

# Atlantic Workforce Partnership



## COOK

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COUNCIL OF  
ATLANTIC PREMIERS  
CONSEIL DES PREMIERS  
MINISTRES DE L'ATLANTIQUE



Employment and  
Social Development Canada

Emploi et  
Développement social Canada

# PLAN OF TRAINING

## Atlantic Apprenticeship Curriculum Standard

### Cook

March 2015



Government of Newfoundland and Labrador  
Department of Advanced Education and Skills  
Apprenticeship and Trades Certification Division

Approved by:

A handwritten signature in blue ink, appearing to read "A. G. Miller".

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Chairperson, Provincial Apprenticeship and Certification Board

Date:

March, 20, 2015

# Atlantic Apprenticeship Curriculum Standard

Cook

## Preface

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This Atlantic Apprenticeship Curriculum Standard is intended to assist instructional staff in the design and delivery of technical, in-class training in support of the Cook program.

This document contains all the technical training elements required to complete the Cook apprenticeship program and has been developed based on the 2011 National Occupational Analysis (NOA) and the 2011 Interprovincial Program Guide (IPG). The NOA and IPG can be found on the Red Seal website ([www.red-seal.ca](http://www.red-seal.ca)).

Implementation of this AACs for Apprenticeship training is outlined in the following table.

<b>Block</b>	<b>Implementation Effective</b>
Block 1	2015-2016
Block 2	2016-2017
Block 3	2017-2018

*\*\* The above implementation schedule was current at time of printing. Please **confirm** with Apprenticeship Staff prior to commencing training.*

Granting of credit or permission to challenge block examinations for pre-employment or pre-apprenticeship training for the Cook trade will be based on the content outlined in this standard. Training providers must contact their provincial apprenticeship authority for more information on the process and requirements for determining eligibility for credit towards an apprenticeship program. Programs which have been deemed acceptable by the jurisdictional apprenticeship authority will be identified in transfer credit matrix developed through the Atlantic Apprenticeship Harmonization Project.

## Acknowledgements

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The development of the Atlantic Apprenticeship Curriculum Standard (AACS) is an initiative of the Atlantic Apprenticeship Council's Atlantic Apprenticeship Harmonization Project (AAHP) through the Atlantic Workforce Partnership and Employment and Social Development Canada.

The Atlantic Apprenticeship Council wishes to acknowledge the contributions of the following industry and instructional representatives on the Atlantic Trade Advisory Committee (ATAC) who participated in the development of this document in January 2015.

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## User Guide

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Atlantic Apprenticeship Curriculum Standards (AACS) are developed based on National Occupational Analyses (NOA), Interprovincial Program Guides (IPG), if available, and extensive industry consultation. This document represents the minimum content to be delivered as part of the harmonized Atlantic program for the Cook trade.

The AACS's are deliberately constructed for ease of use and flexibility of structure in order to adapt to all delivery requirements. They detail units of training, unit outcomes and objectives. They do not impose a delivery model or teaching format.

Jurisdictions and/or training providers will select and develop delivery materials and techniques that accommodate a variety of learning styles and delivery patterns. The AACS does not dictate study materials, textbooks or learning activities to be used in delivery.

The document includes a Block Structure to facilitate mobility for apprentices moving from one jurisdiction to another.

### Structure

The content of the AACS is divided into units. Unit codes are used as a means of identification and are not intended to convey the order of delivery. It is at the discretion of the training provider to deliver the content in the required logical sequence of delivery within the block. Jurisdictions are free to deliver units one at a time or concurrently within a block, provided all outcomes are met.

The Learning Outcomes describe what the apprentice should know or be able to do at the end of training. Wording of the Learning Outcomes, "Demonstrate knowledge of..." acknowledges the broad spectrum of ways in which knowledge can be assessed (i.e. practical projects, multiple choice testing, presentations, etc.) by instructional staff within the training.

Summative evaluation at the block level will be through a multiple-choice Block Examination administered through the jurisdictional Apprenticeship Authority.

## **User Guide (continued)**

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The 2011 National Occupational Analysis References (NOA) to AACs Comparison chart outlines the relation between each NOA sub-task and the AACs units. NOA References have also been detailed in each unit to highlight the direct link between the unit and relevant sub-tasks in the NOA.

In the Block Structure section, the document identifies suggested hours in order to provide an indication of the time it should take to cover the material in the unit and is provided as a guide only. Adjustments to the suggested hours for each unit may be required to account for rate of apprentice learning, statutory holidays, storm days, registration and examinations. These suggested hours detailed for each unit will represent both theory and practical training (if relevant) and for consistency will be based on a standard of 30 hours per week of training. The true length of time required to deliver an outcome successfully will depend upon the learning activities and teaching methods used.

There are two types of objectives found in the AACs document: theoretical and practical.

The theoretical objectives represent the material that is to be covered during the technical training in order to convey the required knowledge to the apprentice.

The practical objectives represent the tasks or skills that have been deemed by the Atlantic Trade Advisory Committee as mandatory for the apprentices to receive exposure to while attending technical training. For example, exposure could be done through instructor demonstration or individual or group performance of the skill or task. Training providers are encouraged to use practical demonstration and opportunities for hands-on learning whenever possible.

Detailed content for each objective has not been developed. Where detail is required for clarity, content has been provided.

## **Glossary of Terms**

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These definitions are intended as a guide to how language is used in the document.

<b>ADJUST</b>	To put in good working order; regulate; bring to a proper state or position.
<b>APPLICATION</b>	The use to which something is put and/or the circumstance in which an individual would use it.
<b>CHARACTERISTIC</b>	A feature that helps to identify, tell apart or describe recognizably; a distinguishing mark or trait.
<b>COMPONENT</b>	A part that can be separated from or attached to a system; a segment or unit.
<b>DEFINE</b>	To state the meaning of (a word, phrase, etc.).
<b>DESCRIBE</b>	To give a verbal account of; tell about in detail.
<b>EXPLAIN</b>	To make plain or clear; illustrate; rationalize.
<b>IDENTIFY</b>	To point out or name objectives or types.
<b>INTERPRET</b>	To translate information from observation, charts, tables, graphs and written material.
<b>MAINTAIN</b>	To keep in a condition of good repair or efficiency.
<b>METHOD</b>	A means or manner of doing something that has procedures attached to it.
<b>OPERATE</b>	How an object works; to control or direct the functioning of.
<b>PROCEDURE</b>	A prescribed series of steps taken to accomplish an end.
<b>PURPOSE</b>	The reason for which something exists or is done, made or used.

## **Glossary of Terms (*continued*)**

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<b>SERVICE</b>	Routine inspection and replacement of worn or deteriorating parts.
	An act or business function provided to a customer in the course of an individual's profession (e.g., haircut).
<b>TECHNIQUE</b>	Within a procedure, the manner in which technical skills are applied.
<b>TEST</b>	<ul style="list-style-type: none"><li>v. To subject to a procedure that ascertains effectiveness, value, proper function or other quality.</li><li>n. A way of examining something to determine its characteristics or properties, or to determine whether or not it is working correctly.</li></ul>

## Essential Skills Profiles

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Through extensive research, the Government of Canada and other national and international agencies have identified and validated key essential skills for the workplace. These skills are used in nearly every job and at different levels of complexity. They provide the foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace change.

Essential Skills Profiles describe how workers in various occupations use each of the key essential skills. They include:

- a brief description of the occupation;
- examples of tasks that illustrate how each essential skill is applied; and,
- complexity ratings that indicate the level of difficulty of the example tasks.

Essential Skills profiles can be found on the Employment and Social Development Canada (ESDC) website at [www.esdc.gc.ca/eng/jobs/les/profiles/index.shtml](http://www.esdc.gc.ca/eng/jobs/les/profiles/index.shtml)

The development and improvement of these Essential Skills is inherent throughout the apprenticeship training program as apprentices work towards achieving journeyperson status.

## Profile Chart

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OCCUPATIONAL SKILLS			
COO-100 Introduction to the Cooking Industry	COO-105 Personal Hygiene and Kitchen Sanitation	COO-110 Health and Safety	COO-115 Tools and Equipment
COO-120 Weights and Measures	COO-125 Cooking Principles	COO-130 Receiving and Storage	COO-350 Nutrition
COO-355 Cost Controls	COO-360 Menu Planning		
STOCKS, SOUPS AND SAUCES			
COO-200 Stocks and Soups	COO-205 Thickening and Binding Agents	COO-210 Sauces	COO-310 Marinades, Rubs and Brines
PRODUCE			
COO-135 Vegetables and Fungi	COO-140 Potatoes	COO-155 Fruits	
PASTAS, PULSES, GRAINS AND NUTS			
COO-145 Pulses, Grains and Nuts	COO-150 Pastas and Dumplings		
MEAT, POULTRY AND GAME			
COO-215 Meat Cutting and Processing	COO-217 Meat Cookery	COO-220 Poultry Cutting and Processing	COO-223 Poultry Cookery
COO-300 Charcuterie	COO-315 Game Cutting and Processing	COO-317 Game Cookery	
FISH AND SEAFOOD			
COO-225 Fish	COO-230 Seafood		
GARDE-MANGER			
COO-160 Salads	COO-165 Sandwiches	COO-235 Condiments and Accompaniments	COO-305 Aspics, Jellies and Glazes
COO-320 Hors D'oeuvres			

## Profile Chart (*continued*)

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<b>DAIRY AND EGG PRODUCTS</b>			
<b>COO-170</b> Eggs and Dairy Products	<b>COO-185</b> Egg and Breakfast Cookery		
<b>BAKED GOODS AND DESSERTS</b>			
<b>COO-175</b> Introduction to Baking	<b>COO-180</b> Bread Products	<b>COO-240</b> Pastries	<b>COO-245</b> Cookies
<b>COO-250</b> Pies, Tarts, Flans and Fillings	<b>COO-325</b> Cakes and Tortes	<b>COO-330</b> Icings, Glazes, Meringues and Dessert Sauces	<b>COO-335</b> Creams and Custards
<b>COO-340</b> Frozen Desserts	<b>COO-345</b> Chocolate		

## Block Structure

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### Block 1 – 5 Weeks

Unit Code	Unit Title	Suggested Hours	Page Number
COO-100	Introduction to the Cooking Industry	6	22
COO-105	Personal Hygiene and Kitchen Sanitation	12	24
COO-110	Health and Safety	6	27
COO-115	Tools and Equipment	3	29
COO-120	Weights and Measures	3	31
COO-125	Cooking Principles	6	33
COO-130	Receiving and Storage	3	35
COO-135	Vegetables and Fungi	12	37
COO-140	Potatoes	15	40
COO-145	Pulses, Grains and Nuts	12	42
COO-150	Pastas and Dumplings	12	44
COO-155	Fruits	6	46
COO-160	Salads	9	48
COO-165	Sandwiches	9	50
COO-170	Eggs and Dairy Products	6	52
COO-175	Introduction to Baking	3	54
COO-180	Bread Products	15	56
COO-185	Egg and Breakfast Cookery	12	58

### Block 2 - 5 Weeks

Unit Code	Unit Title	Suggested Hours	Page Number
COO-200	Stocks and Soups	30	62
COO-205	Thickening and Binding Agents	3	64
COO-210	Sauces	24	66
COO-215	Meat Cutting and Processing	12	68
COO-217	Meat Cookery	12	70
COO-220	Poultry Cutting and Processing	9	72
COO-223	Poultry Cookery	6	74
COO-225	Fish	15	76
COO-230	Seafood	15	79
COO-235	Condiments and Accompaniments	3	82
COO-240	Pastries	9	84
COO-245	Cookies	3	86
COO-250	Pies, Tarts, Flans and Fillings	9	88

## Block Structure (*continued*)

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### Block 3 - 5 Weeks

Unit Code	Unit Title	Suggested Hours	Page Number
COO-300	Charcuterie	24	92
COO-305	Aspics, Jellies and Glazes	3	94
COO-310	Marinades, Rubs and Brines	3	96
COO-315	Game Cutting and Processing	6	98
COO-317	Game Cookery	9	100
COO-320	Hors D'oeuvres	3	102
COO-325	Cakes and Tortes	12	104
COO-330	Icings, Glazes, Meringues and Dessert Sauces	6	107
COO-335	Creams and Custards	12	109
COO-340	Frozen Desserts	6	111
COO-345	Chocolate	6	113
COO-350	Nutrition	6	115
COO-355	Cost Controls	12	117
COO-360	Menu Planning	12	119
COO-365	Review	30	121

