



Professional Skills Record

Cook

NOC 6242

ACKNOWLEDGEMENTS

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This project is the result of the collaboration of the following dedicated adult educational consultants in Prince Edward Island:

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Our sincere thanks to the *Trade Essentials Advisory Committee* for their suggestions, input and ongoing support.

We also recognize the valuable contribution made by the apprentices and challengers who volunteered to participate in this research project. It is our sincere hope that they have gained as much from their participation as we have. We also hope that their contributions will assist many more tradespeople to reach their goals.

We are grateful to the assessors, tutors and classroom instructors who patiently piloted our materials and who gave back invaluable insights and advice.

All Trade Essentials materials have been validated by teams of tradespeople who hold Certificates of Qualification, Red Seal Endorsement. We gratefully acknowledge the crucial contribution made by the following team members:

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Scott Lacey (Steamfitter-Pipefitter)
Vincent Jenkins (Welder)

Thanks to the Apprenticeship Section of the PEI Department of Innovation and Advanced Learning and to the government of Canada's Pan-Canadian Innovation Initiative for financial assistance and for continuing support to trades and apprentices in Canada.

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This handbook is designed to help skilled trades Journeypersons manage the skills and learning of their Apprentices who are using a Professional Skills Record.

1 Why Do I Need this Handbook?

Eighty percent of all learning in a trade happens on the job. This means the apprentice has the responsibility to learn and you, as their journeyperson, have the responsibility to mentor and teach.

Signing off for the learning an apprentice has completed under your supervision is a huge responsibility. With all the skills needed in a trade, it is important that both you and the apprentice have a tool to help you record and sign off on that learning.

2 But We Have Logbooks

When a tradesperson registers as an apprentice in most provinces or territories in Canada, they are given a Logbook.

A Logbook:

- is issued by the apprenticeship authority within a jurisdiction
- is created from the National Occupational Analysis (NOA) in a trade
- is a list of all the general skill areas (**Blocks and Tasks**) in a trade
- records an apprentice's progress in the general skill areas of a trade
- is signed off by a journeyperson to guarantee that an apprentice is performing these tasks to Industry Standard.

A Logbook lists the Blocks and Tasks from the NOA **but** the Interprovincial Red Seal exam and trades training courses in colleges and trade schools use **all** the information in the NOA. This includes the Blocks, Tasks, **Sub-tasks and the Knowledge and Abilities** listed in the NOA.

Each apprentice needs a tool that lists **all** the skills and learning they need in their trade career. Then, if they have one employer or several employers over their entire term of apprenticeship, both the apprentice and the journeyperson know what learning has been completed:

- the journeyperson knows what skills they are signing off to verify what has been taught; and
- the apprentice knows what they need to learn to be successful in their Red Seal exam.

3 What is a National Occupational Analysis (NOA)?

The Canadian Council of Directors of Apprenticeship, which is made up of managers and directors of apprenticeship from every province and territory in Canada, guides a Human Resources and Skills Development Canada (HRSDC) sponsored program to develop NOAs.

Under this partnership, joint planning committees made up of tradespeople who have a Certificate of Qualification, Red Seal endorsement from each province and territory in Canada, come together in Ottawa every four to five years to review and revise the NOA in all of the 45 skilled trades.

Each NOA is accepted as the national standard in that trade. The NOA is then used to:

- identify and group tasks performed by skilled workers in each trade in every province and territory in Canada
- group these tasks by Blocks, Tasks, Sub-tasks, Knowledge, Skills and Abilities (also called "**competencies**") required in a trade
- give information on the breakdown of questions from all sections of the NOA in the Interprovincial Red Seal exam
- create all the questions for the Red Seal exam
- create curriculum for trade school programs and Block Release/Period/Level* programs in a trade.

* *The in-school portion of apprenticeship has several names across Canada. In some provinces and territories it is called Block Release, in others it is called Period Training or Level.*

4 If there is an NOA, why do we need a Professional Skills Record (PSR)?

The NOA is designed to be used for creating curriculum and for developing test questions for the Red Seal exam.

The PSR is designed to be used by an apprentice and a journeyperson in the workplace. The PSR provides a fair and objective assessment tool to record the apprentice's learning and skills.

The PSR has been developed **with** apprentices during a three-year research project on PEI called Trade Essentials. Recommendations made by the apprentices who tested the tool have been built into the document.

The PSR was then validated by teams of tradespeople who have a Certification of Qualification, Red Seal endorsement in each trade who came together and discussed what an apprentice is expected to learn from their journeyperson in the workplace.

The apprentice has the main responsibility for completing the PSR. It is designed as a self-assessment tool so the apprentice can keep track of his/her skills and learning and make plans to fill any technical skills training gaps.

The PSR takes information from the NOA and:

- lays it out in a chart
- lists the percentage and number of questions for the Red Seal exam from each task on every page
- takes the skills from the NOA and describes them in terms of what a tradesperson does on the job, for example:
 - In the **NOA**, the skill says – "knowledge of blueprints and drawings"
 - In the **PSR**, the skill says – "read and interpret blueprints and drawings"
- has a rating chart so the apprentice can judge his/her level of learning and have it all recorded for you to review
- provides you, the journeyperson, with a tool to discuss details of an apprentice's skill areas that are great and areas that may need to improve
- helps the apprentice make a plan so he/she can improve skills
- helps you know what skills you still have to teach the apprentice.

5 Am I expected to teach all the skills in a PSR?

No. A PSR contains **all** the skills and learning a tradesperson has to learn over all their years as an apprentice. You, as their journeyperson, can help make this tool useful by completing the sign-off on the learning and skill you know they have. Some of the ways you can assess the skills your apprentice has are:

- **OBSERVATION** – you watch them use their knowledge, skills and abilities or competencies to perform a task or sub-task

For example, you ask them to select a tool for a specific job, then watch them use that tool to do a task.

- **INTERVIEW** – you have a discussion with your apprentice to find out if they can demonstrate an understanding of what they are doing

For example, you ask them to tell you about any safety precautions that have to be followed before they start a certain task.

- **DOCUMENTATION** – an apprentice may have a document that provides proof of skills they already have. You can use the PSR to sign-off on tasks the document covers. The document or certificate could be from:

- another employer,
- a trade school or college,
- an industry training course,
- another province or territory,
- or even from another country.

For example, you need all your employees to be trained in WHMIS. A new apprentice you just hired shows you a WHMIS certificate he/she have from a job they were working on a couple of months ago in northern Canada.

Apprentices will also tell you, through their self-assessments, the best way they think they can prove the skills they have. This can help guide you, as their mentor, to choose a way to assess your apprentice that works best for both of you.

6 Are there any tips on how to be a good mentor to my apprentice?

Mentoring has always been the foundation of apprenticeship. In trades, a mentor is a person who has a great deal of learning and skills from experience in a trade who helps a less experienced person by guiding, teaching and sharing their skills and learning.

Along with having learning and experience in their trade, the most successful mentors are:

- **Patient** - and understand the apprentice needs time to learn and practise their skills to become as good as their mentor.
- **Organized** - and set a schedule to meet regularly with their apprentice to track their learning and make plans for new learning.
- **Positive** – and supportive in helping an apprentice tackle new learning and encourage them to keep working on skills they find difficult to learn.
- **Respectful** – so that other employees in the workplace accept the apprentice and are willing to help and encourage the new apprentice.

As a mentor, you are a role model for your apprentice. To create a successful relationship between you and your apprentice you can:

- **Lead by example.** If you set safety and quality assurance as firsts on your list each and every day, so will your apprentice.
- **Build trust.** If you want your apprentice to trust and respect you, you can show trust in them by assigning them some responsibility as soon as you see an opportunity.
- **Communicate.** Communication is a two-way street. Be willing to listen as you give directions and be available to your apprentice when they need you. Always treat every question seriously. If your apprentice has the confidence to ask, it is important to give a respectful answer.
- **Be reliable.** Your apprentices need to know they can depend on you when they run into a problem. Create supportive relationships with other employees so if you are away from the workplace, your apprentice feels confident in approaching another employee for help.

6.1 Tips

- **Give clear instructions.** When assigning a task and giving direction, give step-by-step instructions, then ask your apprentice to repeat the instructions. This gives them the opportunity to ask questions on things that might not be clear to them.

