Mentors can assist the apprentice to prepare for this section of technical training by:

- *providing opportunities for the apprentice to select and prepare vegetables in the onion, cabbage and roots and tubers families,*
- *providing opportunities for the apprentice to evaluate and prepare fresh fruit in the citrus, pomes, and grapes families,*
- *instructing in the use of vegetable and fruit convenience products*
- *instructing in the use of herbs and spices*
- *providing opportunities for the apprentice to select, evaluate and prepare fresh vegetables in the leafy greens, tender fruited vegetables and seeds and pods families*
- *providing opportunities for the apprentice to evaluate and prepare fresh fruit in the berry, melon, and stone fruits families*
- *providing opportunities for the apprentice to prepare fresh vegetables in the mushrooms, stalks, stems and shoots and gourd family*
- *providing opportunities for the apprentice to evaluate and prepare fresh fruit in the tropical and exotic classification*



Hybrid Level Two

**20 weeks and
100 hours in-class
training**

**20 Online
lessons
240 hours**

Baked Goods and desserts – Theory

28 hours

- describe the classifications and ingredients of chocolate desserts
- describe the principles associated with ingredients used in the preparation of chocolate desserts
- describe how to apply quality standards to finished products
- describe the procedures used for the planning, presenting, and storing of finished desserts
- describe the use of convenience products associated with these desserts
- describe the classification/procedures in the preparation of batter-based quick breads
- describe the principles associated with the classifications of custards and pastries, creams, mousses, frozen desserts, toppings, and sugars
- describe the quality standards to finished creams, mousses, frozen desserts, toppings, and sugars
- explain convenience products associated with these desserts
- explain the ingredients used for dough-based products
- describe how to process the ingredients for dough-based products
- describe the baking procedure for dough-based products
- describe the finishing procedures for dough-based products
- describe how to select ingredients for batter-based products
- describe how to process the ingredients for batter-based products
- describe how to bake/cook batter-based products
- explain how to finish batter-based products
- describe the classifications/procedures in the preparation of cookies and pies

Baked Goods and desserts – Practical

30 hours

- prepares, chocolate desserts
- apply the principles associated with the classifications of custards and pastries, creams, mousses, frozen desserts, toppings, and sugars
- demonstrate the quality standards to finished creams, mousses, frozen desserts, toppings, and sugars
- demonstrate the procedures used for planning, presenting, and storing of finished desserts
- prepare convenience products associated with these desserts
- prepare dough and batter classifications for cookies and pies by applying the appropriate procedures for processing, mixing and make up.
- selects ingredients for dough-based products
- processes ingredients for dough-based products
- bakes dough-based products
- finishes dough-based products
- selects ingredients for batter-based products
- processes ingredients for batter-based products
- bakes/cooks batter-based products
- finishes batter-based products
- prepares cookies and pie convenience products

Mentors can assist the apprentice to prepare for this section of technical training by:

- *demonstrating the preparation, baking, and serving of Danish and croissant dough*
- *demonstrating the preparation, baking, serving and storage of puff pastry dough*
- *demonstrating the preparation and baking of whole-grain breads, bagels, and doughnuts*
- *preparation of baked custards, éclair paste and meringues*
- *preparing cakes using a variety of mixing methods, and of a variety of icings*

Fish and Seafood – Theory

23 hours

- identify fin fish
- describe processing methods of fin fish
- describe cooking methods of fin fish
- describe finishing methods of fin fish
- describe the common varieties of seafood
- describe the effects of cooking on the composition and structure of seafood
- describe the characteristics of seafood
- describe the appropriate cooking methods for various forms of seafood
- describe the procedures for storing and handling seafood

Fish and Seafood – Practical

20 hours

- selects fin fish
- processes fin fish
- cooks fin fish
- finishes fin fish
- process the common varieties of seafood
- demonstrate the effects of cooking on the composition and structure of seafood
- identify the characteristics of seafood
- apply the appropriate cooking methods for various forms of seafood
- apply the procedures for storing and handling seafood

Mentors can assist the apprentice to prepare for this section of technical training by:

- *identifying the categories and characteristics of mollusks*
- *demonstrating procedures for checking the freshness of mollusks*
- *demonstrating the cooking and serving of mollusks from each category*

Meats, Poultry and Alternative Proteins – Theory

28 hours

- identify the classifications and characteristics of domestic poultry products including turkey, duck, and goose
- describe appropriate cooking methods for turkey, duck & goose
- identify the grades and market forms of lamb
- select appropriate cooking methods for lamb
- identify procedures for storing meats and poultry
- identify alternative proteins
- describe procedures for using marinades, rubs and brines