## 2011 NOA Sub-task to AAC Unit Comparison

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NOA Sub-task		AACS Unit	
<b>Task 1 – Maintains tools and equipment.</b>			
1.01	Maintains knives.	COO-115	Tools and Equipment
1.02	Maintains pots, pans, and utensils.	COO-115	Tools and Equipment
1.03	Maintains equipment and appliances.	COO-115	Tools and Equipment
<b>Task 2 – Organizes work.</b>			
2.01	Communicates with others.	COO-100	Introduction to the Cooking Industry
2.02	Organizes kitchen workplace.	COO-100	Introduction to the Cooking Industry
		COO-105	Personal Hygiene and Kitchen Sanitation
		COO-110	Health and Safety
		COO-125	Cooking Principles
2.03	Schedules production.	COO-125	Cooking Principles
		COO-355	Cost Controls
<b>Task 3 – Manages information.</b>			
3.01	Plans menu and mise en place.	COO-125	Cooking Principles
		COO-355	Cost Controls
		COO-350	Nutrition
		COO-360	Menu Planning
3.02	Uses documentation.	COO-100	Introduction to the Cooking Industry
		COO-110	Health and Safety
<b>Task 4 – Manages products and supplies.</b>			
4.01	Orders products and supplies.	COO-360	Menu Planning
4.02	Receives products.	COO-130	Receiving and Storage
4.03	Maintains inventory.	COO-130	Receiving and Storage
		COO-355	Cost Controls
4.04	Stores products.	COO-130	Receiving and Storage
<b>Task 5 – Performs routine trade activities.</b>			
5.01	Uses recipes.	COO-120	Weights and Measures
		COO-360	Menu Planning
5.02	Performs portion control.	COO-120	Weights and Measures
5.03	Plates finished product.	COO-125	Cooking Principles
		Throughout	
5.04	Assembles hot and cold platters.	COO-165	Sandwiches
		COO-300	Charcuterie
		COO-320	Hors D'oeuvres
5.05	Uses personal protective equipment (PPE).	COO-110	Health and Safety
5.06	Maintains safe work environment.	COO-110	Health and Safety
5.07	Prepares convenience foods.	Throughout	
<b>Task 6 – Practices food safety procedures.</b>			
6.01	Sanitizes tools and equipment.	COO-105	Personal Hygiene and Kitchen Sanitation

<b>NOA Sub-task</b>		<b>AACS Unit</b>	
6.02	Maintains safe condition and temperature of finished product.	COO-125	Cooking Principles
		COO-105	Personal Hygiene and Kitchen Sanitation
		Throughout	
6.03	Adapts kitchen practices to customers' requirements.	COO-350	Nutrition
		COO-355	Cost Controls
		COO-360	Menu Planning
6.04	Maintains personal hygiene.	COO-105	Personal Hygiene and Kitchen Sanitation
6.05	Re-thermalizes foods.	COO-125	Cooking Principles
<b>Task 7 – Prepares stocks.</b>			
7.01	Selects stock ingredients.	COO-200	Stocks and Soups
7.02	Processes stock ingredients.	COO-200	Stocks and Soups
7.03	Completes stocks.	COO-200	Stocks and Soups
<b>Task 8 – Prepares thickening and binding agents.</b>			
8.01	Select thickening and binding ingredients.	COO-205	Thickening and Binding Agents
8.02	Combines thickening and binding ingredients.	COO-205	Thickening and Binding Agents
<b>Task 9 – Prepares soups.</b>			
9.01	Selects soup ingredients.	COO-200	Stocks and Soups
9.02	Processes soup ingredients.	COO-200	Stocks and Soups
9.03	Completes soups.	COO-200	Stocks and Soups
<b>Task 10 – Prepares sauces.</b>			
10.01	Selects sauce ingredients.	COO-210	Sauces
10.02	Uses alcohol in sauces.	COO-210	Sauces
10.03	Processes sauce ingredients.	COO-210	Sauces
10.04	Completes sauces.	COO-210	Sauces
<b>Task 11 – Prepares marinades and brines.</b>			
11.01	Selects marinade and brine ingredients.	COO-310	Marinades, Rubs and Brines
11.02	Processes marinade and brine ingredients.	COO-310	Marinades, Rubs and Brines
<b>Task 12 – Prepares vegetables.</b>			
12.01	Selects vegetables.	COO-135	Vegetables and Fungi
		COO-140	Potatoes
12.02	Cleans vegetables.	COO-135	Vegetables and Fungi
		COO-140	Potatoes
12.03	Cuts vegetables.	COO-135	Vegetables and Fungi
		COO-140	Potatoes
12.04	Finishes vegetables.	COO-135	Vegetables and Fungi
		COO-140	Potatoes
<b>Task 13 – Prepares fruits.</b>			
13.01	Selects fruit.	COO-155	Fruits
13.02	Cleans fruit.	COO-155	Fruits
13.03	Cuts fruit.	COO-155	Fruits

NOA Sub-task		AACS Unit	
13.04	Finishes fruit.	COO-155	Fruits
<b>Task 14 – Prepares herbs and spices.</b>			
14.01	Selects herbs and spices.	COO-125	Cooking Principles
14.02	Cleans herbs and spices.	COO-125	Cooking Principles
14.03	Finishes herbs and spices.	COO-125	Cooking Principles
<b>Task 15 – Prepares pastas.</b>			
15.01	Selects pasta ingredients.	COO-150	Pastas and Dumplings
15.02	Makes pastas.	COO-150	Pastas and Dumplings
15.03	Cooks pastas.	COO-150	Pastas and Dumplings
15.04	Assembles pasta dishes.	COO-150	Pastas and Dumplings
<b>Task 16 – Prepares pulses, grains and nuts.</b>			
16.01	Selects pulses, grains and nuts.	COO-145	Pulses, Grains and Nuts
16.02	Cooks pulses, grains and nuts.	COO-145	Pulses, Grains and Nuts
<b>Task 17 – Prepares meat and game meat.</b>			
17.01	Selects meat and game meat.	COO-215	Meat Cutting and Processing
		COO-315	Game Cutting and Processing
17.02	Processes meat and game meat.	COO-215	Meat Cutting and Processing
		COO-315	Game Cutting and Processing
17.03	Cooks meat and game meat.	COO-217	Meat Cookery
		COO-317	Game Cookery
17.04	Carves meat and game meat.	COO-217	Meat Cookery
		COO-317	Game Cookery
<b>Task 18 – Prepares poultry and game birds.</b>			
18.01	Selects poultry and game birds.	COO-220	Poultry Cutting and Processing
		COO-315	Game Cutting and Processing
18.02	Processes poultry and game birds.	COO-220	Poultry Cutting and Processing
		COO-315	Game Cutting and Processing
18.03	Cooks poultry and game birds.	COO-223	Poultry Cookery
		COO-317	Game Cookery
18.04	Carves poultry and game birds.	COO-223	Poultry Cookery
		COO-317	Game Cookery
<b>Task 19 – Prepares variety meats.</b>			
19.01	Selects variety meats.	COO-300	Charcuterie
19.02	Processes variety meats.	COO-300	Charcuterie
19.03	Cooks variety meats.	COO-300	Charcuterie
<b>Task 20 – Prepares fish.</b>			
20.01	Selects fish.	COO-225	Fish
20.02	Processes fish.	COO-225	Fish
20.03	Cooks fish.	COO-225	Fish
20.04	Finishes fish.	COO-225	Fish
<b>Task 21 – Prepares shellfish.</b>			
21.01	Selects shellfish.	COO-230	Seafood
21.02	Processes shellfish.	COO-230	Seafood
21.03	Cooks shellfish.	COO-230	Seafood
21.04	Finishes shellfish.	COO-230	Seafood

NOA Sub-task		AACS Unit	
<b>Task 22 – Prepares salads.</b>			
22.01	Selects salad ingredients.	COO-160	Salads
22.02	Processes salad ingredients.	COO-160	Salads
22.03	Processes dressings.	COO-160	Salads
22.04	Assembles salads.	COO-160	Salads
<b>Task 23 – Prepares hors d’oeuvres.</b>			
23.01	Selects hors d’oeuvres ingredients.	COO-320	Hors D’œuvres
23.02	Processes hors d’oeuvre ingredients.	COO-320	Hors D’œuvres
23.03	Finishes hors d’oeuvres.	COO-320	Hors D’œuvres
<b>Task 24 – Prepares sandwiches.</b>			
24.01	Selects sandwich ingredients.	COO-165	Sandwiches
24.02	Processes sandwich ingredients.	COO-165	Sandwiches
24.03	Assembles sandwiches.	COO-165	Sandwiches
<b>Task 25 – Prepares pâtés and terrines.</b>			
25.01	Selects ingredients for pâtés and terrines.	COO-300	Charcuterie
25.02	Processes ingredients for pâtés and terrines.	COO-300	Charcuterie
25.03	Finishes pâtés and terrines.	COO-300	Charcuterie
<b>Task 26 – Prepares condiments and accompaniments.</b>			
26.01	Selects ingredients for condiments and accompaniments.	COO-235	Condiments and Accompaniments
26.02	Processes ingredients for condiments and accompaniments.	COO-235	Condiments and Accompaniments
<b>Task 27 – Prepares aspics, jellies and glazes.</b>			
27.01	Selects ingredients for aspics, jellies and glazes.	COO-305	Aspics, Jellies and Glazes
27.02	Processes ingredients for aspics, jellies and glazes.	COO-305	Aspics, Jellies and Glazes
<b>Task 28 – Prepares cheese and dairy-related dishes.</b>			
28.01	Selects cheese and dairy-related ingredients.	COO-170	Eggs and Dairy Products
28.02	Processes cheese and dairy-related ingredients.	COO-170	Eggs and Dairy Products
28.03	Finishes cheese and dairy-related products.	COO-170	Eggs and Dairy Products
<b>Task 29 – Prepares eggs and egg-related dishes.</b>			
29.01	Selects ingredients for eggs and egg-related dishes.	COO-185	Egg and Breakfast Cookery
29.02	Processes ingredients for eggs and egg-related dishes.	COO-185	Egg and Breakfast Cookery
29.03	Cooks eggs and egg-related dishes.	COO-185	Egg and Breakfast Cookery

NOA Sub-task		AACS Unit	
<b>Task 30 – Prepares dough.</b>			
30.01	Selects ingredients for dough.	COO-175	Introduction to Baking
		COO-150	Pastas and Dumplings
		COO-180	Bread Products
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
30.02	Mixes ingredients for dough.	COO-150	Pastas and Dumplings
		COO-175	Introduction to Baking
		COO-180	Bread Products
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
30.03	Processes dough.	COO-150	Pastas and Dumplings
		COO-175	Introduction to Baking
		COO-180	Bread Products
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
30.04	Cooks dough products.	COO-150	Pastas and Dumplings
		COO-175	Introduction to Baking
		COO-180	Bread Products
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
<b>Task 31 – Prepares batters.</b>			
31.01	Selects ingredients for batters.	COO-175	Introduction to Baking
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
31.02	Combines ingredients for batters.	COO-175	Introduction to Baking
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
31.03	Cooks batters.	COO-175	Introduction to Baking
		COO-185	Egg and Breakfast Cookery
		COO-245	Cookies
<b>Task 32 – Prepares creams, mousses, frozen desserts, fillings, icings, toppings and sugar works.</b>			
32.01	Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings and sugar works.	COO-250	Pies, Tarts, Flans and Fillings
		COO-330	Icings, Glazes, Meringues and Dessert Sauces
		COO-335	Creams and Custards
		COO-340	Frozen Desserts
32.02	Processes ingredients for creams, mousses, frozen desserts and fillings.	COO-250	Pies, Tarts, Flans and Fillings
		COO-335	Creams and Custards
		COO-340	Frozen Desserts
32.03	Finishes creams, mousses and frozen desserts.	COO-335	Creams and Custards
		COO-340	Frozen Desserts
32.04	Prepares icings and toppings for cakes.	COO-330	Icings, Glazes, Meringues and Dessert Sauces