Checklist for giving instructions:

- ✓ **explain the task**
 - ✓ **show them how it is done**
 - ✓ **answer their questions**
 - ✓ **oversee the work**
 - ✓ **give them time to practise**
 - ✓ **give feedback on how they are doing**
 - ✓ **take time to show them how to do the task better**
- **Give feedback.** Giving feedback often helps your apprentice to have a clear understanding of what you want them to do and how you want them to perform. The PSR helps you to give feedback because each knowledge, skills and ability (competency) statement is clear.

There are three types of feedback that work best in the workplace:

Positive feedback means you want your apprentice to continue what they are doing. People are motivated by hearing they are doing a good job. They usually do more and try harder.

Constructive feedback means you want your apprentice to change how or what they are doing. Offering support and guidance to your apprentice to make the changes you need usually brings the best results.

Direct feedback focuses on what you have seen, not on secondhand information. Focus on how the apprentice is doing and what you have planned for them to do.

- **Give your apprentice experience in many skills.** Sometimes apprentices end up performing the same set of skills over and over again because they are really good at them. They are required to learn the scope of the entire trade during their apprenticeship. If you have the capability, it would be helpful to take advantage of the opportunity to cover a wide range of skills by moving your apprentice from one set of skills to another on a regular basis.
- **Track and Document learning.** Every employer cannot offer an apprentice training in every skill in a trade because each workplace is unique. Some workplaces are specialists in one area of a trade.

As a journeyperson, you have the responsibility to sign off on the skills your apprentice learns under your guidance in your workplace. A PSR can help you identify those skills.

Setting a regular review date once every month or two, and keeping that time just for you and your apprentice, can increase their scope in their trade and increase their knowledge which will be an asset in the workplace.

This meeting time gives you the best opportunity to:

- monitor your apprentice's progress,
- make a plan with him/her to learn more skills, and
- find out if there are any problem areas where he/she may need help.

Regular meeting dates also help your apprentice to be prepared and able to track his/her learning. This can be done by using a Professional Skills Record (PSR).

7 So how do I use a Professional Skills Record (PSR) with my apprentice?

The PSR is laid out in a chart. Each skill your apprentice has to learn has an action word to tell them how they are supposed to perform a skill. It gives you a level you can use to judge whether they are performing that skill properly. **Industry standard** is the term used to describe when your apprentice can complete a task to the level and quality of performance required by industry without assistance or supervision.

When you see the words "demonstrate an understanding of," you may find it easier to ask them questions about the skill to make sure they know what they are doing.

PROFESSIONAL SKILLS RECORD (PSR) JOURNEYPERSON'S HANDBOOK

Your apprentice has the responsibility to complete the "Knowledge, Skills and Abilities – Competencies" section.

When you are sure your apprentice has proven to you they have completed the learning they say they have, you verify it by initialing the sub-task.

Trade Name IP Exam – 125 Questions BLOCK A 5% - 6 questions on the IP <u>Learning Category</u> OCCUPATIONAL SKILLS
Task 1 – A 3 questions on the IP exam <u>Learning Outcome</u> Uses and maintains tools and equipment
Journeyperson Sign-off Task 1 <div style="display: flex; justify-content: space-between; align-items: center;"> Complete <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> Incomplete <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div>



Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.01 <u>Learning Objective</u> Uses hand tools JP Sign-off ____	1.01.01 Identify boring tools <div style="display: flex; justify-content: space-between;"> Rating ____ Complete </div> <div style="display: flex; justify-content: space-between;"> Proof ____ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between;"> Use ____ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div>	1.01.02 Identify hand cutting tools <div style="display: flex; justify-content: space-between;"> Rating ____ Complete </div> <div style="display: flex; justify-content: space-between;"> Proof ____ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div> <div style="display: flex; justify-content: space-between;"> Use ____ <input style="width: 30px; height: 20px; border: 1px solid black;" type="checkbox"/> </div>
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When your apprentice proves to you that he/she has finished enough sub-tasks to have a good grasp of the task, you verify that learning by initialing "complete".



If your apprentice has not completed enough sub-tasks or you do not agree with the ratings they have given themselves, initial "incomplete".

[illegible]

Comments

You might

-

The PSR can help you give a fair assessment of your apprentice's ability to perform each technical skill task. If you are assigned an apprentice from another employer, province, territory or country, you can use the PSR to review his/her skills so you do not waste your valuable time teaching them skills they already know and can do.

PROFESSIONAL SKILLS RECORD

A tool for recording and recognizing skills and learning of trade apprentices

Cook

NOC 6242

A project of:
The Province of PEI
and
Human Resources and Skills Development Canada



Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

The **Professional Skills Record (PSR)** is a technical skills assessment tool designed to be used in the workplace by an apprentice and a journeyperson. The PSR has taken the content from the National Occupational Analysis (NOA) and arranged it so apprentices can use it to measure their progress in their trade from the time they sign up for apprenticeship through to Red Seal certification.

This PSR has been through a validation process with a team of trade professionals with Certificate of Qualification, Red Seal endorsement, who reached agreement on the wording of each and every knowledge and skill (*competency*) to make it measurable.

The PSR was originally designed as a tool to help apprentices move through a Recognition for Skills and Learning (RSL) process so they can receive recognition for skills they have, no matter where they learned them. Through completion of a PSR, they can avoid relearning what they already know and can do by entering the apprenticeship Block/Period/Level in-school process at a higher level. For example, move directly into Block/Period/Level three rather than relearning Block/Period/Level One and Two.

Feedback from testing and validation of the PSR has opened many new possibilities for using this tool. The PSR can be used:

- as a tool for valid assessment in a Recognition for Skills and Learning (RSL) process
- as a tool that new Canadians and people planning to emigrate can use, to assess their skills against Canadian standards, receive recognition for skills they already have and, if necessary, make a plan to fill any technical skill gaps they may still have
- in the secondary-school system and in post-secondary trades training so students can know the full scope of the trade they are entering
- as a tool to guide journeypersons while they are mentoring apprentices so they are aware of all the skills apprentices need to learn to be fully competent in their professional trade designation.

INFORMATION SITES:

PROJECT SITE
www.tradeessentials.ca

CANADIAN RED SEAL SITE
www.red-seal.ca

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Cook Trade Information

Name: _____ Full Address: _____
Email Address: _____
Phone: Home _____ Work _____ Cell _____

Technical Skills Journey person Assessor/s

Name: _____ Business Name: _____
Phone: Home: _____ Work: _____ Cell: _____ Business Address: _____
Email Address: _____

Name: _____ Business Name: _____
Phone: Home: _____ Work: _____ Cell: _____ Business Address: _____
Email Address: _____

Name: _____ Business Name: _____
Phone: Home: _____ Work: _____ Cell: _____ Business Address: _____
Email Address: _____

Apprenticeship Program Start Date: _____ Completion Date: _____ Red Seal Certification Date: _____

Apprenticeship Training Officer:

Signature: _____

Provincial/Territorial Apprenticeship Manager:

Signature: _____

Province/Territory: _____

Professional Skills Record (PSR) Development

Professional Skills Record (PSR)

The Professional Skills Record (PSR) is designed as a tool of assessment. Learning and skills are validated through the PSR when they are signed off by a journeyperson in the trade in which the apprenticeship is being served.

All skills and learning assessed in this PSR are measured against the standards listed in the National Occupational Analysis (NOA). The NOA is recognized by the Canadian Council of Directors of Apprenticeship (CCDA) as the national standard for the occupation of Cook.

PSR Cook Document Validation

To conduct a reliable assessment through a formal recognition process, skills and learning statements must be measurable. To assess skills and learning using a PSR in the trades, the Knowledge, Skills and Abilities listed in the NOA have been made into measurable competency statements by adding an “action word.” This action word describes the skill and learning level which must be reached by an apprentice on the job in order to meet industry standards. Each PSR has been validated by a trades team, all of whom hold a Certificate of Qualification with Red Seal endorsement, and who reached consensus on each action word used in every knowledge, skill and ability statement.