Meats, Poultry and Alternative Proteins – Practical

20 hours

- Process domestic poultry products
- select appropriate cooking methods for turkey, duck, and goose
- process lamb

- demonstrate the procedures for storing domestic poultry products and lamb
- prepares alternative proteins
- demonstrates procedures for using marinades, rubs and brines

Mentors can assist the apprentice to prepare for this section of technical training by:

- *training in the preparation of turkey, duck, and goose for cooking*
- *demonstrating the cooking of turkey, duck and goose using a variety of methods*
- *training in the preparation of veal and lamb for cooking*
- *demonstrating the cooking of veal by simmering, braising, and poaching*
- *demonstrating the cooking of lamb by roasting, broiling, grilling etc.*
- *demonstrating the storage of fresh and frozen meats*

Occupational Skills

10 hours

- food presentation and garnishing

Mentors can assist the apprentice to prepare for this section of technical training by:

- *demonstrating food presentation and garnishing techniques*
- *providing the opportunity for the apprentice to perform food presentation and garnishing*

Pastas and Dumplings – Theory

23 hours

- describe the characteristics of fresh pasta.
- describe the quality standards and storage procedures used for fresh pasta and dumplings
- describe the procedure for making dumplings.
- identify convenience products that can be used in substitution of fresh pasta and dumpling

Pastas and Dumplings – Practical

20 hours

- prepare fresh egg pasta and dumplings
- apply the quality standards and storage procedures used for fresh pasta and dumplings
- apply the procedures for handling, cooking, and serving fresh pasta and dumplings
- prepare convenience products that can be used in substitution of fresh pasta and dumplings

Mentors can assist the apprentice to prepare for this section of technical training by:

- *preparing fresh egg pasta and dumplings*
- *demonstrating quality standards and storage procedures for fresh pasta and dumplings*
- *preparing convenience products that can be substituted for fresh pasta and dumplings*

Stocks, Soups and Sauces – Theory

18 hours

- describe the categories, ingredients, and procedures for preparing soups and sauces
- describe the functions and standards of soups and sauces
- describe the finishing techniques used in sauce making
- identify convenience products
- describe the categories, ingredients, and procedures for preparing specialty soups
- describe the functions and standards of specialty soups
- describe the finishing techniques used with specialty soups

- describe the procedures for handling, serving, holding, and storing soups and sauces
- identify convenience products used to substitute for soups

Stocks, Soups and Sauces – Practical

20 hours

- prepares soups and sauces
- demonstrates finishing techniques used in sauce making
- prepare convenience products
- demonstrate the process for preparing specialty soups
- demonstrate the finishing techniques used with specialty soups
- demonstrate the process for holding, serving, cooling, and storing soups and sauces
- apply the categories, ingredients, and procedures for preparing specialty sauces
- apply the functions and standards of specialty sauces

Mentors can assist the apprentice to prepare for this section of technical training by:

- *providing the opportunity to prepare and store a puree and a chowder soup, and a specialty and national soup*
- *providing training in the preparation of demi-glace, allemande, supreme and white wine sauces*
- *providing training in holding, serving, cooling, and storing soups and sauces*



Hybrid Level Three

**20 weeks and
100 hours in-class
training**

**20 Online
lessons
240 hours**

Baked Goods and desserts – Theory

30 hours

- describe the classifications and ingredients of chocolate desserts
- describe the principles associated with ingredients used in the preparation of chocolate desserts
- describe how to apply quality standards to finished products
- describe the procedures used for the planning, presenting, and storing of finished desserts
- describe the use of convenience products associated with these desserts
- describe the classification/procedures in the preparation of batter-based quick breads
- describe the principles associated with the classifications of custards and pastries, creams, mousses, frozen desserts, toppings, and sugars
- describe the quality standards to finished creams, mousses, frozen desserts, toppings, and sugars
- explain convenience products associated with these desserts
- explain the ingredients used for dough-based products
- describe how to process the ingredients for dough-based products
- describe the baking procedure for dough-based products
- describe the finishing procedures for dough-based products
- describe how to select ingredients for batter-based products
- describe how to process the ingredients for batter-based products
- describe how to bake/cook batter-based products
- explain how to finish batter-based products
- describe the classifications/procedures in the preparation of cookies and pies