NOA Sub-task		AACS Unit	
32.05	Prepares sugar works.	COO-330	Icings, Glazes, Meringues and Dessert Sauces
<b>Task 33 – Prepares dessert sauces.</b>			
33.01	Selects ingredients for dessert sauces.	COO-330	Icings, Glazes, Meringues and Dessert Sauces
33.02	Processes ingredients for dessert sauces.	COO-330	Icings, Glazes, Meringues and Dessert Sauces
33.03	Finishes dessert sauces.	COO-330	Icings, Glazes, Meringues and Dessert Sauces
<b>Task 34 – Assembles cakes.</b>			
34.01	Selects cake components for assembly.	COO-175	Introduction to Baking
		COO-325	Cakes and Tortes
34.02	Decorates cakes.	COO-325	Cakes and Tortes
<b>Task 35 – Prepares pastries and pies.</b>			
35.01	Selects ingredients for pastries and pies.	COO-175	Introduction to Baking
		COO-240	Pastries
		COO-250	Pies, Tarts, Flans and Fillings
		COO-330	Icings, Glazes, Meringues and Dessert Sauces
35.02	Assembles pastries and pies.	COO-175	Introduction to Baking
		COO-240	Pastries
		COO-250	Pies, Tarts, Flans and Fillings
		COO-330	Icings, Glazes, Meringues and Dessert Sauces
35.03	Finishes pastries and pies.	COO-175	Introduction to Baking
		COO-240	Pastries
		COO-250	Pies, Tarts, Flans and Fillings
		COO-330	Icings, Glazes, Meringues and Dessert Sauces
<b>Task 36 – Prepares chocolate.</b>			
36.01	Selects chocolate.	COO-175	Introduction to Baking
		COO-345	Chocolate
36.02	Processes chocolate.	COO-175	Introduction to Baking
		COO-345	Chocolate
36.03	Stores chocolate.	COO-175	Introduction to Baking
		COO-345	Chocolate



# Block 1

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## COO-100                    **Introduction to the Cooking Industry**

### **Learning Outcomes:**

- Demonstrate knowledge of the structure of the cooking industry and roles of personnel.
- Demonstrate knowledge of effective communication practices.
- Demonstrate knowledge of trade-related documentation and their applications.

### **2011 National Occupational Analysis Reference:**

- 2.01 Communicates with others.
- 2.02 Organizes kitchen workplace.
- 3.02 Uses documentation.

### **Suggested Hours:**

6 Hours

### **Objectives and Content:**

#### Theoretical Objectives

1. Define terminology associated with the cooking industry.
2. Identify standards for industry professionalism.
  - i) dress code
  - ii) personal conduct
3. Describe effective verbal and non-verbal communication and problem solving techniques.
  - i) co-workers
  - ii) suppliers
  - iii) supervisors
  - iv) customers
4. Explain the importance of the coaching and mentoring relationship between journeyperson and apprentice.

5. Identify methods and tools used for communication in the workplace.
  - i) computers (email)
  - ii) faxes
  - iii) personal digital assistants (PDA)
  - iv) telephones
  - v) verbal
6. Identify types of documentation and describe their applications.
  - i) time and temperature charts
  - ii) recipe files
  - iii) schedules
  - iv) forms
  - v) reports
7. Describe the procedures used to interpret and prepare documentation.
  - i) inventory forms
  - ii) accident reports
  - iii) requisitions
8. Describe the procedures used to locate and interpret documentation and resource material.
  - i) written
  - ii) electronic
9. Identify the types of food service operations, personnel and career paths within the cooking industry.
  - i) classical brigade
  - ii) modern
  - iii) industry sectors
    - institutional
    - independent
    - hotel
10. Describe attributes to be successful in the trade.
  - i) industry expectations
  - ii) work ethics

Practical Objectives

None

**Learning Outcomes:**

- Demonstrate knowledge of kitchen sanitation standards.
- Demonstrate knowledge of personal hygiene principles and practices.
- Demonstrate knowledge of food handling and storage practices.
- Demonstrate knowledge of common food allergies and intolerances.

**2011 National Occupational Analysis Reference:**

- 2.02 Organizes kitchen workplace.
- 6.01 Sanitizes tools and equipment.
- 6.02 Maintains safe condition and temperature of finished product.
- 6.04 Maintains personal hygiene.

**Suggested Hours:**

12 Hours

**Objectives and Content:**Theoretical Objectives

1. Define terminology associated with personal hygiene and hygienic practices.
2. Interpret codes, regulations and requirements pertaining to kitchen sanitation and safe food handling practices.
  - i) federal
  - ii) provincial/territorial
  - iii) municipal
3. Interpret food health regulations and guidelines associated with the practice of personal hygiene.
4. Interpret regulations and guidelines associated with wearing personal items.
  - i) fragrances
  - ii) hair restraints
  - iii) jewelry

- iv) nail polish and accessories

5. Identify sanitizing products and describe their applications and procedures for use.
6. Describe the three-sink method of sanitization.
7. Describe the procedures used to disassemble and assemble kitchen tools and equipment and their accessories for sanitizing purposes.
8. Describe the procedures used to maintain a sanitary food service operation.
  - i) clean, sanitize and sterilize
  - ii) manage waste and recycle
  - iii) control pests and rodents
  - iv) prevent cross contamination
9. Describe the procedures used to ensure personal hygiene and clean apparel.
10. Describe the procedures used for hand washing.
11. Identify types of food-borne illnesses, their causes and prevention.
12. Identify types of food contamination, their causes and prevention.
  - i) chemical
  - ii) biological
  - iii) physical
13. Identify proper food handling and storage techniques.
  - i) cleanliness
  - ii) preventing cross-contamination
  - iii) maintaining foods at safe temperatures (food danger zone)
    - temperature logging
  - iv) receiving and storing foods (first in, first out - FIFO)
14. Explain the procedures used to accommodate common food allergies and intolerances.
15. Explain the procedures used to accommodate religious and cultural food considerations.

16. Describe safety analysis system standards and their use in food service operations.

- i) food safety plans
  - EcoSure
  - Hazard Analysis Critical Control Points (HACCP)
  - in house

Practical Objectives

None

## COO-110                    **Health and Safety**

### **Learning Outcomes:**

- Demonstrate knowledge of industry standards and safe work practices.
- Demonstrate knowledge of regulatory requirements pertaining to health and safety.

### **2011 National Occupational Analysis Reference:**

- 2.02 Organizes kitchen workplace.
- 3.02 Uses documentation.
- 5.05 Uses personal protective equipment (PPE).
- 5.06 Maintains safe work environment.

### **Suggested Hours:**

6 Hours

### **Objectives and Content:**

#### Theoretical Objectives

1. Define terminology associated with health and safety.
2. Identify hazards and describe safe work practices pertaining to health and safety in the kitchen.
  - i) physical
  - ii) fire
  - iii) chemical
  - iv) environmental
3. Interpret codes and regulations pertaining to health and safety.
  - i) federal
    - Material Safety Data Sheets (MSDS)
    - Workplace Hazardous Material Information System (WHMIS)
  - ii) provincial/territorial
    - Occupational Health and Safety (OH&S)
    - health inspections

- food handling training (jurisdictional requirements)
- first aid and CPR

iii) municipal

- jurisdictional requirements

4. Identify types of personal protective equipment (PPE) and describe their applications and procedures for use.

*Practical Objectives*

None

## COO-115 Tools and Equipment

### Learning Outcomes:

- Demonstrate knowledge of kitchen tools and equipment, their applications, basic maintenance and procedures for use.

### 2011 National Occupational Analysis Reference:

- 1.01 Maintains knives.
- 1.02 Maintains pots, pans, and utensils.
- 1.03 Maintains equipment and appliances.

### Suggested Hours:

3 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with kitchen tools and equipment.
2. Identify hazards and describe safe practices and precautions pertaining to the use of kitchen tools and equipment.
3. Identify types of knives and describe their characteristics, applications and procedures for use.
4. Identify the tools used to sharpen and hone knives, and describe their applications and procedures for use.
5. Describe the procedures used to inspect and store knives.
6. Identify types of pots and pans, and describe their characteristics, applications and procedures for use.
7. Describe the procedures used to inspect and store pots and pans.

8. Identify types of utensils and describe their characteristics, applications and procedures for use.
9. Describe the procedures used to inspect and store utensils.
10. Identify types of equipment and appliances, and describe their accessories, applications and procedures for use.
11. Describe the procedures used to inspect, maintain, and store equipment and appliances.

*Practical Objectives*

1. Use and maintain various hand tools.

## COO-120            Weights and Measures

### Learning Outcomes:

- Demonstrate knowledge of systems of measurement and their conversions.
- Demonstrate knowledge of cost controls.

### 2011 National Occupational Analysis Reference:

- 5.01    Uses recipes.
- 5.02    Performs portion control.

### Suggested Hours:

3 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with systems of measurement.
2. Identify systems of measurement and their abbreviations.
3. Identify tools and equipment used to weigh and measure, and describe their procedures for use.
  - i) weight
  - ii) volume
  - iii) liquid measurements
  - iv) dry measurements
4. Describe the procedures used to read and follow recipes.
5. Describe the procedures used to adjust recipe yields and perform conversions.
6. Identify methods of cost control and describe their characteristics.
  - i) food purchase specifications
  - ii) standardized recipes
  - iii) standardized yields

iv) standardized portions

Practical Objectives

1. Convert volume to mass on various recipes.

**COO-125**

## **Cooking Principles**

### **Learning Outcomes:**

- Demonstrate knowledge of basic food preparation and service procedures.

### **2011 National Occupational Analysis Reference:**

- 2.02 Organizes kitchen workplace.
- 2.03 Schedules production.
- 3.01 Plans menu and mise en place.
- 5.03 Plates finished product.
- 6.02 Maintains safe condition and temperature of finished product.
- 6.05 Re-thermalizes foods.
- 14.01 Selects herbs and spices.
- 14.02 Cleans herbs and spices.
- 14.03 Finishes herbs and spices.

### **Suggested Hours:**

6 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with basic cooking principles.
2. Explain the principles of heat transfer.
  - i) conduction
  - ii) convection
  - iii) radiation
3. Explain the principles of thermal technology.
  - i) gas
  - ii) electric
  - iii) direct and indirect heat
  - iv) induction

4. Identify methods used to cook foods and describe their associated procedures.
  - i) dry
  - ii) moist
  - iii) combination
  - iv) sous vide
5. Identify methods used to check for doneness of foods and describe their associated procedures.
6. Identify types of seasonings and flavourings used to enhance foods, and describe their characteristics, applications and procedures for use.
7. Identify methods used to take temperatures of food products and describe their associated procedures.
8. Identify food quality indicators and testing techniques, and describe their associated procedures.
9. Identify basic kitchen practices and describe their applications.
  - i) cook and chill
  - ii) re-thermalization
  - iii) holding foods
  - iv) plating techniques
  - v) finishing techniques
10. Identify the styles of menus and describe their characteristics and applications.
11. Describe the procedures used to plan workspace and mise en place.

*Practical Objectives*

None

## COO-130 Receiving and Storage

### Learning Outcomes:

- Demonstrate knowledge of the procedures used to receive and inspect goods.
- Demonstrate knowledge of the procedures used to store goods.

### 2011 National Occupational Analysis Reference:

- 4.02 Receives products.
- 4.03 Maintains inventory.
- 4.04 Stores products.