Where Technical Trade Learning Happens

This Professional Skills Record (PSR) records and recognizes directly related trade technical skills and knowledge learned through:

- **Formal Learning** – structured learning that occurs in formal education and training institutions (for example, high school, trades school, apprenticeship programs, registered union and industry training programs)
- **Non-formal Learning** – learning that happens through planned, structured training or education outside the formal education system (for example, workshops, seminars, community school)
- **Informal/Experiential Learning** – learning that results from experience, occurs outside a structured environment, and is controlled by the learner (for example, experience on-the-job, volunteer work, self-study and life experiences). Informal or experiential learning must be current and essential to the trade.

Definitions: Adopted and/or interpreted from Work-related Informal Learning: Research and Practice in the Canadian Context, CAPLA 2008

Academic Trade Certification Requirement

Trade Designation: Cook National Occupational Classification (NOC) 6242

One of the following prerequisites must be met before writing the Interprovincial Red Seal exam: an academic Grade 12 certificate or a General Education Diploma (GED) or successful assessment in the following Essential Skills.

Essential Skills common to all trades are listed in Appendix B of this document. Specific Essential Skills for the Cook trade are listed on the Red Seal website: www.red-seal.ca. (Once on that site, you will find the Essential Skills Profiles under “National Occupational Analysis.”)

A document can prove valuable learning that is recognized by industry and learning institutions.
Record and save every document earned in industry, trade school or union.

Document Record							
Document Name	Issued By	Place Issued	Date Issued	Evidence of recognition for:			Recognition Awarded
				Block/s <u>Learning Category/s</u> Completed	Task/s <u>Learning Outcome/s</u> Completed	Academic Requirement	

Prior Learning Assessment and Recognition (PLAR). . . Recognition for Skills and Learning (RSL)

PLAR is a formal recognition process in which a variety of tools are used to help people identify, demonstrate and receive recognition for skills and learning they have from the workplace, educational institutions, credentialing organizations or regulatory bodies.

The **Professional Skills Record (PSR)** is a tool designed to assist a trades apprentice to record skills and learning, and then receive recognition for the skills and learning through a PLAR trades process called:

RECOGNITION FOR SKILLS AND LEARNING (RSL)

Traditionally, 80% of learning in a trade happens in the workplace. Through a **Recognition for Skills and Learning (RSL)** process, an apprentice can advance in a trade when they prove they have the required hours, skills and learning for that trade. Proof of skills and learning is **recorded** by the apprentice in a **PSR** and **verified** when signed-off by a journeyperson in that trade.

Through the completion of a **PSR**, an apprentice can avoid relearning what they already know and can do. Through an **RSL** process, a trade apprentice can submit a PSR for assessment to:

- advance in Block/Period/Level in-school training by not having to complete a Block/Period/Level in which proof is provided that skills and learning have already been achieved for that Block/Period/Level.
- transfer common skills from one trade to another - **Skills and learning must be transferred prior to writing the Interprovincial Red Seal exam. The same skills and learning cannot be recognized toward certification in two trades.**
- compare skills and learning in a trade from another country to Canadian standards (**as stated in the National Occupational Analysis**) and receive recognition for the skills and learning that meets Canadian standards.

The following assessment indicators (Rating, Proof, Use) have been developed to help record and then assess skills and learning in accordance with the standards of the trade outlined in the National Occupational Analysis (NOA).

Assessment Standard ONE		
Rating: Self-assessment performance rating in the workplace		
Workplace Performance	Rating	Examples of Workplace position/s
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to meet or shorten task timelines - beyond the expected level and quality of performance required by industry - can manage, lead and train others to perform this task and series of sub-tasks 	6	Journey person with a Certificate of Qualification, Red Seal endorsement and/or Gold Seal tradesperson who is an expert in their field <ul style="list-style-type: none"> - Project Manager/Foreman - Highly skilled and experienced Manager/Supervisor - Expert who comes from industry to serve as an instructor in a trades training program
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to meet or shorten task timelines - to the highest level and quality of performance required by industry - take the initiative to respond to unexpected situations when they arise and supervise others 	5	Highly skilled and experienced journey person with a Certificate of Qualification, Red Seal endorsement to whom co-workers turn for direction and help
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to meet task timelines - to the highest level and quality required by industry without supervision 	4	Experienced, skilled journey person with a Certificate of Qualification, Red Seal endorsement
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to the level and quality required by industry without assistance or supervision 	3	Newly certified journey person with a Certificate of Qualification, Red Seal endorsement
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to the required level and quality of performance with direction, some assistance and supervision 	2	Apprentice working under the direction of a journey person with a Certificate of Qualification, Red Seal endorsement
Can perform this task and series of sub-tasks: <ul style="list-style-type: none"> - to the required level and quality of performance with assistance and constant supervision 	1	A helper or new apprentice who must work directly under the constant supervision of a journey person with a Certificate of Qualification, Red Seal endorsement

Proof: Self-assessment options to prove skills and learning have been achieved

Type of Proof – Observation ... Interview ... Documentation

Observation

When you choose “Observation” to prove that you can perform a task, the person who verifies your work must be Red Seal Certified in the trade in which you are an apprentice.

Interview

When you choose “Interview” to prove that you can perform the task, the person who verifies your work must be Red Seal Certified in the trade in which you are an apprentice. In the case of a panel, at least one person on the panel must be Red Seal Certified in the trade in which you are an apprentice.

Documentation

When you choose “Documentation” to prove that you can perform a task, the document must be from a certified training school or from an industry training course. Course content must be part of the requirements of your trade. If the document is from another country, it must be verified as equivalent to Canadian requirements in the trade.

NOTE: Gather all your documents and keep them with your PSR.

Assessment Standard THREE

Use: Self-assessment rating to help make a plan for additional learning and skill updates needed to be successful in achieving goals in a trade

Use of Knowledge, Skills and Abilities –	1 Daily	2 Often	3 Seldom	4 Never
--	---------	---------	----------	---------

Show how often you use a skill. This will help you to know:

- ♦ what skills you do well because you do them on a regular basis
- ♦ what skills you have to update if you want to transfer to another employer or move to another province or territory
- ♦ what skills you have to get from a training school, industry program or other employer

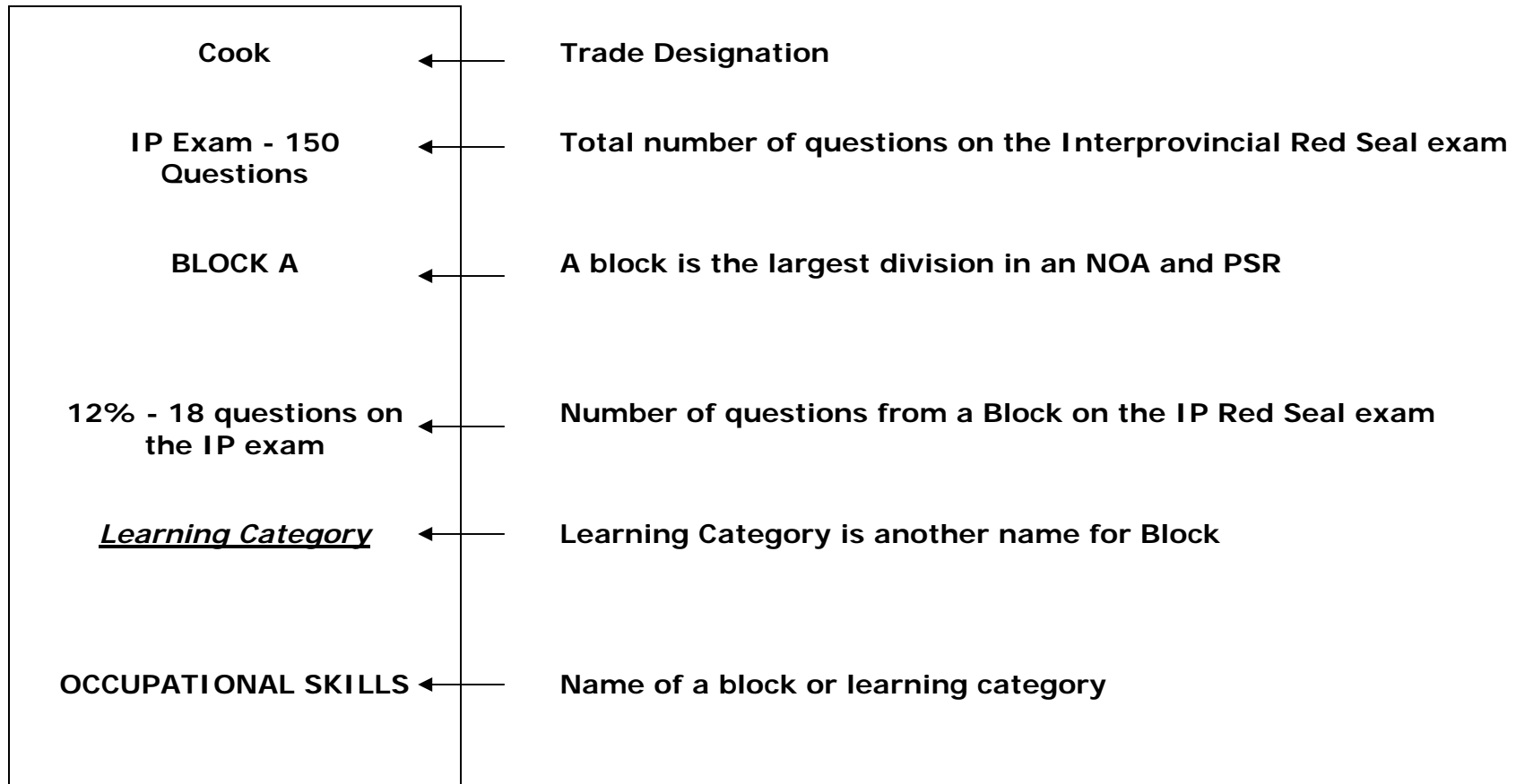
Completing this PSR can help you:

