



Cook & Assistant Cook Apprenticeship Curriculum

Trade Name & Code	415A Cook and 415B Assistant Cook
Implementation Date of New Standard	January 1, 2019
Implementation Plan	<p>All apprentices with initial registered training agreements registered on or after January 1, 2019 must be trained to the new Curriculum Standard.</p> <p>Ministry of Training, Colleges and Universities approved Training Delivery Agents must begin implementation of both levels by January 1st, 2019.</p> <p>415A Cook and 415B Assistant Cook apprentices registered on or after January 1, 2019 will be trained under the new Curriculum Standard.</p> <p>Existing 415A Cook and 415B Assistant Cook apprentices registered prior to January 1, 2019 who have completed level 1 under the older Curriculum Standard will be exempted from this schooling level under the new Curriculum Standard and will complete any outstanding levels under the new Curriculum Standard.</p> <p>415A Cook and 415B Assistant Cook apprentices registered prior to Jan. 1st, 2019 who have completed both levels of schooling under the older curriculum, will be able to complete their apprenticeship under the older Curriculum Standard version.</p> <p>It is expected that apprentices will advance through training without having to repeat any areas.</p> <p>The APPR-EOIS has been updated to reflect the new curriculum standard.</p>
Impact on the Training Standard	<p>The new Cook (415A) and Assistant Cook (415B) curriculum standard is aligned to the 2016 Cook (415A) and Assistant Cook (415B) Training Standard.</p> <p>A Supplemental Resource Guide provides cross references between the Curriculum Standard Reportable Subjects the on-the-job Training Standard Log Book will be available online at collegeoftrades.ca</p>
Structure	<p>The Cook Curriculum Standard is structured as reportable subjects. This structure was determined to be a versatile option for the apprenticeship programs and provides flexibility for how the programs can be delivered by Training Delivery Agents (TDAs).</p> <p>The Cook apprenticeship program (415A) is aligned with the Vocational Learning Outcomes (VLO's) of the Culinary Management program.</p>

Content changes

Principles of the Hazard Analysis Critical Control Point (HACCP) system are introduced into this curriculum standard to ensure that apprentices understand food safety practices from a systems-thinking perspective, and are aware the risk management associated with the foodservice, hospitality and food supply industries.

The Working Group recognized that the apprentices required more than 15 hours to learn software applications. To this end, Business Development and Kitchen Management are now merged to create a new, 45-hour unit Culinary Business Fundamentals-consisting of 15 theoretical and 30 practical hours. The revised course introduces foundational culinary business functions including measurement conversions, elementary purchasing, inventory control and elementary menu planning along with use of relevant software applications. As such, computer and presentations skills are embedded in the practical components and reinforced by completion of projects throughout the in-school training.

Learning Outcomes related to more advanced menu planning are housed in a 15-hour, Level 2 reportable subject, Menu Planning. The learning outcomes that were related to menu planning were removed from Kitchen Management in the previous Curriculum Standard. The new learning objectives include:

- Explain the factors to consider when planning menus
- Prepare a menu, and
- Calculate the selling costs for menu items.

Food Theory Basic was also increased by 15 hours to include elementary theory on purchasing that was removed from Kitchen Management.

15 hours of practice was added to the Culinary Techniques- Advanced Unit (3301-8), to include texturizing foods according to International Dysphagia Diet Standards Initiative (IDDSI). These hours were removed from Kitchen Management.

This new learning outcome combines the concepts that were in Unit 9 Business Development Advanced and Unit 10 Kitchen Management Advanced and clusters the concepts into new learning objectives. These include:

- Demonstrate principles of revenue control
- Perform calculations for Inventory control
- Describe determining factors for purchasing equipment
- Prepare a professional development plan
- Explain human resource management practices
- Examine various leadership styles and their impact on the team, and
- Perform calculations related to labour cost control

Unit 1- Sanitation, Safety and Equipment changed to Workplace Safety Practices as it is more encompassing and reflect legislative and government standards.

The concept of “Define purchasing from an approved source” that was part of learning objective 1.5 was placed in unit 4 Food Theory Fundamentals

Unit 2 – Basic Nutrition -This unit was updated with concepts incorporated into 3 learning outcomes compared to the previous 6.

Unit 2 – Basic Nutrition **Changed From:**

- 2.1 Demonstrate a working knowledge of how energy fits into the nutritional process.
- 2.2 Demonstrate a working knowledge of nutrients and their impact on the nutritional process.
- 2.3 Discuss the relationship of agriculture and food production and their impact on the quality of food products available to consumers.
- 2.4 Describe the nutritional requirements of the life cycle.
- 2.5 Describe guidelines for establishing sound nutritional practices in the family.
- 2.6 Discuss nutritional problems of each state of the life cycle with emphasis on adolescence and the elderly.

To: (3292) Basic Nutrition

1. Summarize how macro and micronutrients are digested and absorbed by the human body.
2. Explain human nutrient requirements in terms of Energy and Calories provided by carbohydrates, Protein, and Fats.
3. Describe food preparation practices for various dietary requirements.

The concept inherent in Learning Outcome 2.3: “Discuss the relationship of agriculture and food production and their impact on the quality of food products available to consumers” was placed in unit 4 Food Theory Fundamentals.

Defining sourcing options: organic, commercial, GMO and examining the responsibility of purchasing ethically are also introduced.