### Suggested Hours:

3 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with receipt, inspection and storage of goods.
2. Describe the procedures used to confirm information contained on invoices.
3. Identify allergy and food intolerance considerations as they relate to receiving and storing food products.
  - i) cross-contamination
  - ii) labelling of ingredients
4. Identify types of goods and describe the procedures used to receive, inspect and store them.
  - i) dairy
  - ii) produce
  - iii) meats
  - iv) poultry
  - v) seafood
  - vi) dry goods
  - vii) non-food items

viii) chemicals

5. Identify types of food storage.
  - i) frozen
  - ii) refrigerated
  - iii) dry storage
6. Describe the procedures used to label, date, initialize and rotate stock.
7. Describe the procedures used to complete forms and reports relating to receiving, inspecting and storing goods.
  - i) requisitions
  - ii) inventory forms
  - iii) credit notes/refusals
  - iv) product tracking slips
  - v) invoices

*Practical Objectives*

None

## COO-135                   Vegetables and Fungi

### Learning Outcomes:

- Demonstrate knowledge of vegetables and fungi and their applications.
- Demonstrate knowledge of the procedures used to prepare vegetables and fungi, and vegetable and fungi dishes.

### 2011 National Occupational Analysis Reference:

- 12.01 Selects vegetables.
- 12.02 Cleans vegetables.
- 12.03 Cuts vegetables.
- 12.04 Finishes vegetables.

### Suggested Hours:

12 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with vegetables and fungi.
2. Identify types of vegetables and describe their characteristics and applications.
3. Identify types of fungi and describe their characteristics and applications.
4. Identify classical cuts and describe their characteristics, applications and associated procedures.
  - i) julienne
  - ii) allumette
  - iii) batonette
  - iv) baton
  - v) brunoise
  - vi) macedoine
5. Identify the factors that affect flavour, colour, texture and nutrients of vegetables.

- i) cooking process
- ii) acids/alkalis
- iii) water amounts
- iv) size of cut of vegetable

6. Identify the factors to consider when selecting vegetables and fungi.

- i) local availability
- ii) seasonal availability
- iii) freshness
- iv) storage life
- v) grading quality and marketing standards
- vi) applications
- vii) processed
- viii) sustainability

7. Identify market forms (pre-prepared and packaged) of vegetables and fungi, and describe their characteristics and applications.

8. Identify allergies and intolerances specific to vegetables and fungi.

9. Identify vegetable and fungi dishes and describe their characteristics.

10. Describe the procedures used to prepare vegetables and fungi.

11. Describe the procedures used to prepare vegetable and fungi dishes.

12. Describe plating and finishing techniques.

13. Describe the procedures used to handle and store vegetables, fungi, and vegetable and fungi dishes.

#### Practical Objectives

1. Select various vegetables.
2. Prepare and cook various classical vegetable cuts.
  - i) julienne
  - ii) allumette
  - iii) batonette
  - iv) baton

v) brunoise  
vi) macedoine

3. Store various vegetables.

**Learning Outcomes:**

- Demonstrate knowledge of potatoes and their applications.
- Demonstrate knowledge of the procedures used to prepare potatoes and potato dishes.

**2011 National Occupational Analysis Reference:**

- 12.01 Selects vegetables.
- 12.02 Cleans vegetables.
- 12.03 Cuts vegetables.
- 12.04 Finishes vegetables.

**Suggested Hours:**

15 Hours

**Objectives and Content:****Theoretical Objectives**

1. Define terminology associated with potatoes.
2. Identify classifications and types of potatoes, and describe their characteristics and applications.
3. Identify market forms (pre-prepared and packaged) of potatoes.
4. Identify the factors to consider when selecting potatoes.
  - i) local availability
  - ii) seasonal availability
  - iii) freshness
  - iv) storage life
  - v) grading quality and marketing standards
  - vi) applications
  - vii) processed
  - viii) sustainability

5. Identify allergies and intolerances specific to potatoes.
6. Identify classical cuts and shapes and describe their characteristics, applications and associated procedures.
  - i) Chateau and similar shapes
  - ii) Parisienne
  - ii) Gaufrette, pont neuf
7. Identify potato dishes and describe their characteristics.
8. Describe the procedures used to prepare potatoes.
9. Describe the procedures used to prepare potato dishes.
10. Describe plating and finishing techniques.
11. Describe the procedures used to handle and store potatoes and potato dishes.

*Practical Objectives*

1. Prepare potatoes using various methods.

## COO-145                    **Pulses, Grains and Nuts**

### **Learning Outcomes:**

- Demonstrate knowledge of pulses, grains and nuts and their applications.
- Demonstrate knowledge of the procedures used to prepare pulses, grains and nuts, and related dishes.

### **2011 National Occupational Analysis Reference:**

- 16.01 Selects pulses, grains and nuts.
- 16.02 Cooks pulses, grains and nuts.

### **Suggested Hours:**

12 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with pulses, grains and nuts.
2. Identify types of pulses and describe their characteristics and applications.
3. Identify types of rice and grains, and describe their characteristics and applications.
4. Identify types of nuts and describe their characteristics and applications.
5. Identify allergies and intolerances specific to pulses, grains and nuts.
6. Describe the procedures used to prepare pulses, grains and nuts, and related dishes.
7. Describe the methods to determine yields of pulses, grains and nuts.
8. Describe plating and finishing techniques.

9. Describe the procedures used to handle and store pulses, grains and nuts, and related dishes.

*Practical Objectives*

1. Prepare pulses, grains and nuts using various methods.

## COO-150                    **Pastas and Dumplings**

### **Learning Outcomes:**

- Demonstrate knowledge of pastas and dumplings and their applications.
- Demonstrate knowledge of the procedures used to prepare pastas and dumplings.

### **2011 National Occupational Analysis Reference:**

- 15.01 Selects pasta ingredients.
- 15.02 Makes pastas.
- 15.03 Cooks pastas.
- 15.04 Assembles pasta dishes.
- 30.01 Selects ingredients for dough.
- 30.02 Mixes ingredients for dough.
- 30.03 Processes dough.
- 30.04 Cooks dough products.

### **Suggested Hours:**

12 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with pastas and dumplings.
2. Identify classifications and shapes of pastas, and describe their characteristics and applications.
  - i)      fresh
  - ii)     dried
3. Identify types of dumplings and describe their characteristics and applications.
4. Identify allergies and intolerances specific to pastas and dumplings.
5. Describe the procedures used to process fresh pastas.

- i) selecting ingredients
- ii) selecting equipment
- iii) filling
- iv) drying

6. Describe the procedures used to prepare pastas.
7. Describe the procedures used to prepare dumplings.
8. Describe the methods to determine yield and doneness of pastas.
9. Describe the procedures used to determine doneness of dumplings.
10. Describe the procedures used to assemble pasta dishes.
11. Describe plating and finishing techniques.
12. Describe the procedures used to handle and store pastas, dumplings and related dishes.

*Practical Objectives*

1. Prepare and cook pasta.
  - i) fresh
  - ii) dried
2. Prepare and cook a variety of dumplings.

## COO-155                    Fruits

### Learning Outcomes:

- Demonstrate knowledge of fruits and their applications.
- Demonstrate knowledge of the procedures used to prepare fruit and fruit dishes.

### 2011 National Occupational Analysis Reference:

- 13.01 Selects fruit.
- 13.02 Cleans fruit.
- 13.03 Cuts fruit.
- 13.04 Finishes fruit.

### Suggested Hours:

6 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with fruits.
2. Identify classifications of fruit and describe their characteristics and applications.
3. Identify the factors to consider when selecting fruits.
  - i) local availability
  - ii) seasonal availability
  - iii) freshness
  - iv) storage life
  - v) grading quality and marketing standards
  - vi) applications
  - vii) processed
  - viii) sustainability
4. Identify allergies and intolerances specific to fruits.
5. Identify types of fruit dishes and describe their characteristics.

- i) cooked
- ii) uncooked

6. Describe the procedures used to prepare fruits.
7. Describe the procedures used to prepare fruit dishes.
8. Describe plating and finishing techniques.
9. Describe the procedures used to handle and store fruits and fruit dishes.

Practical Objectives

None

## COO-160                    Salads

### Learning Outcomes:

- Demonstrate knowledge of salads and salad dressings and their applications.
- Demonstrate knowledge of the procedures used to prepare salads.

### 2011 National Occupational Analysis Reference:

- 22.01 Selects salad ingredients.
- 22.02 Processes salad ingredients.
- 22.03 Processes dressings.
- 22.04 Assembles salads.

### Suggested Hours:

9 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with salads.
2. Identify types of hot and cold salads and describe their characteristics and applications.
3. Identify the factors to consider when selecting ingredients for salads.
4. Describe the procedures used to prepare salad ingredients.
5. Identify types of salad dressings and ingredients, and describe their characteristics and applications.
6. Identify allergies and intolerances specific to ingredients found in salads and salad dressings.
7. Describe the procedures used to select and prepare salad dressings.

8. Describe the procedures used to assemble salads.
9. Describe plating/buffet and finishing techniques.
10. Describe the procedures used to handle and store salads and dressings.

*Practical Objectives*

1. Prepare a variety of salad dressings.
  - i) emulsified
  - i) non-emulsified

## COO-165                    Sandwiches

### Learning Outcomes:

- Demonstrate knowledge of sandwiches and their applications.
- Demonstrate knowledge of the procedures used to prepare sandwiches.

### 2011 National Occupational Analysis Reference:

- 5.04 Assembles hot and cold platters.
- 24.01 Selects sandwich ingredients.
- 24.02 Processes sandwich ingredients.
- 24.03 Assembles sandwiches.

### Suggested Hours:

9 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with sandwiches.
2. Identify types of sandwiches and describe their characteristics.
  - i) hot
  - ii) cold
  - iii) specialty
3. Identify the factors to consider when selecting sandwich ingredients.
4. Identify and describe components of sandwiches.
5. Identify allergies and intolerances specific to ingredients used in sandwiches.
6. Describe the procedures used to prepare sandwich ingredients.
7. Describe the procedures used to assemble sandwiches.

8. Identify styles of service associated with sandwiches.
9. Describe plating/platter and finishing techniques.
10. Describe the procedures used to handle and store sandwiches and fillings.

*Practical Objectives*

None

## COO-170            Eggs and Dairy Products

### Learning Outcomes:

- Demonstrate knowledge of eggs, dairy products, substitutes and their applications.

### 2011 National Occupational Analysis Reference:

- 28.01 Selects cheese and dairy-related ingredients.
- 28.02 Processes cheese and dairy-related ingredients.
- 28.03 Finishes cheese and dairy-related products.
- 29.01 Selects ingredients for eggs and egg-related dishes.
- 29.02 Processes ingredients for eggs and egg-related dishes.
- 29.03 Cooks eggs and egg-related dishes.

### Suggested Hours:

6 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with eggs and dairy products.
2. Describe the composition of eggs.
3. Identify the grades, sizes and other market forms of eggs and describe their characteristics and applications.
4. Identify classifications and types of milk and milk products, and describe their characteristics and applications.
5. Identify classifications and types of creams and cream products, and describe their characteristics and applications.
6. Identify classifications and types of butters and butter products, and describe their characteristics and applications.

7. Identify types of dairy substitutes and describe their characteristics and applications.
8. Identify classifications and types of cheese and cheese products according to the Dairy Bureau of Canada, and describe their characteristics and applications.
9. Identify types of international and specialty cheeses, and describe their characteristics and applications.
10. Identify market forms (pre-prepared and packaged) of eggs and dairy products, and describe their characteristics and applications.
11. Identify the factors to consider when selecting eggs and dairy products.
  - i) local availability
  - ii) freshness
  - iii) storage life
  - iv) grading quality and marketing standards
  - v) applications
  - vi) processed
12. Describe the manufacturing process of dairy products.
  - i) pasteurization
  - ii) homogenization
13. Identify allergies and intolerances specific to eggs and dairy products.
14. Describe the procedures used to handle and store eggs and dairy products.

*Practical Objectives*

None

## COO-175                    **Introduction to Baking**

### **Learning Outcomes:**

- Demonstrate knowledge of bakeshop ingredients and their applications.
- Demonstrate knowledge of baking formulas and measurements.
- Demonstrate knowledge of basic baking science principles.