Baked Goods and desserts – Practical

30 hours

- prepares, chocolate desserts
- apply the principles associated with the classifications of custards and pastries, creams, mousses, frozen desserts, toppings, and sugars
- demonstrate the quality standards to finished creams, mousses, frozen desserts, toppings, and sugars
- demonstrate the procedures used for planning, presenting, and storing of finished desserts
- prepare convenience products associated with these desserts
- prepare dough and batter classifications for cookies and pies by applying the appropriate procedures for processing, mixing and make up.
- selects ingredients for dough-based products
- processes ingredients for dough-based products
- bakes dough-based products
- finishes dough-based products
- selects ingredients for batter-based products
- processes ingredients for batter-based products
- bakes/cooks batter-based products
- finishes batter-based products
- prepares cookies and pie convenience products

Mentors can assist the apprentice to prepare for this section of technical training by:

- *providing the opportunity to prepare a wide variety of desserts in this category*

Cheese, Dairy, Plant-Based Dairy Alternatives – Theory

17 hours

- describe the identification of market forms of cheese and plant-based dairy alternative products
- describe the principles of cooking with cheese and plant-based dairy alternative products
- describe the process for serving cheeses and plant-based dairy alternative products
- describe the use of convenience products associated with cheese
- describe coffee and tea varieties and market forms, and preparation
- describe the procedure for cooking and serving egg dishes
- explain the categories of milk, cream, and butter products (non-cheese)
- explain the principles of cooking with dairy products
- describe convenience products substituted for dairy

Cheese, Dairy, Plant-Based Dairy Alternatives – Practical

14 hours

- identification of market forms of cheese products and plant based alternative products
- demonstrate application of the principles of cooking with cheese products and plant based alternative products
- serves cheeses and plant based alternative products
- demonstrate the use of convenience products associated with cheese
- identify the variety and market forms of coffee and tea varieties and market forms, and preparation
- demonstrate the principles and procedures for cooking and serving egg dishes
- identify the categories of milk, cream, and butter products
- apply the principles of cooking with dairy products
- prepare convenience products associated with dairy, substituted for dairy, and hot beverages
- identify the composition, varieties, serving and storage methods of cheeses

Mentors can assist the apprentice to prepare for this section of technical training by:

- *identifying the market forms of cheeses and plant based alternative products and their storage methods*
- *demonstrating cheese cookery principles with adherence to cooking temperatures and times*
- *demonstrating the use of convenience products associated with dairy, substituted for dairy and hot beverages*
- *identifying different varieties and market forms of coffee and tea varieties and their preparation*
- *demonstrating the principles and procedures for cooking and serving egg dishes*
- *demonstrating the use of different categories of milk, cream, and butter products*

Game, Variety Meats and Alternative Proteins (Theory)**21 hours**

- identify varieties, characteristics of game and specialty poultry
- identify market forms of game and specialty poultry
- select appropriate cooking methods for game and specialty poultry
- identify varieties, characteristics of variety meats
- identify market forms of variety meats
- select appropriate cooking methods for variety meats
- describe the varieties and characteristics of alternative proteins
- explain the market forms of alternative proteins
- describe appropriate cooking methods for alternative proteins

Game, Variety Meats and Alternative Proteins (Practical)**14 hours**

- identify varieties, characteristics of game and specialty poultry
- identify market forms of game and specialty poultry
- demonstrate appropriate cooking methods for game and specialty poultry
- identify varieties, characteristics of variety meats
- identify market forms of variety meats
- demonstrate appropriate cooking methods for variety meats
- identify the varieties and characteristics of alternative proteins
- identify market forms of alternative proteins
- demonstrate appropriate cooking methods for alternative proteins

Mentors can assist the apprentice to prepare for this section of technical training by:

- *training in the preparation of game, specialty poultry and variety meats*
 - *demonstrating appropriate cooking methods of game, specialty poultry and variety meats*
 - *identifying varieties and characteristics of alternative proteins*
 - *training in the preparation methods for alternative proteins*
-

Garde Mange – Theory**22 hours**

- describe the handling and service of cured smoked meats including pâtés and terrines
- describe the ingredients and methods used for curing and smoking meats
- describe the ingredients and methods for making sausages
- describe the procedures for smoking and cooking fresh, cured, and smoked sausages
- describe the types, ingredients, preparation methods and uses of aspics and chaud-froid
- the learner will describe the types, ingredients, preparation methods and uses of aspics and chaud-froid
- describe the types, ingredients, ratios, preparation methods and uses of cooked and raw forcemeats
- describe the ingredients, and preparation methods of foie gras, liver terrines, and rillettes
- describe the guidelines for salad bar planning
- describe cold food presentation and buffet service
- describe the guidelines for buffet arrangement and appearance
- describe the different varieties of hot and cold hors d'oeuvres
- describe the function and service of hot and cold hors d'oeuvres
- describe the fundamentals of cold platter presentation
- describe ingredients for condiments, preserves and dressings
- describe how to process ingredients for condiments, preserves and dressings
- explain how to select and process ingredients for gels and glazes