The learning outcomes: “Describe the partie system and discuss the culinary industry and its changes over time”, that were previously in Kitchen Management, were placed in the Culinary Business Practices as a new learning outcome: 4.1 “Describe the evolution of cuisines”. In level 2, these concepts are reinforced in Unit 10-10.1 “Identify the role and influence of various culinary cultures, religious and ethnic food preparation on current practices”.

The concepts previously introduced in 4.10 “Demonstrate an understanding of purchase specifications” and 4.11 “Demonstrate a working knowledge of basic purchasing”, are now introduced in Food Theory - Basic (3294-4) “Identify criteria for purchasing”.

- Define food standards: grading, laws and regulations
- Define sourcing options: organic, commercial, GMO etc.
- Examine the responsibility of purchasing ethically

The concept of sourcing is also covered in (3294-7). Describe the fundamentals of sourcing and processing of flavouring agents and as well as in the Food Theory Advanced (3330-5) “Describe the sourcing, preparation and presenting of lamb, fowl, and farm-raised game cookery”. In the Advance courses, Culinary Business Management, “the determining factors for purchasing equipment” are covered.

The skill of “demonstrating a working knowledge of the principles of table service” from Unit 4 Kitchen Management in the previous curriculum, are covered through the first and second practical course, (3295), Culinary Techniques and (3301) Culinary Techniques Advanced.

The basic numeric functions, and how to calculate a yield test analysis was moved from Kitchen Management-Advanced to (3293) Culinary Business Practices.

2003 Cook (415A) & Assistant Cook (415B) Curriculum Standard

	Reportable Subjects	Hours Theory	Hours Practical	Hours Total
Cook 415A01 Assistant Cook 415 B	Sanitation, Safety, and Equipment	15		15
Cook 415A02 Assistant Cook 415 B	Basic Nutrition	15		15
Cook 415A03 Assistant Cook 415 B	Business Development- Basic	15		15
Cook 415A04 Assistant Cook 415 B	Kitchen Management (Basic)	45		45
Cook 415A05 Assistant Cook 415 B	Food Theory - Basic	45		45
Cook 415A06 Assistant Cook 415 B	Culinary Techniques - Basic		165	165
Cook 415A07 Assistant Cook 415 B	Bake Theory	15		15
Cook 415A08 Assistant Cook 415 B	Baking Techniques - Basic		45	45
Assistant Cook Total		150	210	360
Cook 415 A09	Business Development Advanced	15		15
Cook 415 A10	Kitchen Management Advanced	75		75
Cook 415 A11	Food Theory-Advanced	39		39
Cook 415 A12	Culinary Techniques - Advanced		186	186
Cook 415 A13	Baking Techniques - Advanced		45	45
Cook 415 A Advanced	Advanced Section Total	129	231	360

2019 415A Cook & 415 B Assistant Cook

Cook Fundamentals

Number	Reportable Subjects	Theory	Practical	Total	Pre-requisite
3291	Workplace and Food Safety Practices	15		15	
3292	Basic Nutrition	15		15	1
3293	Culinary Business Practices	15	30	45	
3294	Food Theory - Basic	60		60	2
3295	Culinary Techniques - Basic		165	165	5
3296	Bake Theory	15		15	1
3297	Baking Techniques - Basic		45	45	7
	Cook Fundamentals Total	120	240	360	

Cook Advanced

	Reportable Subjects	Theory	Practical	Total	Pre-requisite
3298	Menu Planning	15		15	
3299	Culinary Business Management	60		60	
3300	Food Theory - Advanced	39		39	
3301	Culinary Techniques - Advanced		201	201	
3302	Baking Techniques – Advanced		45	45	
	Cook Advanced Total	114	246	360	

Hour Changes

Skill(s) or Skill Set(s) Removed

N/A

Format Changes

The structure of in-school levels are comprised of Level 1 Culinary Fundamentals, and Level 2 Culinary Techniques-Advanced. Apprentices in the Assistant Cook (415B) program are only required to complete the Level 1 Culinary Fundamentals; whereas Cook (415A) apprentices are required to complete both in-school levels.

General Notes & Rationale

Content and terminology underwent significant changes in order to modernize the curriculum, and to represent classical and contemporary approaches. The structure of the document, corresponding learning outcomes and allotted hours were revised accordingly. Culinary techniques reflect contemporary industrial needs. Items like the sous vide method or nutritional purées are now formally included in learning outcomes, and the Tool and Equipment List now includes equipment like an immersion circulator and food processor (blixer) to facilitate content changes. Sustainable and ethical sourcing of products is now required, with the desire that apprentices reflect on their current and future roles within the food system.

The increase demand on cooks to modify recipes and adhere to various dietary requirements based on health, cultural and religious restrictions influenced the addition of 15 hours of practice to the Culinary Techniques- Advanced Unit (3301-8), to include texturizing foods according to International Dysphagia Diet Standards Initiative (IDDSI). These hours were removed from the Kitchen Management reportable subject.

With experience, cooks may act as mentors and trainers to apprentices in the trade and can move to other positions such as sous-chefs, kitchen managers, chefs, executive chefs, food and beverage managers, and directors. As such, a new 60 Culinary Business Management reportable subject was added and raises the teaching standard of management skills. It includes an introduction to leadership styles and their impact on the team and requires the apprentice to prepare a professional development plan. The previous learning objective was: Develop a personal portfolio was revised to “Prepare a professional development plan” The human resource concepts introduced in Unit 4 in the previous curriculum, were placed into Unit 9, Culinary Business Management in 9.5 “Explain human Resource management practices”.