### **2011 National Occupational Analysis Reference:**

- 30.01 Selects ingredients for dough.
- 30.02 Mixes ingredients for dough.
- 30.03 Processes dough.
- 30.04 Cooks dough products.
- 31.01 Selects ingredients for batters.
- 31.02 Combines ingredients for batters.
- 31.03 Cooks batters.
- 34.01 Selects cake components for assembly.
- 35.01 Selects ingredients for pastries and pies.
- 35.02 Assembles pastries and pies.
- 35.03 Finishes pastries and pies.
- 36.01 Selects chocolate.
- 36.02 Processes chocolate.
- 36.03 Stores chocolate.

### **Suggested Hours:**

3 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with baking ingredients and basic baking principles.
2. Identify bakeshop tools and equipment and describe their applications and their procedures for use.

3. Identify bakeshop ingredients and describe their characteristics and applications.
  - i) flours
  - ii) fats/shortenings
  - iii) sweeteners
  - iv) liquids
  - v) leavening agents
  - vi) flavourings
  - vii) chocolates
  - viii) dairy products
  - ix) specialty products
4. Identify the factors to consider when selecting ingredients for bakeshop items.
5. Identify market forms (pre-prepared and packaged) of baking products and describe their characteristics and applications.
6. Explain the basic principles of baking science.
  - i) mixing
  - ii) leavening
  - iii) gluten development
  - iv) baking environment
7. Describe the procedures used to handle and store bakeshop ingredients.
8. Calculate formulas and bakers percentages.

*Practical Objectives*

None

**Learning Outcomes:**

- Demonstrate knowledge of bread products and their applications.
- Demonstrate knowledge of the procedures used to prepare bread products.

**2011 National Occupational Analysis Reference:**

- 30.01 Selects ingredients for dough.
- 30.02 Mixes ingredients for dough.
- 30.03 Processes dough.
- 30.04 Cooks dough products.

**Suggested Hours:**

15 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with bread products.
2. Identify types of bread products and describe their characteristics and applications.
  - i) bread dough
    - leavened
    - unleavened
  - ii) specialty breads
3. Identify ingredients used in bread products and describe their characteristics and applications.
  - i) flours
  - ii) fats/shortenings
  - iii) sweeteners
  - iv) liquids
  - v) leavening agents
  - vi) dairy products

vii) specialty ingredients

4. Identify market forms (pre-prepared and packaged) of bread products and describe their characteristics and applications.
5. Identify the factors to consider when selecting ingredients for bread products.
6. Identify allergies and intolerances specific to bread products.
7. Identify mixing methods used for bread products and describe their associated procedures.
8. Describe the procedures used to prepare bread products.
9. Describe the procedures used to finish bread products.
10. Describe the procedures used to handle and store bread products.
11. Calculate formulas and bakers percentages.

*Practical Objectives*

1. Prepare bread products using a variety of mixing methods.

## COO-185      Egg and Breakfast Cookery

### Learning Outcomes:

- Demonstrate knowledge of egg and breakfast dishes and their applications.
- Demonstrate knowledge of the procedures used to prepare egg and breakfast dishes.

### 2011 National Occupational Analysis Reference:

- 29.01 Selects ingredients for eggs and egg-related dishes.
- 29.02 Processes ingredients for eggs and egg-related dishes.
- 29.03 Cooks eggs and egg-related dishes.
- 30.01 Selects ingredients for dough.
- 30.02 Mixes ingredients for dough.
- 30.03 Processes dough.
- 30.04 Cooks dough products.
- 31.01 Selects ingredients for batters.
- 31.02 Combines ingredients for batters.
- 31.03 Cooks batters.

### Suggested Hours:

12 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with egg and breakfast cookery.
2. Identify types of egg dishes used in breakfast cookery and describe their characteristics.
3. Identify types of proteins used in breakfast cookery and describe their characteristics.
  - i) meat
  - ii) fish
  - iii) vegetables

iv) dairy

4. Identify types of breads and quick breads used in breakfast cookery and describe their characteristics.
5. Identify mixing methods used in preparing quick breads and batters.
6. Identify types of batters used in breakfast cookery and describe their characteristics and applications.
7. Identify types of hot and cold cereals used in breakfast cookery and describe their characteristics.
8. Identify types of fruits and vegetables used in breakfast cookery and describe their applications.
9. Identify types of hot and cold beverages used in breakfast cookery and describe their applications.
10. Identify market forms (pre-prepared and packaged) of breakfast products and describe their characteristics and applications.
11. Identify allergies and intolerances specific to ingredients used in breakfast dishes.
12. Describe the procedures used to prepare eggs.
  - i) boiled
  - ii) poached
  - iii) fried
  - iv) scrambled
13. Describe the procedures used to prepare egg dishes.
  - i) omelets
  - ii) quiches
  - iii) soufflés
14. Describe the procedures used to prepare breakfast dishes.
  - i) proteins
  - ii) breads
  - iii) cereals

- iv) fruits and vegetables
- 15. Describe plating and finishing techniques.
- 16. Describe buffet and serving techniques.
- 17. Describe the procedures used to handle and store breakfast items.

*Practical Objectives*

- 1. Prepare a variety of egg based dishes.

# Block 2

Unit Code	Title	Hours	Page
COO-200	Stocks and Soups	30	62
COO-205	Thickening and Binding Agents	3	64
COO-210	Sauces	24	66
COO-215	Meat Cutting and Processing	12	68
COO-217	Meat Cookery	12	70
COO-220	Poultry Cutting and Processing	9	72
COO-223	Poultry Cookery	6	74
COO-225	Fish	15	76
COO-230	Seafood	15	79
COO-235	Condiments and Accompaniments	3	82
COO-240	Pastries	9	84
COO-245	Cookies	3	86
COO-250	Pies, Tarts, Flans and Fillings	9	88

**Learning Outcomes:**

- Demonstrate knowledge of stocks and their applications.
- Demonstrate knowledge of the procedures used to prepare stocks.
- Demonstrate knowledge of soups and their applications.
- Demonstrate knowledge of the procedures used to prepare soups.

**2011 National Occupational Analysis Reference:**

- 7.01 Selects stock ingredients.
- 7.02 Processes stock ingredients.
- 7.03 Completes stocks.
- 9.01 Selects soup ingredients.
- 9.02 Processes soup ingredients.
- 9.03 Completes soups.

**Suggested Hours:**

30 Hours

**Objectives and Content:**Theoretical Objectives

1. Define terminology associated with stocks and soups.
2. Identify types of stocks and describe their characteristics, applications and procedures for use.
3. Identify types of soups and describe their characteristics and serving temperatures.
  - i) clear and consommés
  - ii) thickened
  - iii) specialty/international
4. Identify types of convenience products and describe their applications.
  - i) stocks

- ii) soups
- iii) soup bases

5. Identify the factors to consider when selecting ingredients for stocks.
6. Identify the factors to consider when selecting ingredients for soups.
7. Identify ingredients and ratios used in stocks.
8. Identify allergies and intolerances specific to ingredients used in stocks and soups.
9. Describe the procedures used to prepare stocks.
  - i) selecting cooking time and temperature
  - ii) straining
  - iii) remouillage
  - iv) reduction
    - glace
  - v) skimming
10. Describe the procedures used to prepare soups.
11. Describe the procedures used to reconstitute soups.
12. Describe plating and finishing techniques.
13. Describe the procedures used to cool and store stocks and soups.

*Practical Objectives*

1. Prepare a variety of stocks.
  - i) brown
  - ii) white
  - iii) fumet
  - iv) vegetable
2. Prepare a variety of soups.
  - i) clear and consommés
  - ii) thickened
  - iii) specialty/international

## COO-205                    Thickening and Binding Agents

### Learning Outcomes:

- Demonstrate knowledge of thickening and binding agents and their applications.
- Demonstrate knowledge of the procedures used to prepare thickening and binding agents.

### 2011 National Occupational Analysis Reference:

- 8.01 Select thickening and binding ingredients.
- 8.02 Combines thickening and binding ingredients.

### Suggested Hours:

3 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with thickening and binding agents.
2. Identify types of thickening and binding agents, and describe their applications and procedures for use.
  - i) roux
  - ii) starches
  - iii) liaison
  - iv) beurre manie
  - v) vegetable purées
  - vi) reductions
  - vii) emulsifiers
3. Identify the factors to consider when selecting ingredients for thickening and binding agents.
4. Identify ingredients and ratios used to process thickening and binding agents.

5. Identify allergies and intolerances specific to ingredients used in thickening and binding agents.
6. Describe the procedures used to prepare thickening and binding agents.

*Practical Objectives*

1. Use a variety of thickening agents in preparing soups and sauces.

## **COO-210 Sauces**

## Learning Outcomes:

- Demonstrate knowledge of sauces and their applications.
- Demonstrate knowledge of the procedures used to prepare sauces.

## 2011 National Occupational Analysis Reference:

- 10.01 Selects sauce ingredients.
- 10.02 Uses alcohol in sauces.
- 10.03 Processes sauce ingredients.
- 10.04 Completes sauces.

## **Suggested Hours:**

24 Hours

## Objectives and Content:

### Theoretical Objectives

1. Define terminology associated with sauces.
2. Identify mother sauces and their derivatives, and describe their characteristics and applications.
  - i) espagnole
  - ii) béchamel
  - iii) velouté
  - iv) tomato
  - v) hollandaise
3. Identify types of non-traditional sauces and describe their characteristics and applications.
  - i) non-derivative
    - gastrique
  - ii) international
  - iii) convenience products
  - iv) chutneys and salsas

4. Identify types of butter sauces and compound butter, and describe their characteristics and applications.
5. Identify types of pan gravies, jus lié and glace, and describe their characteristics and applications.
6. Identify the factors to consider when selecting ingredients for sauces.
7. Identify ingredients and ratios used in sauces.
8. Identify allergies and intolerances specific to ingredients used in sauces.
9. Describe the procedures used to prepare hot and cold sauces.
10. Describe finishing techniques for sauces and their associated procedures.
11. Describe the procedures used to cool and store sauces.

*Practical Objectives*

1. Prepare mother sauces.
  - i) espagnole
  - ii) béchamel
  - iii) velouté
  - iv) tomato
  - v) hollandaise
2. Prepare a variety of sauce derivatives and non-traditional sauces.

**COO-215**

## **Meat Cutting and Processing**

### **Learning Outcomes:**

- Demonstrate knowledge of meats and their applications.
- Demonstrate knowledge of the procedures used to cut and process meats.

### **2011 National Occupational Analysis Reference:**

- 17.01 Selects meat and game meat.
- 17.02 Processes meat and game meat.

### **Suggested Hours:**

12 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with cutting and processing meats.
2. Identify hazards and describe safe work practices and precautions pertaining to handling, serving and storing raw meats.
3. Interpret Canadian Food Inspection Agency (CFIA) regulations pertaining to meats.
  - i) inspection
  - ii) grading
  - iii) cut classification
4. Identify meat grades and describe their characteristics.
5. Identify the factors to consider when selecting meats.
  - i) local availability
  - ii) seasonal availability
  - iii) freshness
  - iv) storage life
  - v) grading quality and marketing standards

- vi) applications
- vii) processed
- viii) sustainability

6. Identify types of variety meats and describe their characteristics and applications.
7. Identify types of domestic meats and describe their characteristics and applications.
  - i) beef
  - ii) pork
  - iii) veal
  - iv) lamb
8. Identify meat cuts and describe their characteristics and applications.
  - i) primal
  - ii) sub-primal
  - iii) fabricated
9. Describe the aging process for meat.
  - i) wet
  - ii) dry
10. Describe meat ordering specifications.
11. Identify the factors to consider when freezing and defrosting meats.
12. Describe the procedures used to process meats.
  - i) de-bone
  - ii) tenderize
  - iii) trim
  - iv) portion
  - v) grind

#### Practical Objectives

1. Assess, trim and portion a secondary cut.

## COO-217                    Meat Cookery

### Learning Outcomes:

- Demonstrate knowledge of the procedures used to cook meats and meat dishes.