- ♦ know the full scope of your trade by exploring all the technical skills in your trade
- ♦ highlight the skills you already have
- ♦ identify any gaps that you may have to fill so you can be successful in writing your Interprovincial Red Seal certification exam
- ♦ create a plan you can follow to fill these technical skills gaps

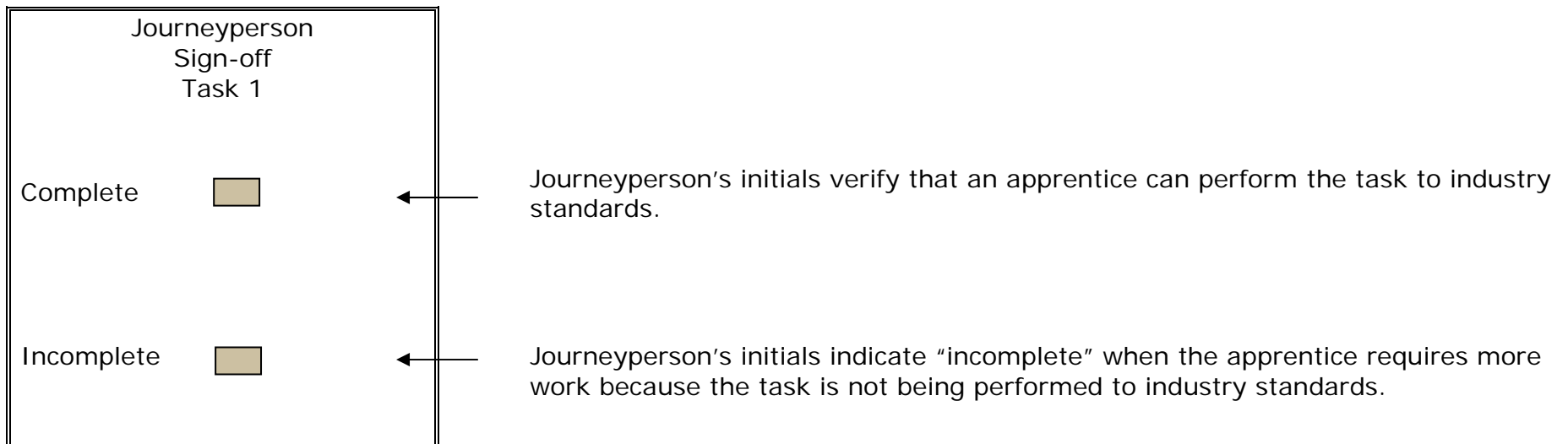
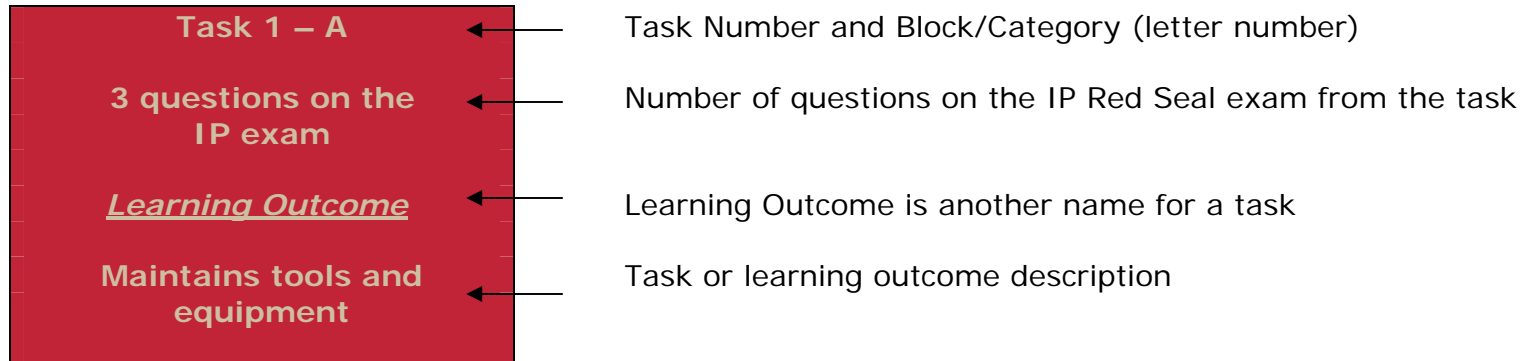
Professional Skills Record (PSR) Components

Information from the National Occupational Analysis (NOA) is the foundation document for the Professional Skills Record (PSR). The PSR has been designed so that information is easily found to help a trade apprentice take control and direct his/her own individual skills and learning path.

Information in the PSR includes:



Professional Skills Record (PSR) Components (cont'd)



Professional Skills Record (PSR) Set-up (cont'd)

Task 1
Learning Needs
Sub-Tasks
<u>Learning Objectives</u>
To be completed
Comments

Journeyperson lists any Sub-Tasks (Learning Objectives that an apprentice must improve before they can have their Task (Learning Outcome) signed off).

←
When completed, this column becomes a learning plan for the apprentice.

Sub-Task
1.02
<u>Learning Objective</u>
Maintains pots, pans and utensils
JP Sign-off _____

← Sub-Task Number

← Learning Objective is another name for sub-task

← Sub-task or learning objective description

← Journeyperson assesses and signs off when the apprentice can perform a sub-task or learning objective to industry standard

How to Self-Assess Skills and Learning Using a PSR

For easier use, the self-assessment charts have been shortened into an assessment key which is located at the top of each two-page section in a PSR. The "3" rating is considered "Industry Standard."

RATING:

- 6 - Expert perform a task beyond expected level and quality of performance, lead and/or teach others
- 5 - Highly skilled perform a task to the highest level and quality of performance, supervise others
- 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
- 3 - Complete a task to the level and quality of performance required by industry without assistance or supervision**
- 2 - Complete a task with some assistance and supervision
- 1 - Complete task with assistance and constant supervision

TYPE OF PROOF:

O - Observation I - Interview D - Documentation

USE:

1 – Daily 2 – Often 3 – Seldom 4 - Never

How to Record Skills and Learning Using a PSR

Self-assessment takes place where the learning of skills takes place in each of the Knowledge, Skills and Abilities. (Knowledge, Skills and Abilities can also be called Competencies).

1.02.01

Identify and select all types of pots and pans such as pans, braising sauté pans and stock pots

Skill and Learning that must meet industry standard.

Rating 5

← Choose and insert a number from the RATING key that best describes your level of performance in the workplace.

Proof I

← Choose and insert a letter from the PROOF key that indicates your best choice to provide proof that you have this knowledge, skill and ability in the trade.

Use 2

← Choose and insert a number from the USE key that indicates how often you use the knowledge, skills and ability (competency).

Complete



← Insert a check mark in the box to indicate completion of the competency to industry standard.