Garde Mange – Practical

20 hours

- demonstrate the handling and service of cured smoked meats including pâtés and terrines
- prepare and cook cured and smoked meats
- prepare aspics and chaud-froids
- prepare cooked and raw forcemeats
- prepare foie gras, liver terrines, and rillettes
- demonstrate the procedures for keeping a salad bar attractive
- demonstrate cold food presentation and buffet service
- demonstrate the guidelines used for buffet arrangement and appearance
- prepare a variety of hot and cold hors d'oeuvres
- apply the fundamentals of cold platter presentation
- prepares ingredients for condiments, preserves and dressings
- processes ingredients for condiments, preserves and dressings
- selects and processes ingredients for gels and glazes

Mentors can assist the apprentice to prepare for this section of technical training by:

- *demonstrating the handling and service of cured smoked meats including pâtés and terrines*
- *training in the techniques for preparing and cooking cured and smoked meats*
- *demonstrating the procedures used to prepare cooked and raw forcemeats*
- *demonstrating the procedures used to prepare foie gras, liver terrines, and rillettes*
- *demonstrating the procedures used to keep a salad bar/buffet simple and attractive*
- *preparing a variety of ingredients used for a salad bar*
- *demonstrating the sanitation procedures used for setting up a salad bar or buffet*
- *demonstrating visual appeal and efficiency of a buffet/salad bar*

Occupational Skills

10 hours

- explain the fundamental principles of nutrition including allergy types and adaptive cooking
- describe the fundamental principles of menu planning including menu styles, balance and types of service, and menu terminology
- review cost controls including cost factors, cost projections and cost controls
- identify inventory control procedures
- maintenance procedures for kitchen tools and equipment
- describe the procedures for procurement
- explain production scheduling procedures
- describe how to adapt kitchen practices to meet dietary requirements
- explain how to select ingredients to meet dietary requirements
- describe how to prepare foods to meet dietary requirements
- food presentation and garnishing
- explain the procedures of proper mentoring used in a kitchen

Mentors can assist the apprentice to prepare for this section of technical training by:

- *demonstrating techniques used for adaptive cooking*
- *demonstrating maintenance procedures for kitchen tools and equipment*
- *discussing the application of Canada's Food Guide to menu planning*
- *providing a discussion of menu costing and planning, with consideration given to seasonal products and product availability*

Sauces – Theory

17 hours

- describe the categories, ingredients, and procedures for preparing specialty sauces
- describe the functions and standards of specialty sauces
- describe the finishing techniques used with specialty sauces
- describe the procedure for holding, serving, and storing sauces
- identify convenience products used to substitute for sauces

Sauces – Practical

14 hours

- prepare specialty sauces
- demonstrate process for holding, serving, cooling, storing sauces
- prepare convenience products used to substitute for sauces
- demonstrates finishing techniques used in sauce making

Mentors can assist the apprentice to prepare for this section of technical training by:

- *identifying the ingredients and the procedure for making small sauces*
- *preparing simple and compound butters*
- *preparing gravies, and miscellaneous hot and cold sauces*

Seafood – Theory

17 hours

- describe the common varieties of seafood
- describe the basic market forms of seafood
- explain the effects of cooking on the composition and structure of seafood
- describe the characteristics of seafood
- explain the appropriate cooking methods for various forms of seafood
- describe the procedures for storing and handling seafood

Seafood – Theory

14 hours

- identify the common varieties of seafood
- identify the basic market forms of seafood
- demonstrate the effects of cooking on the composition and structure of seafood
- demonstrate the appropriate cooking methods for various forms of seafood
- demonstrate the procedures for storing and handling seafood

Mentors can assist the apprentice to prepare for this section of technical training by:

- *identifying the categories and characteristics of the common varieties of seafood*
- *demonstrating procedures for checking the freshness of the common varieties of seafood*
- *demonstrating the cooking and serving methods of the common varieties of seafood*
- *demonstrating the procedures for storing and handling the common varieties of seafood*

Consider apprenticeship training as an investment in the future of your company and in the future of your workforce. Ultimately, skilled, and certified workers increase your bottom line.

Get involved in the apprenticeship training system. Your commitment to training helps to maintain the integrity of the trade.

Do you have employees who have been working in the trade for a number of years but don't have trade certification?

Contact your local apprenticeship office for details on how they might obtain the certification they need.

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