### 2011 National Occupational Analysis Reference:

17.03 Cooks meat and game meat.

17.04 Carves meat and game meat.

### Suggested Hours:

12 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with cooking meats.
2. Identify hazards and describe safe work practices and precautions pertaining to cooking meats.
3. Identify allergies and intolerances specific to meats.
4. Identify the factors to consider when cooking meats.
  - i) cut of meat
  - ii) muscle structure and marbling
  - iii) degree of doneness
  - iv) flavourings and seasonings
  - v) equipment
  - vi) temperature
  - vii) time
  - viii) yield
  - ix) resting
  - x) use of excess product

5. Identify methods used to cook meats, and describe their associated procedures.
  - i) dry heat
  - ii) moist heat
  - iii) combination
6. Describe the procedures used to carve meats.
7. Identify market forms (pre-prepared and packaged) of meats and describe their characteristics and applications.
8. Describe the procedures used to cook meats and meat dishes.
9. Describe plating and finishing techniques, including garnishes and accompaniments.
10. Describe the procedures used to handle, serve and store meats and meat dishes.

*Practical Objectives*

None

## COO-220                    **Poultry Cutting and Processing**

### **Learning Outcomes:**

- Demonstrate knowledge of poultry and its applications.
- Demonstrate knowledge of the procedures used to cut and process poultry.

### **2011 National Occupational Analysis Reference:**

- 18.01 Selects poultry and game birds.
- 18.02 Processes poultry and game birds.

### **Suggested Hours:**

9 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with cutting and processing poultry.
2. Identify hazards and describe safe work practices and precautions pertaining to handling and storing raw poultry.
3. Interpret Canadian Food Inspection Agency (CFIA) regulations pertaining to poultry.
  - i) inspection
  - ii) grading
  - iii) cut classification
4. Identify types of poultry and describe their characteristics and applications.
5. Identify classifications, grades and market forms (pre-prepared and packaged) of poultry, and describe their characteristics and applications.
6. Identify the factors to consider when selecting poultry.
  - i) local availability
  - ii) seasonal availability

- iii) freshness
- iv) storage life
- v) grading quality and marketing standards
- vi) applications
- vii) processed
- viii) sustainability

7. Identify the factors to consider when freezing and defrosting poultry.

8. Describe the procedures used to process poultry.

- i) trim
- ii) portion
- iii) debone
- iv) truss
- v) grind

*Practical Objectives*

1. Assess, trim and portion poultry.

## COO-223                    **Poultry Cookery**

### **Learning Outcomes:**

- Demonstrate knowledge of the procedures used to cook poultry and poultry dishes.

### **2011 National Occupational Analysis Reference:**

18.03 Cooks poultry and game birds.  
18.04 Carves poultry and game birds.

### **Suggested Hours:**

6 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with cooking poultry.
2. Identify hazards and describe safe work practices and precautions pertaining to cooking poultry.
3. Identify allergies and intolerances specific to poultry.
4. Identify the factors to consider when cooking poultry.
  - i) cut of poultry
  - ii) muscle structure
  - iii) degree of doneness
  - iv) flavouring and seasoning
  - v) equipment
  - vi) temperature
  - vii) time
  - viii) yield
  - ix) resting
  - x) use of excess product

5. Identify methods used to cook poultry, and describe their associated procedures.
  - i) dry heat
  - ii) moist heat
  - iii) combination
6. Identify types of poultry stuffing, and describe their characteristics and applications.
7. Describe the procedures used to prepare poultry stuffing.
8. Describe the procedures used to carve poultry.
9. Describe the procedures used to cook poultry and poultry dishes.
10. Describe plating and finishing techniques, including garnishes and accompaniments.
11. Describe the procedures used to handle, serve and store poultry, and poultry dishes.

*Practical Objectives*

None

## COO-225                    Fish

### Learning Outcomes:

- Demonstrate knowledge of fish and their applications.
- Demonstrate knowledge of the procedures used to prepare fish and fish dishes.

### 2011 National Occupational Analysis Reference:

- 20.01 Selects fish.
- 20.02 Processes fish.
- 20.03 Cooks fish.
- 20.04 Finishes fish.

### Suggested Hours:

15 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with fish.
2. Identify hazards and describe safe work practices and precautions pertaining to serving and handling fish.
3. Interpret Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection of fish.
4. Identify classifications and types of fish, and describe their characteristics and applications.
5. Identify the factors to consider when selecting fish.
  - i) local availability
  - ii) seasonal availability
  - iii) freshness
  - iv) storage life
  - v) applications

- vi) processed
- vii) sustainability
- viii) origin

6. Identify allergies and intolerances specific to fish.
7. Identify market forms (pre-prepared and packaged) of fish and describe their characteristics and applications.
8. Describe the procedures used to verify quality of fish and cuts of fish.
9. Describe the procedures used to process fish.
  - i) scale
  - ii) fillet
  - iii) debone
  - iv) skin
  - v) portion
  - vi) trim
10. Identify the factors to consider when cooking fish.
  - i) desired degree of doneness
  - ii) flavourings and seasonings
  - iii) equipment
  - iv) temperature
  - v) cooking time
  - vi) verification of doneness
  - vii) use of excess product and trimmings
11. Identify methods used to cook fish and describe their associated procedures.
  - i) dry heat
  - ii) moist heat
  - iii) combination
12. Describe plating and finishing techniques, including garnishes and accompaniments.
13. Describe the procedures used to handle, serve and store raw and cooked fish, and fish dishes.

*Practical Objectives*

1. Process a round and flat fish.

- i) scale
- ii) fillet
- iii) debone
- iv) skin
- v) portion
- vi) trim

## COO-230 Seafood

### Learning Outcomes:

- Demonstrate knowledge of seafood and their applications.
- Demonstrate knowledge of the procedures used to prepare seafood and seafood dishes.

### 2011 National Occupational Analysis Reference:

- 21.01 Selects shellfish.
- 21.02 Processes shellfish.
- 21.03 Cooks shellfish.
- 21.04 Finishes shellfish.

### Suggested Hours:

15 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with seafood.
2. Identify hazards and describe safe work practices and precautions pertaining to serving, handling, and storing seafood.
3. Interpret Canadian Food Inspection Agency (CFIA) regulations pertaining to the inspection of seafood.
4. Identify classifications and types of seafood, and describe their characteristics and applications.
5. Identify the factors to consider when selecting seafood.
  - i) local availability
  - ii) seasonal availability
  - iii) freshness
  - iv) storage life

- v) applications
- vi) processed
- vii) sustainability
- viii) origin

6. Identify allergies and intolerances specific to seafood.
7. Identify market forms (pre-prepared and packaged) of seafood and describe their characteristics and applications.
8. Identify regional species and describe their characteristics and applications.
9. Describe the procedures used to verify quality of seafood.
10. Describe the procedures used to hold live seafood.
11. Describe the procedures used to process seafood.
  - i) de-beard
  - ii) skin
  - iii) shuck
  - iv) shell
  - v) de-vein
  - vi) clean
  - vii) trim
  - viii) portion
12. Describe the procedures used to marinate, cure, smoke and pickle seafood.
13. Identify methods used to cook seafood and describe their associated procedures.
  - i) dry heat
  - ii) moist heat
  - iii) combination
14. Describe plating and finishing techniques, including garnishes and accompaniments.
15. Describe the procedures used to handle, serve and store raw and cooked seafood, and seafood dishes.

Practical Objectives

None

## COO-235 Condiments and Accompaniments

### Learning Outcomes:

- Demonstrate knowledge of condiments and accompaniments and their applications.
- Demonstrate knowledge of the procedures used to prepare condiments and accompaniments.

### 2011 National Occupational Analysis Reference:

- 26.01 Selects ingredients for condiments and accompaniments.
- 26.02 Processes ingredients for condiments and accompaniments.

### Suggested Hours:

3 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with condiments and accompaniments.
2. Identify types of condiments and accompaniments, and describe their characteristics and applications.
3. Identify the factors to consider when selecting ingredients for condiments and accompaniments.
4. Identify allergies and intolerances specific to ingredients used in condiments and accompaniments.
5. Describe the procedures used to process ingredients for condiments and accompaniments.
6. Describe the procedures used to prepare condiments and accompaniments.

7. Describe the procedures used to handle and store condiments and accompaniments.

*Practical Objectives*

None

## COO-240                    **Pastries**

### **Learning Outcomes:**

- Demonstrate knowledge of pastries and their applications.
- Demonstrate knowledge of the procedures used to prepare pastries.

### **2011 National Occupational Analysis Reference:**

- 35.01 Selects ingredients for pastries and pies.
- 35.02 Assembles pastries and pies.
- 35.03 Finishes pastries and pies.

### **Suggested Hours:**

9 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with pastries.
2. Identify types of pastry dough and batters, and describe their characteristics and applications.
3. Identify the factors to consider when selecting ingredients for pastries.
4. Identify allergies and intolerances specific to ingredients used in pastries.
5. Describe the procedures used to prepare pastries.
6. Identify market forms (pre-prepared and packaged) of pastries and describe their characteristics and applications.
7. Describe plating and finishing techniques.
8. Describe the procedures used to handle and store pastries.

*Practical Objectives*

1. Prepare choux paste.
2. Prepare various pastries from puff pastry.

## COO-245 Cookies

### Learning Outcomes:

- Demonstrate knowledge of cookies and their applications.
- Demonstrate knowledge of the procedures used to prepare cookies.

### 2011 National Occupational Analysis Reference:

- 30.01 Selects ingredients for dough.
- 30.02 Mixes ingredients for dough.
- 30.03 Processes dough.
- 30.04 Cooks dough products.
- 31.01 Selects ingredients for batters.
- 31.02 Combines ingredients for batters.
- 31.03 Cooks batters.

### Suggested Hours:

3 Hours

### Objectives and Content:

#### *Theoretical Objectives*

1. Define terminology associated with cookies.
2. Identify types of cookies and describe their characteristics and applications.
3. Identify characteristics of cookies.
  - i) crispness
  - ii) softness
  - iii) chewiness
  - iv) spread
4. Identify methods of mixing and make-up used to prepare cookies, and describe their associated procedures.
  - i) mixing
    - creaming

- sponge/foam
- one stage

ii) make-up

- dropped
- bar
- molded
- ice box
- sheet
- rolled
- bagged

5. Identify allergies and intolerances specific to ingredients used in cookies.
6. Identify market forms (pre-prepared and packaged) of cookies and describe their applications.
7. Describe plating/buffet and finishing techniques.
8. Describe the procedures used to handle and store cookies.
9. Review formulas and bakers percentages.

Practical Objectives

None

**Learning Outcomes:**

- Demonstrate knowledge of pies, tarts, flans and fillings and their applications.
- Demonstrate knowledge of the procedures used to prepare pies, tarts, flans and fillings.

**2011 National Occupational Analysis Reference:**

- 32.01 Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings and sugar works.
- 32.02 Processes ingredients for creams, mousses, frozen desserts and fillings.
- 35.01 Selects ingredients for pastries and pies.
- 35.02 Assembles pastries and pies.
- 35.03 Finishes pastries and pies.

**Suggested Hours:**

9 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with pies, tarts, flans and fillings.
2. Identify types of dough used for pies, tarts and flans, and describe their characteristics and applications.
3. Identify types of fillings and describe their characteristics and applications.
  - i) baked
  - ii) non-baked
4. Identify the factors to consider when selecting ingredients for pies, tarts, flans and fillings.
5. Identify allergies and intolerances specific to ingredients used in pies, tarts, flans and fillings.

6. Identify ingredients used in pies, tarts, flans, and fillings, and describe their characteristics and applications.
  - i) flours
  - ii) fats/shortenings
  - iii) sweeteners
  - iv) liquids
  - v) thickening agents
  - vi) dairy products
  - vii) flavourings and seasonings
  - viii) chocolate
  - ix) specialty products
7. Identify market forms (pre-prepared and packaged) of pies, tarts, flans and fillings, and describe their characteristics and applications.
8. Describe the procedures used to prepare pies, tarts, flans and fillings.
9. Describe plating and finishing techniques.
10. Describe the procedures used to handle and store pies, tarts, flans and fillings.
11. Review formulas and bakers percentages.