Tips to making sure you get recognition for all your skills and learning:

- take your **time** when you are working on your PSR
- do not try to complete **too much** at any one time
- be **fair and honest** with yourself; remember, this is a **self-assessment** tool
- **focus** on each task (*learning outcome*) and sub-task (*learning objective*)

Cook
IP Exam - 150 Questions

BLOCK A
12% - 18 questions on the IP exam

Learning Category
OCCUPATIONAL SKILLS

Task 1 - A
3 questions on the IP exam

Learning Outcome
Maintains tools and equipment

Journeyperson
 Sign-off
 Task 1

Complete ☐

Incomplete ☐

Task 1
Learning Needs

Sub-Tasks
Learning Objectives
 to be completed
 Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
 5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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 2 - Complete a task with some assistance and supervision
 1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.01 <u>Learning Objective</u> Maintains knives JP Sign-off ____	1.01.01 Select all types of knives such as French, paring, cleaver and boning Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.02 Recognize materials used in knives such as stainless steel, carbon steel, steel alloy and ceramic Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.03 Recognize colour coded knives Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.04 Match knife with task Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.05 Recognize when knives require sharpening Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	1.01.06 Perform sharpening procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.07 Use sharpening tools such as whetstone, steel, pull sharpener and electric sharpener Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.08 Wash knives Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.01.09 Store knives Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
SUB-TASK 1.02 <u>Learning Objective</u> Maintains pots, pans and utensils JP Sign-off ____	1.02.01 Identify and select all types of pots and pans such as pans, braising sauté pans and stock pots Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.02 Identify and select types of utensils such as wooden spoons, wire whips, spatulas and scissors Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.03 Identify materials used in pots and pans such as copper, stainless steel, aluminium and non-stick material Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.04 Identify materials used in utensils such as stainless steel, plastic and wood Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.05 Apply the three sink method of washing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	1.02.06 Match pots, pans and utensils with task Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.07 Wash pots, pans and utensils Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.08 Store pots, pans and utensils Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.02.09 Recognize defects in pots, pans and utensils Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

**Task 1 - A
(cont'd)**

Learning Outcome
**Maintains tools and
equipment**

**Task 1
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 1.03 <u>Learning Objective</u> Maintains equipment and appliances JP Sign-off _____	1.03.01 Properly operate all types of equipment and appliances such as stoves, measuring devices, mixers, food processors and deep fryers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.02 Practice basic maintenance procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.03 Demonstrate an understanding of and follow manufacturers' maintenance requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.04 Demonstrate and understanding of ad follow lock out procedure for safe cleaning of equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.05 Check operation of equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	1.03.06 Recognize defective equipment and appliances and to report to supervisor Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.07 Assemble and disassemble appliance accessories such as mixers and meat grinder attachments Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.08 Store small equipment and accessories Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.09 Clean equipment and appliances Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	1.03.10 Lubricate equipment such as slicers, mixer accessories and vacuum packaging machine Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	1.03.11 Calibrate equipment such as thermometers and scales Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

Task 2 - A
2 questions on the IP exam

Learning Outcome
Organizes work

Journeyperson
Sign-off
Task 2

Complete ☐

Incomplete ☐

Task 2
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 2.01 <u>Learning Objective</u> Communicates with others JP Sign-off _____	2.01.01 Demonstrate an understanding of the effectiveness of methods of communication such as verbal, written and electronic Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.01.02 Demonstrate an understanding of culinary terms Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.01.03 Communicate with professionals such as co-workers, suppliers and service professionals Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.01.04 Coach apprentices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.01.05 Communicate with customers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	2.01.06 Use communication equipment such as computers, fax and telephones Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.01.07 Use terminology in context Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 2.02 <u>Learning Objective</u> Organizes kitchen workplace JP Sign-off _____	2.02.01 Utilize workplace components such as tables, ovens, mixers and grills Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.02.02 Establish and assign staff roles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.02.03 Arrange equipment, appliances and product for flow of production Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.02.04 Organize personal workspace Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.02.05 Keep workplace clean and sanitized Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**Task 2 - A
(cont'd)**

Learning Outcome
Organizes work

**Task 2
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 2.03 <u>Learning Objective</u> Schedules production JP Sign-off _____	2.03.01 Recognize tasks required to meet production schedule Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.02 Determine quantities and temperature of products required Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.03 Determine and plan time required for various activities Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.04 Demonstrate an understanding of and plan time and temperature controls concerning danger zone with raw, uncooked and cooked products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.05 Demonstrate an understanding of cooling process for products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	2.03.06 Recognize limitations and capacity of staff and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.07 Demonstrate an understanding of staff coordination during production Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.08 Sequence daily activities such as preparing, holding, cooking and serving product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	2.03.09 Create and follow a basic production schedule Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

Task 3 - A
2 questions on the IP exam

Learning Outcome
Manages information

Journeyperson
Sign-off
Task 3

Complete ☐

Incomplete ☐

Task 3
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
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Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.01 <u>Learning Objective</u> Plans menu and mise en place JP Sign-off _____	3.01.01 Demonstrate an understanding of menu styles such as table d'hôte, à la carte and specials	3.01.02 Recognize and demonstrate an understanding of styles of service such as buffet and over-the-counter	3.01.03 Demonstrate an understanding of balanced and nutritionally balanced menu	3.01.04 Research availability and cost of menu item ingredients	3.01.05 Identify ingredients considering the use of the menu item
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	3.01.06 Demonstrate an understanding of and use menu terminology Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.07 Interpret menu recipes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.08 Detect discrepancies/errors in recipes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.09 Incorporate substitute ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	3.01.10 Determine mise en place requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	3.01.11 Assist in setting menu price Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

**Task 3 - A
(cont'd)**

Learning Outcome
Manages information

**Task 3
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 3.02	3.02.01	3.02.02	3.02.03	3.02.04	3.02.05
	<p>Recognize and demonstrate an understanding of documentation such as time and temperature charts, recipe files, schedules, Workplace Hazardous Materials Information System (WHMIS) documents, Hazard Analysis Critical Control Points (HACCP) and cook books</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>Determine and use scheduling methods such as hand written and computer</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>Identify and complete documentation relating to workplace safety</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>Implement and follow all types of schedules such as time and service</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>Organize documents</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
JP Sign-off ____	<p>3.02.06 Recognize documentation errors</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>3.02.07 Complete forms such as requisitions, accident reports and inventory forms</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>3.02.08 Interpret documents</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>		

Task 4 - A
3 questions on the IP exam

Learning Outcome
Manages products and supplies

Journeyperson
Sign-off
Task 4

Complete ☐

Incomplete ☐

Task 4
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
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Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 4.01 <u>Learning Objective</u> Orders products and supplies JP Sign-off _____	4.01.01 Follow standardized food and menu specifications Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.01.02 Determine product and supply specifications such as shrimp size and quantity, grades of beef, vegetable sizes and non-food product specifications Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.01.03 Demonstrate an understanding of product availability and season Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.01.04 Determine and select timely ordering methods such as computerized, faxed and phoned Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.01.05 Assist in completing daily needs list Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.01.06 Determine required quantities Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.01.07 Relay product specifications to product supplier Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.01.08 Interpret supplier product listing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 4.02 <u>Learning Objective</u> Receives products JP Sign-off _____	4.02.01 Demonstrate an understanding of acceptable product quality and temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.02.02 Demonstrate an understanding of and follow receiving policies and procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.02.03 Verify invoices and detect and resolve discrepancies Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.02.04 Verify product quantity, quality, temperature and colour Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.02.05 Operate receiving equipment such as hand carts, conveyors and scales Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.02.06 Identify and handle products such as hazardous materials, frozen products and fragile products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

**Task 4 - A
(cont'd)**

Learning Outcome
Manages products and supplies

**Task 4
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 4.03 <u>Learning Objective</u> Maintains inventory JP Sign-off ____	4.03.01 Demonstrate an understanding of methods of inventory control Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.03.02 Research and plan upcoming menu requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.03.03 Demonstrate an understanding of product rotation such as first in first out (FIFO) Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.03.04 Monitor product shelf life Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.03.05 Verify quantities of product on a daily basis to ensure par levels Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.03.06 Verify quality of perishable products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.03.07 Dispose of expired products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 4.04 <u>Learning Objective</u> Stores products JP Sign-off ____	4.04.01 Identify and maintain storage areas such as refrigerator, freezer and dry storage Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.02 Practice product rotation such as first in first out (FIFO) Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.03 Determine and implement storage methods for raw and cooked products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.04 Recognize the potential for cross contamination between raw, cooked and ready to serve food Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.05 Monitor product shelf life Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.04.06 Determine storage limits Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.07 Package and label product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.08 Ensure a clean, orderly and secure storage area Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.09 Use storage containers such as bus bins and flour bins Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	4.04.10 Recognize and store hazardous products according to regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	4.04.11 Recognize and store food products according to regulations and temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