*Practical Objectives*

1. Prepare a basic pie dough and filling.



# Block 3

Unit Code	Title	Hours	Page
COO-300	Charcuterie	24	92
COO-305	Aspics, Jellies and Glazes	3	94
COO-310	Marinades, Rubs and Brines	3	96
COO-315	Game Cutting and Processing	6	98
COO-317	Game Cookery	9	100
COO-320	Hors D'oeuvres	3	102
COO-325	Cakes and Tortes	12	104
COO-330	Icings, Glazes, Meringues and Dessert Sauces	6	107
COO-335	Creams and Custards	12	109
COO-340	Frozen Desserts	6	111
COO-345	Chocolate	6	113
COO-350	Nutrition	6	115
COO-355	Cost Controls	12	117
COO-360	Menu Planning	12	119
COO-365	Review	30	121

**Learning Outcomes:**

- Demonstrate knowledge of charcuterie and their applications.
- Demonstrate knowledge of the procedures used to prepare charcuterie.

**2011 National Occupational Analysis Reference:**

- 5.04 Assembles hot and cold platters.
- 19.01 Selects variety meats.
- 19.02 Processes variety meats.
- 19.03 Cooks variety meats.
- 25.01 Selects ingredients for pâtés and terrines.
- 25.02 Processes ingredients for pâtés and terrines.
- 25.03 Finishes pâtés and terrines.

**Suggested Hours:**

24 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with charcuterie.
2. Identify types of charcuterie and describe their characteristics and applications.
  - i) forcemeats
  - ii) terrines
  - iii) pâtés
  - iv) galantines and ballotines
  - v) sausages
  - vi) variety meats
  - vii) cured and smoked meat, seafood and poultry
3. Identify proper temperature and environmental controls needed when curing and smoking meats.

4. Describe the procedures used to process charcuterie items.
5. Identify quality indicators associated with charcuterie items.
6. Identify the factors to consider when cooking charcuterie items.
  - i) degree of doneness
  - ii) flavourings and seasonings
  - iii) equipment
  - iv) temperature
  - v) time
  - vi) yield
  - vii) resting
7. Identify allergies and intolerances specific to charcuterie items.
8. Describe the procedures used to cook charcuterie items.
9. Identify styles of service associated with charcuterie items.
10. Describe the procedures used to carve and slice charcuterie items.
11. Describe plating/platter and finishing techniques, including garnishes and accompaniments.
12. Describe the procedures used to handle and store charcuterie items.
13. Explain the hazards and safe handling practices associated with additives.

*Practical Objectives*

1. Prepare a variety of forcemeats, cured and smoked items.

## COO-305                   **Aspics, Jellies and Glazes**

### **Learning Outcomes:**

- Demonstrate knowledge of aspics, jellies and glazes and their applications.
- Demonstrate knowledge of the procedures used to prepare aspics, jellies and glazes.

### **2011 National Occupational Analysis Reference:**

27.01 Selects ingredients for aspics, jellies and glazes.  
27.02 Processes ingredients for aspics, jellies and glazes.

### **Suggested Hours:**

3 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with aspics, jellies and glazes.
2. Identify types of aspics and describe their characteristics and applications.
3. Identify types of jellies and describe their characteristics and applications.
4. Identify types of glazes and describe their characteristics and applications.
5. Identify the factors to consider when selecting ingredients for aspics, jellies and glazes.
6. Identify allergies and intolerances specific to aspics, jellies and glazes.
7. Describe the procedures used to process ingredients for aspics, jellies and glazes.
8. Describe the procedures used to prepare and apply aspics, jellies and glazes.
9. Describe the procedures used to handle and store aspics, jellies and glazes.

*Practical Objectives*

1. Prepare aspics, jellies and glazes.

## COO-310                    **Marinades, Rubs and Brines**

### **Learning Outcomes:**

- Demonstrate knowledge of marinades, rubs and brines and their applications.
- Demonstrate knowledge of the procedures used to prepare marinades, rubs and brines.

### **2011 National Occupational Analysis Reference:**

- 11.01 Selects marinade and brine ingredients.
- 11.02 Processes marinade and brine ingredients.

### **Suggested Hours:**

6 Hours

### **Objectives and Content:**

#### *Theoretical Objectives*

1. Define terminology associated with marinades, rubs and brines.
2. Identify types of marinades and rubs, and describe their characteristics, applications and procedures for use.
3. Identify the factors to consider when selecting ingredients for marinades and rubs.
4. Identify allergies and intolerances specific to marinades, rubs and brines.
5. Identify ingredients and ratios used to prepare marinades and rubs.
6. Describe the procedures used to prepare marinades and rubs.
7. Describe the procedures used to handle and store marinades and rubs.
8. Identify types of brines and describe their characteristics, applications and procedures for use.

9. Identify the factors to consider when selecting ingredients for brines.
10. Identify ingredients and ratios used to prepare brines.
11. Describe the procedures used to prepare brines.
12. Describe the procedures used to handle and store brines.

*Practical Objectives*

1. Prepare a variety of marinades, rubs and brines.

**Learning Outcomes:**

- Demonstrate knowledge of game and their applications.
- Demonstrate knowledge of the procedures used to cut and process game birds and game meats.

**2011 National Occupational Analysis Reference:**

- 17.01 Selects meat and game meat.
- 17.02 Processes meat and game meat.
- 18.01 Selects poultry and game birds.
- 18.02 Processes poultry and game birds.

**Suggested Hours:**

6 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with cutting and processing game.
2. Identify hazards and describe safe work practices and precautions pertaining to serving, handling and storing raw game.
3. Interpret Canadian Food Inspection Agency (CFIA) regulations pertaining to game.
  - i) inspection
  - ii) grading
  - iii) cut classification
4. Describe the aging process for game.
5. Identify types of game and describe their characteristics and applications.
  - i) birds
  - ii) meats

6. Identify the factors to consider when selecting game.
  - i) local availability
  - ii) seasonal availability
  - iii) freshness
  - iv) storage life
  - v) wild vs. farm-raised
  - vi) applications
  - vii) processed
  - viii) sustainability
7. Identify types of game cuts and describe their characteristics and applications.
  - i) primal
  - ii) sub-primal
  - iii) fabricated
8. Identify the factors to consider when freezing and defrosting game.
9. Describe the procedures used to process game.
  - i) tenderize
  - ii) trim
  - iii) portion
  - iv) debone
  - v) truss
  - vi) lard and bard

Practical Objectives

1. Assess, trim and portion game.

**COO-317**

**Game Cookery**

**Learning Outcomes:**

- Demonstrate knowledge of the procedures used to cook game.

**2011 National Occupational Analysis Reference:**

- 17.03 Cooks meat and game meat.
- 17.04 Carves meat and game meat.
- 18.03 Cooks poultry and game birds.
- 18.04 Carves poultry and game birds.

**Suggested Hours:**

9 Hours

**Objectives and Content:**

*Theoretical Objectives*

1. Define terminology associated with cooking game.
2. Identify hazards and describe safe work practices and precautions pertaining to cooking game.
3. Identify allergies and intolerances specific to game.
4. Identify the factors to consider when cooking game.
  - i) cut of meat
  - ii) muscle structure and marbling
  - iii) degree of doneness
  - iv) flavouring and seasoning
  - v) equipment
  - vi) temperature
  - vii) time
  - viii) yield
  - ix) resting
  - x) use of excess product

5. Identify methods used to cook game and describe their associated procedures.
  - i) dry heat
  - ii) moist heat
  - iii) combination
6. Describe the procedures used to carve game.
7. Describe plating and finishing techniques, including garnishes and accompaniments.
8. Describe the procedures used to handle, serve and store game.

*Practical Objectives*

1. Prepare and cook game using various methods.
  - i) dry heat
  - ii) moist heat
  - iii) combination

**Learning Outcomes:**

- Demonstrate knowledge of hors d'oeuvres and their applications.
- Demonstrate knowledge of the procedures used to prepare hors d'oeuvres.

**2011 National Occupational Analysis Reference:**

- 5.04 Assembles hot and cold platters.
- 23.01 Selects hors d'oeuvres ingredients.
- 23.02 Processes hors d'oeuvre ingredients.
- 23.03 Finishes hors d'oeuvres.

**Suggested Hours:**

3 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with hors d'oeuvres.
2. Identify types of hors d'oeuvres and describe their characteristics.
  - i) hot
  - ii) cold
3. Identify market forms (pre-prepared and packaged) of hors d'oeuvres and describe their characteristics and applications.
4. Identify the factors to consider when selecting ingredients for hors d'oeuvres.
5. Identify allergies and intolerances specific to ingredients used in hors d'oeuvres.
6. Describe the procedures used to process hors d'oeuvre ingredients.
7. Describe the procedures used to prepare hors d'oeuvres.

8. Identify styles of service associated with hors d'oeuvres.
9. Describe plating/buffet/platter and finishing techniques.
10. Describe the procedures used to hold and store hors d'oeuvres.

*Practical Objectives*

None

**Learning Outcomes:**

- Demonstrate knowledge of cakes and tortes and their applications.
- Demonstrate knowledge of the procedures used to prepare cakes and tortes.

**2011 National Occupational Analysis Reference:**

34.01 Selects cake components for assembly.  
34.02 Decorates cakes.

**Suggested Hours:**

12 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with cakes and tortes.
2. Identify types of cakes and tortes and describe their characteristics.
3. Identify types of cheesecakes and describe their characteristics.
4. Identify ingredients used in cakes and tortes, and describe their characteristics and applications.
  - i) flours
  - ii) fats/shortenings
  - iii) sweeteners
  - iv) liquids
  - v) leavening agents
  - vi) dairy products
  - vii) flavourings and seasonings
  - viii) chocolate
  - ix) specialty products
  - x) fillings, icings and glazes

5. Identify the factors to consider when selecting ingredients for cakes and tortes.
  - i) toughners
  - ii) tenderizers
  - iii) moisteners
  - iv) driers
  - v) leaveners
  - vi) flavourings
6. Identify allergies and intolerances specific to ingredients used in cakes and tortes.
7. Describe the procedures used to process ingredients used in cakes and tortes.
8. Identify mixing methods used for cakes and tortes, and describe their associated procedures.
  - i) high fat
    - creaming
    - two-stage
  - ii) foam
    - chiffon
    - sponge
    - angel food
9. Describe the procedures used to bake cakes and tortes.
10. Identify market forms (pre-prepared and packaged) of cakes and tortes, and describe their characteristics and applications.
11. Describe the procedures used to assemble and decorate cakes and tortes.
12. Describe the procedures used to assemble and decorate petit fours.
13. Describe plating/buffet and finishing techniques.
14. Describe the procedures used to handle and store cakes and tortes.
15. Review formulas and bakers percentages.

*Practical Objectives*

1. Prepare and bake a variety of cakes and tortes.

**Learning Outcomes:**

- Demonstrate knowledge of icings, glazes, meringues and dessert sauces and their applications.
- Demonstrate knowledge of the procedures used to prepare icings, glazes, meringues and dessert sauces.

**2011 National Occupational Analysis Reference:**

- 32.01 Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings and sugar works.
- 32.04 Prepares icings and toppings for cakes.
- 32.05 Prepares sugar works.
- 33.01 Selects ingredients for dessert sauces.
- 33.02 Processes ingredients for dessert sauces.
- 33.03 Finishes dessert sauces.
- 35.01 Selects ingredients for pastries and pies.
- 35.02 Assembles pastries and pies.
- 35.03 Finishes pastries and pies.

**Suggested Hours:**

6 Hours

**Objectives and Content:****Theoretical Objectives**

1. Define terminology associated with icings, glazes, meringues and dessert sauces.
2. Identify types of icings and describe their characteristics and applications.
3. Identify types of glazes and describe their characteristics and applications.
4. Identify types of meringues and meringue derivatives, and describe their characteristics and applications.
  - i) meringues

- common
- Swiss
- Italian

ii) derivatives

- Japonaise

5. Identify types of dessert sauces and describe their characteristics and applications.
6. Identify the factors to consider when selecting icings, glazes, meringues and dessert sauces.
7. Identify allergies and intolerances specific to ingredients used in icings, glazes, meringues and dessert sauces.
8. Describe the procedures used to spin, caramelize and pull sugar.
9. Describe the procedures used to prepare icings.
10. Describe the procedures used to prepare glazes.
11. Describe the procedures used to prepare meringues.
12. Describe the procedures used to prepare dessert sauces.
13. Identify market forms (pre-prepared and packaged) of icings, glazes, meringues and dessert sauces, and describe their applications.
14. Describe plating and finishing techniques.
15. Describe the procedures used to handle and store icings, glazes, meringues and dessert sauces.

*Practical Objectives*

1. Prepare a variety of icings and meringues.
  - i) Italian buttercream
2. Prepare a variety of glazes and dessert sauces.

## COO-335              **Creams and Custards**

### **Learning Outcomes:**

- Demonstrate knowledge of creams and custards and their applications.
- Demonstrate knowledge of procedures used to prepare creams and custards.

### **2011 National Occupational Analysis Reference:**

- 32.01 Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings and sugar works.
- 32.02 Processes ingredients for creams, mousses, frozen desserts and fillings.
- 32.03 Finishes creams, mousses and frozen desserts.

### **Suggested Hours:**

12 Hours

### **Objectives and Content:**

#### Theoretical Objectives

1. Define terminology associated with creams and custards.
2. Identify types of creams and custards, and describe their characteristics.
3. Identify ingredients used in creams and custards, and describe their characteristics and applications.
  - i) flours
  - ii) fats/shortenings
  - iii) sweeteners
  - iv) liquids
  - v) thickening agents
  - vi) dairy products
  - vii) flavourings and seasonings
  - viii) chocolate
  - ix) specialty products

4. Identify the factors to consider when selecting ingredients for creams and custards.
5. Identify allergies and intolerances specific to ingredients used in creams and custards.
6. Describe the procedures used to prepare creams and custards.
7. Identify market forms (pre-prepared and packaged) of creams and custards, and describe their characteristics and applications.
8. Describe plating and finishing techniques.
9. Describe the procedures used to handle and store creams and custards.

*Practical Objectives*

1. Prepare a variety of creams and custards

**Learning Outcomes:**

- Demonstrate knowledge of frozen desserts and their applications.
- Demonstrate knowledge of procedures used to prepare frozen desserts.

**2011 National Occupational Analysis Reference:**

- 32.01 Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings and sugar works.
- 32.02 Processes ingredients for creams, mousses, frozen desserts and fillings.
- 32.03 Finishes creams, mousses and frozen desserts.

**Suggested Hours:**

6 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with frozen desserts.
2. Identify types of frozen desserts and describe their characteristics.
  - i) churned
  - ii) still frozen
3. Identify the factors to consider when selecting ingredients for frozen desserts.
  - i) stabilizers
4. Identify allergies and intolerances specific to ingredients used in frozen desserts.
5. Describe the procedures used to prepare frozen desserts.
6. Identify market forms (pre-prepared and packaged) of frozen desserts and describe their characteristics and applications.
7. Describe plating and finishing techniques.

8. Describe the procedures used to handle and store frozen desserts.

*Practical Objectives*

1. Prepare a frozen dessert.

## COO-345                    Chocolate

### Learning Outcomes:

- Demonstrate knowledge of chocolate and its applications.

### 2011 National Occupational Analysis Reference:

- 36.01 Selects chocolate.
- 36.02 Processes chocolate.
- 36.03 Stores chocolate.

### Suggested Hours:

6 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with chocolate.
2. Identify types and properties of chocolate and describe their applications.
3. Identify allergies and intolerances specific to chocolate.
4. Describe the procedures used to temper chocolate.
5. Describe the procedures used to finish chocolate.
6. Identify market forms (pre-prepared and packaged) of chocolate, and describe their characteristics and applications.
7. Describe plating and garnishing techniques.
8. Describe the procedures used to handle and store chocolate.
9. Describe the types of ganache, the procedures to prepare and its application.

*Practical Objectives*

1. Temper chocolate and prepare a variety of garnishes.
2. Prepare ganache.

## COO-350              Nutrition

### Learning Outcomes:

- Demonstrate knowledge of nutrition and its applications.

### 2011 National Occupational Analysis Reference:

3.01 Plans menu and mise en place.  
6.03 Adapts kitchen practices to customers' requirements.

### Suggested Hours:

6 Hours

### Objectives and Content:

#### Theoretical Objectives

1. Define terminology associated with nutrition.
2. Explain the basic principles of nutrition and dietary requirements.
  - i) food allergies and intolerances
  - ii) dietary requirements
    - cultural
    - religious
    - vegetarian/vegan
  - iii) dietary restrictions
    - sodium
    - cholesterol
    - diabetic
    - digestive concerns
  - iv) nutrients
    - essential
    - non-essential
  - v) Canada Food Guide
3. Describe food preparation procedures to avoid cross contamination specific to customer needs.

- i) food allergies and intolerances
- ii) dietary requirements
  - cultural
  - religious
  - vegetarian/vegan

4. Describe the effects of cooking methods on nutrition.

5. Identify requirements for food labeling and informed dining.

- i) trans fats
- ii) nutritional labeling
- iii) allergen information

6. Describe the difference between food substitutes and food alternatives.

*Practical Objectives*

None

**Learning Outcomes:**

- Demonstrate knowledge of food cost controls.
- Demonstrate knowledge of inventory and costing procedures.
- Demonstrate knowledge of food production requirements.

**2011 National Occupational Analysis Reference:**

- 2.03 Schedules production.
- 3.01 Plans menu and mise en place.
- 4.03 Maintains inventory.
- 6.03 Adapts kitchen practices to customers' requirements.

**Suggested Hours:**

12 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with cost controls.
2. Calculate food quantities and costs.
  - i) food cost
  - ii) food cost percentages
  - iii) as purchased/edible portions
  - iv) recipe and yield conversions
  - v) yield analysis
  - vi) food purchase specifications
3. Describe the procedures used to conduct an inventory.
4. Describe the factors that determine mise en place requirements.
  - i) recipe/production schedules
  - ii) labour schedules
  - iii) equipment capabilities

5. Calculate operational costs.
  - i) food
  - ii) labour
  - iii) fixed/variable
  - iv) profit
  
6. Explain the principles of food preparation systems in kitchen management and cost control.
  - i) chill/freeze
  - ii) re-thermalization
  - iii) holding hot foods
  - iv) waste utilization and usable trim

*Practical Objectives*

None

**Learning Outcomes:**

- Demonstrate knowledge of the procedures used to plan and order food.
- Demonstrate knowledge of the procedures used to plan and execute a menu.

**2011 National Occupational Analysis Reference:**

- 3.01 Plans menu and mise en place.
- 4.01 Orders products and supplies.
- 5.01 Uses recipes.
- 6.03 Adapts kitchen practices to customers' requirements.

**Suggested Hours:**

12 Hours

**Objectives and Content:**Theoretical Objectives

1. Define terminology associated with menu planning.
2. Identify the factors to consider when planning a menu.
  - i) allergies and intolerances
  - ii) variety
  - iii) colour
  - iv) dietary requirements and restrictions of clientele
  - v) nutrition
  - vi) use of product
  - vii) cooking methods
  - viii) clientele/demographics
  - ix) food warnings and advisories
3. Describe the factors that influence procurement decisions for specific food service segments.
4. Identify types of menus and describe their characteristics.

- i) table d'hôte
- ii) static
- iii) cycle
- iv) à la carte

5. Identify types of service and describe their characteristics.

- i) American and cafeteria
- ii) Russian
- iii) French
- iv) English and buffet
- v) à la carte

6. Describe the procedures used to plan and execute a menu.

7. Describe the procedures used to plan and order food based on menu requirements.

*Practical Objectives*

None

**Learning Outcomes:**

- Demonstrate knowledge of the National Occupational Analysis and its relationship to the Interprovincial Examination.
- Demonstrate knowledge of overall comprehension of the trade in preparation for the Interprovincial Examination.

**2011 National Occupational Analysis Reference:**

Entire National Occupational Analysis (NOA)

**Suggested Hours:**

30 Hours

**Objectives and Content:***Theoretical Objectives*

1. Define terminology associated with an NOA.
  - i) blocks
  - ii) tasks
  - iii) sub-tasks
2. Explain how an NOA is developed and the link it has with the Interprovincial Red Seal Examination.
  - i) development
  - ii) validation
  - iii) block and task weighting
  - iv) examination breakdown (pie-chart)
3. Identify Red Seal products and describe their use for preparing for the Interprovincial Red Seal Examination.
  - i) Red Seal website
  - ii) examination preparation guide
  - iii) sample questions
  - iv) examination counselling sheets

4. Explain the relationship between the NOA, IPG and the AACS.
5. Review Occupational Skills for the Cook trade as identified in the NOA.
  - i) tools and equipment
  - ii) organize work
  - iii) manage information
  - iv) manage products and supplies
  - v) routine trade activities
  - vi) food safety procedures
6. Review Stocks, Soups and Sauces for the Cook trade as identified in the NOA.
  - i) stocks
  - ii) thickening and binding agents
  - iii) soups
  - iv) sauces
  - v) marinades and brines
7. Review Produce for the Cook trade as identified in the NOA.
  - i) vegetables
  - ii) fruit
  - iii) herbs and spices
8. Review Pastas, Pulses, Grains and Nuts for the Cook trade as identified in the NOA.
  - i) pastas
  - ii) pulses, grains and nuts
9. Review Meat, Poultry and Game for the Cook trade as identified in the NOA.
  - i) meat and game
  - ii) poultry and game birds
  - iii) variety meats
10. Review Fish and Shellfish for the Cook trade as identified in the NOA.
  - i) fish
  - ii) shellfish
11. Review Garde-Manger for the Cook trade as identified in the NOA.
  - i) salads
  - ii) hors d'œuvres
  - iii) sandwiches

- iv) pâtés and terrines
- v) condiments and accompaniments
- vi) aspics, jellies and glazes

12. Review Dairy and Egg Products and Alternatives for the Cook trade as identified in the NOA.

- i) cheese and dairy related dishes
- ii) eggs and egg-related dishes

13. Review Baked Goods and Desserts for the Cook trade as identified in the NOA.

- i) dough
- ii) batters
- iii) creams, mousses, frozen desserts, fillings, icings, toppings and sugar works
- iv) dessert sauces
- v) cakes
- vi) pastries and pies
- vii) chocolate

Practical Objectives

N/A

## **Feedback and Revisions**

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This AACs will be amended periodically; comments or suggestions for improvements should be directed to:

**New Brunswick:**

Apprenticeship and Occupational  
Certification  
Post-Secondary Education, Training and  
Labour  
470 York St., Rm. 110, PO Box 6000  
Fredericton, NB E3B 5H1  
Tel: 506-453-2260  
Toll Free in NB: 1-855-453-2260  
[www.gnb.ca](http://www.gnb.ca)

**Prince Edward Island:**

Apprenticeship, Training and  
Certification  
Workforce and Advanced Learning  
176 Great George St., PO Box 2000  
Charlottetown, PE C1A 7N8  
Tel: 902-368-4460  
[www.apprenticeship.pe.ca](http://www.apprenticeship.pe.ca)

**Newfoundland and Labrador:**

Apprenticeship and Trades Certification  
Advanced Education and Skills  
Confederation Building, West Block  
Prince Philip Dr., PO Box 8700  
St. John's, NL A1B 4J6  
Toll Free: 877-771-3737  
[www.aes.gov.nl.ca/app](http://www.aes.gov.nl.ca/app)

**Nova Scotia:**

Nova Scotia Apprenticeship Agency  
2021 Brunswick St., PO Box 578  
Halifax, NS B3J 2S9  
Tel: 902-424-5651  
Toll Free in NS: 1-800-494-5651  
[www.nsapprenticeship.ca](http://www.nsapprenticeship.ca)

Any comments or suggestions received will be reviewed and considered to determine the course of action required. If the changes are deemed to be minor, they will be held for implementation during the next review cycle. If immediate change is deemed appropriate and approved by the Atlantic Trade Advisory Committee, it will result in a revision to this version of the AACs and will be detailed in the following section.

### **Version Changes**

<b>Revision Date</b>	<b>Section</b>	<b>Description of Change</b>