Task 5 - A
3 questions on the IP exam

Learning Outcome
Performs routine trade activities

Journeyperson
Sign-off
Task 5

Complete ☐

Incomplete ☐

Task 5
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 5.01 <u>Learning Objective</u> Performs portion control JP Sign-off _____	5.01.01 Identify foods that require portioning Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.01.02 Follow Canadian Food Guide portion guidelines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.01.03 Select pre-cut portions Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.01.04 Portion according to menu and price Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.01.05 Convert between metric and British and American imperial Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	5.01.06 Use portion control utensils such as ladles and portion cake cutters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.01.07 Calculate yield and waste Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 5.02 <u>Learning Objective</u> Uses recipes JP Sign-off _____	5.02.01 Learn and use recipe terminology Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.02.02 Demonstrate an understanding of and follow cooking procedures such as broiling, grilling and steaming Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.02.03 Demonstrate an understanding of conversion factor to obtain desired quantity and quality Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.02.04 Predict and record effect of converting amount of ingredients for recipes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.02.05 Follow recipe sequences Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	5.02.06 Refer to recipe to calculate amounts of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.02.07 Maintain consistency when converting recipes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.02.08 Create a recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

**Task 5 - A
(cont'd)**

Learning Outcome
**Performs routine trade
activities**

**Task 5
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 5.03 <u>Learning Objective</u> Plates finished product JP Sign-off _____	5.03.01 Recognize types of plate designs and shapes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.02 Demonstrate an understanding of importance of colour, focal point and flow Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.03 Review and manage time required for plating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.04 Determine and maintain required food temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.05 Determine carry over cooking times Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	5.03.06 Maintain required plate temperature and cleanliness prior to plating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.07 Be aware of and eliminate cross-contamination concerns such as use of equipment for multiple foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.08 Determine and execute types of plating layout such as centre, stacking and flat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.09 Recognize time considerations of foods when plating product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.10 Use equipment such as food warmers and chillers prior to plating product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	5.03.11 Coordinate cooking times for multiple platings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.03.12 Ensure the accuracy and quality of final plating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 5.04 <u>Learning Objective</u> Assembles hot and cold platters Sub-task 5.04 Continued next page	5.04.01 Recognize types of platters such as glass, mirrors and steel Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.02 Demonstrate an understanding of importance of colour, focal point and flow Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.03 Review and manage time required for assembling platters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.04 Maintain required platter temperature and cleanliness prior to assembly Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.05 Determine required food temperature and holding times Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	5.04.06 Be aware of and eliminate cross-contamination concerns such as use of equipment for multiple foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.07 Demonstrate an understanding of, determine and follow guidelines for assembling platters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.08 Recognize time considerations of foods when assembling platters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.09 Estimate quantity of platters required Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.04.10 Maintain food temperature when assembling platters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**Task 5 - A
(cont'd)**

Learning Outcome
**Performs routine trade
activities**

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

<p>SUB-TASK 5.04 Continued <u>Learning Objective</u> Assembles hot and cold platters</p> <p>JP Sign-off _____</p>	<p>5.04.11 Maintain temperature of product during service</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.04.12 Ensure the accuracy and quality of final product</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>			
<p>SUB-TASK 5.05 <u>Learning Objective</u> Uses personal protective equipment (PPE)</p> <p>JP Sign-off _____</p>	<p>5.05.01 Demonstrate an understanding of and use PPE such as goggles, protective gloves, shoes, oven mitts and pads</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.05.02 Locate PPE</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.05.03 Identify worn, defective and expired PPE</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.05.04 Adjust PPE for individual use</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	
<p>SUB-TASK 5.06 <u>Learning Objective</u> Maintains safe work environment</p> <p>JP Sign-off _____</p>	<p>5.06.01 Recognize and meet safe workplace training requirements</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.02 Determine use and location of safety equipment such as fire extinguisher, first aid kit, WHMIS station and eye- wash station</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.03 Complete cleaning task list on a daily, weekly or monthly basis</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.04 Ensure clear and clean walkways</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.05 Ensure clean and hazard- free workstation</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>
	<p>5.06.06 Secure workstation when not in use</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.07 Identify and report potential hazards</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.08 Identify and report worn, defective and expired safety equipment</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	<p>5.06.09 Store hazardous products, equipment and utensils</p> <p>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</p>	

**Task 5 - A
(cont'd)**

Learning Outcome
**Performs routine trade
activities**

**Task 5
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 5.07 <u>Learning Objective</u> Prepares convenience foods JP Sign-off _____	5.07.01 Identify and select ingredients such as salt, MSG and sugar Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.02 Determine applications of convenience foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.03 Determine and select accompaniments and garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.04 Recognize terminology used with convenience foods such as ready-to-serve (RTS), ready-to-use (RTU) and heat and serve Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.05 Operate specialty equipment such as pizza conveyor ovens, timers, proofers and microwaves Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	5.07.06 Identify convenience type products such as soup bases, sauce bases and hors d'oeuvres Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.07 Follow manufacturers' directions Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.08 Interpret ratios for reconstituting convenience foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.09 Reheat and defrost convenience foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	5.07.10 Garnish convenience foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

Task 6 - A
5 questions on the IP exam

Learning Outcome
Practices food safety procedures

Journeyperson
Sign-off
Task 6

Complete ☐

Incomplete ☐

Task 6
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 6.01 <u>Learning Objective</u> Sanitizes tools and equipment JP Sign-off _____	6.01.01 Follow sanitization regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.01.02 Recognize sanitizing products and their concentration Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.01.03 Apply three sink method of sanitization Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.01.04 Recognize importance of sanitizing complete kitchen and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.01.05 Recognize and maintain temperature requirements for dishwashing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	6.01.06 Prevent cross contamination Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.01.07 Disassemble and assemble kitchen tools and equipment for sanitizing purposes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.01.08 Apply approved sanitization procedures such as cleaning cutting boards and work stations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 6.02 <u>Learning Objective</u> Maintains safe condition and temperature of finished product JP Sign-off _____	6.02.01 Demonstrate an understanding of and be aware of health concerns of improperly prepared foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.02 Demonstrate an understanding of danger zone temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.03 Determine and maintain temperatures required for safe hot and cold holding of food Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.04 Demonstrate an understanding of required internal temperature of cooked foods such as pork, ground beef, poultry and fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.05 Demonstrate an understanding of time limits for cooling of cooked foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	6.02.06 Demonstrate an understanding of required internal temperatures of non-cooked foods to be served such as beef and fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.07 Determine refrigeration requirements for foods to be served such as cheese, desserts, fish and salads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.08 Select and use equipment for maintaining safe foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.09 Determine if food has reached required internal temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.02.10 Prevents cross contamination Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**Task 6 - A
(cont'd)**

Learning Outcome
Practices food safety
procedures

**Task 6
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 6.03 <u>Learning Objective</u> Adapts kitchen practices to customers' requirements JP Sign-off ____	6.03.01 Recognize types of allergies and intolerances Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.02 Recognize and plan for all types of diets Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.03 Recognize and plan for religious and ethnic requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.04 Demonstrate an understanding of nutrition Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.05 Determine food ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	6.03.06 Research information to adapt kitchen practices to customer's requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.07 Substitute ingredients and modify recipes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.08 Modify food preparation procedures to avoid cross contamination specific to customer needs Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.03.09 Modify cooking and serving procedures to ensure customer health Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
	SUB-TASK 6.04 <u>Learning Objective</u> Maintains personal hygiene JP Sign-off ____	6.04.01 Perform standard hygienic practices such as frequent hand washing, wearing clean uniforms and hair nets, and using clean towels Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.02 Follow regulations and company guidelines regarding wearing of perfumes, hats, jewellery and nail polish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.03 Demonstrate an understanding of and eliminate poor or sub- standard personal hygiene Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.04.04 Maintain personal hygienic conditions Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
				6.04.05 Follow hand washing procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
	SUB-TASK 6.05 <u>Learning Objective</u> Re-thermalizes foods JP Sign-off ____	6.05.01 Demonstrate an under- standing of methods for re- heating and cooling foods to required temperature in a required time frame Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.05.02 Calculate required temperature, time ratio for re- heating food Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.05.03 Maintain required temperature and time for holding re-heated food Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.05.04 Recognize effects of quantity on re-heating or cooling time Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
		6.05.05 Demonstrate an understanding of and avoid danger zone temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			
		6.05.06 Rapidly re-heat food to required temperature and time frame Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.05.07 Rapidly cool foods to required temperature and time frame Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	6.05.08 Date and label cooled foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

Cook

BLOCK B

14% - 21 questions on the IP exam

Learning Category

STOCKS, SOUPS AND SAUCES

Task 7 - B

6 questions on the IP exam

Learning Outcome

Prepares stocks

Journeyperson

Sign-off

Task 7

Complete ☐

Incomplete ☐

Task 7

Learning Needs

Sub-Tasks

Learning Objectives

to be completed

Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

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Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 7.01 <u>Learning Objective</u> Selects stock ingredients JP Sign-off ____	7.01.01 Select stock ingredients such as bones, shellfish parts, vegetables, spices, alcohol and herbs Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.01.02 Identify types of stocks such as white, brown, vegetable and fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.01.03 Use recipes and measurements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.01.04 Demonstrate an understanding of stock making techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.01.05 Determine stock ingredient ratios Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	7.01.06 Identify products for use in stocks Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 7.02 <u>Learning Objective</u> Processes stock ingredients JP Sign-off ____	7.02.01 Apply stock cooking techniques such as roasting and sweating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.02.02 Determine required time and temperature for cooking stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.02.03 Sauté ingredients and brown bones and vegetables according to recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.02.04 Deglaze Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.02.05 Evaluate quality of stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	7.02.06 Reduce stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

**Task 7 - B
(cont'd)**

Learning Outcome
Prepares stocks

**Task 7
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 7.03					
	<u>Learning Objective</u> Completes stocks				
JP Sign-off _____	7.03.01 Demonstrate an understanding of and perform stock reducing procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.03.02 Select types of strainers and filters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.03.03 Strain and filter stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.03.04 Evaluate quality of stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	7.03.05 Adjust characteristics of stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	7.03.06 Cool and store stock Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

8 - B
3 questions on the IP exam

Learning Outcome
Prepares thickening and binding agents

Journeyperson
Sign-off
Task 8

Complete ☐
Incomplete ☐

Task 8
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
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2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 8.01 <u>Learning Objective</u> Selects thickening and binding ingredients JP Sign-off ____	8.01.01 Demonstrate an understanding of types of flour-based thickening agents such as roux (blond, brown and white), beurre manié and whitewash	8.01.02 Demonstrate an understanding of non-flour-based thickening ingredients such as modified starches, gelatine and eggs	8.01.03 Demonstrate an understanding of binding agent ingredients such as eggs, gelatine and cream	8.01.04 Demonstrate an understanding of alternate ingredients such as rice, vegetables and oats	8.01.05 Calculate ratios of thickening and binding ingredients
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	8.01.06 Recognize starch reactions to processes such as freezing, defrosting and re-thermalizing	8.01.07 Recognize effect of holding temperature on starches	8.01.08 Determine factors that impact ingredient properties such as cost, appearance and availability	8.01.09 Identify products for thickening and binding agents	8.01.10 Identify freshness of products
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

SUB-TASK 8.02 <u>Learning Objective</u> Combines thickening and binding ingredients JP Sign-off ____	8.02.01 Demonstrate an understanding of combining methods	8.02.02 Determine required temperature of thickening and binding agents	8.02.03 Calculate ratios of thickening and binding ingredients	8.02.04 Follow recipe for preparing thickening agents	8.02.05 Incorporate thickening and binding ingredients
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	8.02.06 Achieve required consistency of thickening and binding agents				
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

9 - B
4 questions on the IP exam

Learning Outcome
Prepares soups

Journeyperson
Sign-off
Task 9

Complete ☐

Incomplete ☐

Task 9
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 9.01 <u>Learning Objective</u> Selects soup ingredients JP Sign-off _____	9.01.01 Identify soup classifications such as thick, clear and international Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.01.02 Determine soup ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.01.03 Select types of soups according to classification Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.01.04 Select recipes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.01.05 Identify ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	9.01.06 Follow recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 9.02 <u>Learning Objective</u> Processes soup ingredients JP Sign-off _____	9.02.01 Calculate ratios of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.02 Determine cooking times Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.03 Demonstrate an understanding of effect of ingredients such as grains, pastas, cream, eggs and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.04 Demonstrate an understanding of and select ingredients to clarify a stock for consommé Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.05 Prepare ingredients such as cleaning of ingredients, cutting and sautéing of vegetables, and trimming of protein Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	9.02.06 Select and use processing tools and equipment such as chinois and strainer Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.07 Combine ingredients in proper sequence Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.08 Achieve desired consistency of soup Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.09 Incorporate thickening agents into soup Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	9.02.10 Season soup Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	9.02.11 Clarify stock for consommés Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

9 - B
(cont'd)

Learning Outcome
Prepares soups

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 9.03 <u>Learning Objective</u> Completes soups JP Sign-off _____	9.03.01 Select from all types of serving vessels such as bread, pumpkin and ceramic bowls	9.03.02 Calculate cooking and holding temperatures	9.03.03 Determine quality of soup	9.03.04 Select accompaniments and garnishes	9.03.05 Adjust soup characteristics such as seasoning, thickness, texture, appearance and colour
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	9.03.06 Cool, store and reheat soup Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

10 - B
6 questions on the IP exam

Learning Outcome
Prepares sauces

Journeyperson
Sign-off
Task 10

Complete ☐

Incomplete ☐

Task 10
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 10.01 <u>Learning Objective</u> Selects sauce ingredients JP Sign-off _____	10.01.01 Identify types of cold sauces such as coulis and mayonnaise Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.02 Identify types of hot sauces such as demi-glace, béchamel, tomato, lobster, hollandaise and beef jus Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.03 Identify hot sauce ingredients such as stock, alcohol, herbs, spices and thickening agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.04 Identify cold sauce ingredients such as fruit, herbs and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.05 Calculate required ratios of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	10.01.06 Determine sauce processing techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.07 Identify required ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.01.08 Select alcohol for sauce Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 10.02 <u>Learning Objective</u> Uses alcohol in sauces JP Sign-off _____	10.02.01 Identify types of alcohol such as wine, port, liqueurs and beer Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.02 Demonstrate an understanding of sequence of adding alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.03 Demonstrate an understanding of alcohol properties such as acid content, alcohol content and flavour Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.04 Demonstrate an understanding of and determine sauces that can contain alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.05 Demonstrate an understanding of storage methods of alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	10.02.06 Demonstrate an understanding of hazards of cooking with alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.07 Deglaze Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.02.08 Follow recipes for adding alcohol to sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

10 - B
(cont'd)

Learning Outcome
Prepares sauces

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
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1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 10.03 <u>Learning Objective</u> Processes sauce ingredients JP Sign-off ____	10.03.01 Determine cooking techniques such as using double boiler, deglazing and sautéing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.02 Demonstrate an understanding of the effect of cooling on thickness of sauce Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.03 Determine cooking times and temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.04 Select thickening agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.05 Select and use non-reactive processing tools and equipment such as double boilers, saucepans, strainers and stainless steel bowls Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	10.03.06 Reduce sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.07 Combine ingredients in sequence Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.08 Add thickening agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.09 Determine sauce qualities such as thickness, colour and flavour Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.03.10 Adjust sauce characteristics such as thickness, colour and texture Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 10.04 <u>Learning Objective</u> Completes sauces JP Sign-off ____	10.04.01 Determine uses of sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.04.02 Maintain temperature of sauce Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.04.03 Finish the sauce using techniques such as liaison and monté au beurre Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.04.04 Recognize and adjust final qualities such as seasoning, taste, appearance and texture Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	10.04.05 Cool and store sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

11 - B
2 questions on the IP exam

Learning Outcome
Prepares marinades and brines

Journey person
Sign-off
Task 11

Complete ☐

Incomplete ☐

Task 11
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 11.01 <u>Learning Objective</u> Selects marinade and brine ingredients JP Sign-off _____	11.01.01 Demonstrate an understanding of types of marinades such as dry rubs, sweet and acid-based Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.02 Demonstrate an understanding of brine ingredients such as water, salt, sugar and vinegar Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.03 Demonstrate an understanding of marinade ingredients such as oils, vinegars, wine, spices and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.04 Demonstrate an understanding of products that can be marinated such as fish, poultry, meat, game and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.05 Demonstrate an understanding of products that can be cured with brine such as fish, fruit, meat, poultry and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	11.01.06 Demonstrate an understanding of uses of brines such as curing, flavouring and pickling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.07 Identify ingredients for marinades and brines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.01.08 Match marinades and brines to protein, vegetables and fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 11.02 <u>Learning Objective</u> Processes marinade and brine ingredients JP Sign-off _____	11.02.01 Determine purposes of marinades and brines such as for flavouring and for breaking down fibres Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.02 Calculate ingredient ratios Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.03 Demonstrate an understanding of and apply marinade and brine cooking techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.04 Select and use non-reactive processing tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.05 Follow recipe and combine ingredients to achieve desired results Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	11.02.06 Determine quality of marinades and brines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.07 Adjust characteristics of marinades and brines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	11.02.08 Cool and store marinades and brines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

Cook

BLOCK C

9% - 14 Questions on the IP exam

Learning Category

PRODUCE

12 - C

6 questions on the IP exam

Learning Outcome

Prepares vegetables

Journey person
Sign-off
Task 12

Complete ☐

Incomplete ☐

Task 12

Learning Needs

Sub-Tasks

Learning Objectives
to be completed

Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 12.01 <u>Learning Objective</u> Selects vegetables JP Sign-off _____	12.01.01 Identify types of vegetables such as specialty, organic and certified organic	12.01.02 Determine vegetable classifications	12.01.03 Determine required sizes, colours and grades	12.01.04 Determine recipe and menu requirements	12.01.05 Research quality and availability of local, regional, national and international products
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	12.01.06 Research quality and availability of seasonal products	12.01.07 Identify vegetables	12.01.08 Determine quality of vegetables		
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 12.02 <u>Learning Objective</u> Cleans vegetables JP Sign-off _____	12.02.01 Identify cleaning procedures	12.02.02 Determine secondary storage procedures	12.02.03 Apply appropriate cleaning procedure to product	12.02.04 Select and use cleaning tools such as peelers, knives and brushes	12.02.05 Maintain quality of vegetables during cleaning
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

12 - C
(cont'd)

Learning Outcome
Prepares vegetables

Task 12
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 12.03 <u>Learning Objective</u> Cuts vegetables JP Sign-off ____	12.03.01 Demonstrate an understanding of secondary preparation and storage methods prior to cooking Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.03.02 Select and use cutting tools such as paring knife, crinkle cutter and mandoline Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.03.03 Match cut to vegetable and cooking method to maintain consistency Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.03.04 Perform vegetable cuts such as julienne, baton and brunoise Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.03.05 Cut specific shapes of vegetables for garnish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	12.03.06 Maintain quality of vegetables during cutting Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 12.04 <u>Learning Objective</u> Finishes vegetables JP Sign-off ____	12.04.01 Select cooking techniques such as blanching, sautéing, grilling, frying, baking and steaming Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.02 Determine cooking requirements such as temperature and timing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.03 Demonstrate an understanding of chemical properties such as acidic and alkaline Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.04 Implement holding techniques, temperature and timing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.05 Adapt finishing methods to vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	12.04.06 Determine doneness of cooked vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.07 Maintain pigmentation and texture of vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.08 Maintain nutritional value of vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	12.04.09 Select herbs, spices and seasoning for vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

13 - C
5 questions on the IP exam

Learning Outcome
Prepares fruit

Journeyperson
 Sign-off
 Task 13

Complete ☐
 Incomplete ☐

Task 13
Learning Needs

Sub-Tasks
Learning Objectives
 to be completed
 Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
 5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
 2 - Complete a task with some assistance and supervision
 1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 13.01 <u>Learning Objective</u> Selects fruit JP Sign-off ____	13.01.01 Identify types of fruit such as specialty, organic and exotic Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.01.02 Identify fruit properties such as acid and sugar content, size, colour and grade Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.01.03 Determine recipe and menu requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.01.04 Research quality and availability of local, regional, national and international products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.01.05 Research quality and availability of seasonal products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	13.01.06 Identify fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.01.07 Determine quality of fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.01.08 Handle delicate or exotic fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 13.02 <u>Learning Objective</u> Cleans fruit JP Sign-off ____	13.02.01 Perform cleaning procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.02.02 Determine secondary storage procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.02.03 Maintain quality during cleaning Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.02.04 Apply cleaning procedure to fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.02.05 Select and use cleaning tools such as peelers, knives and brushes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	13.02.06 Clean delicate and exotic fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

**13 - C
(cont'd)**

Learning Outcome
Prepares fruit

**Task 13
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 13.03 <u>Learning Objective</u> Cuts fruit JP Sign-off _____	13.03.01 Select secondary preparation and preservation methods prior to cooking and serving Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.03.02 Select and use cutting tools such as paring knife, crinkle cutter, melon baller and mandoline Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.03.03 Match cut to fruit to maintain consistency Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.03.04 Perform fruit cuts such as julienne, wedges and slices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.03.05 Cut specific shapes of fruit for garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	13.03.06 Maintain quality during cutting such as preventing discolouration Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 13.04 <u>Learning Objective</u> Finishes fruit JP Sign-off _____	13.04.01 Select cooking techniques such as sautéing, grilling, poaching, frying and baking Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.04.02 Determine cooking requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.04.03 Demonstrate an understanding of chemical properties such as acidic and alkaline Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.04.04 Implement holding techniques, temperature and timing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.04.05 Adapt finishing methods to fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	13.04.06 Select seasonings and spices for fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.04.07 Determine doneness of cooked fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	13.04.08 Maintain quality during finishing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

14 - C
3 questions on the IP exam

Learning Outcome
Prepares herbs and spices

Journeyperson
 Sign-off
 Task 14

Complete ☐

Incomplete ☐

Task 14
Learning Needs

Sub-Tasks
Learning Objectives
 to be completed
 Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
 5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
 2 - Complete a task with some assistance and supervision
 1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 14.01 <u>Learning Objective</u> Selects herbs and spices JP Sign-off ____	14.01.01 Identify types of herbs and spices such as dry, fresh, frozen and paste Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.01.02 Identify spices such as peppercorn, cayenne and cumin Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.01.03 Identify herbs such as rosemary, mint, thyme and basil Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.01.04 Recognize freshness of herbs and spices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.01.05 Identify required herbs and spices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	14.01.06 Select herbs and spices for recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 14.02 <u>Learning Objective</u> Cleans herbs and spices JP Sign-off ____	14.02.01 Perform herb cleaning procedures such as soaking, shaking and drying Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.02.02 Determine secondary storage procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.02.03 Apply handling and cleaning procedures to product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.02.04 Maintain quality during cleaning, holding and storing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

14 - C
(cont'd)

Learning Outcome
Prepares herbs and spices

Task 14
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - <u>Competencies</u>					
SUB-TASK 14.03 <u>Learning Objective</u> Finishes herbs and spices JP Sign-off _____	14.03.01 Determine and select finishing techniques such as cutting, crushing and roasting	14.03.02 Determine time required for finishing herbs and spices	14.03.03 Use tools and equipment such as mortar and pestle, grinders and graters	14.03.04 Adapt finishing methods to herbs and spices	14.03.05 Match herbs and spices to dishes
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	14.03.06 Make herb and spice flavoured oils, vinegars, pastes and butters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	14.03.07 Maintain quality during finishing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

Cook

BLOCK D

9% - 14 Questions on the IP exam

Learning Category
PASTAS, PULSES, GRAINS AND NUTS

15 - D

7 questions on the IP exam

Learning Outcome
Prepares pastas

Journey person
Sign-off
Task 15

Complete ☐

Incomplete ☐

Task 15
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 15.01 <u>Learning Objective</u> Selects pasta ingredients JP Sign-off _____	15.01.01 Demonstrate an understanding of pasta ingredients such as flour, eggs, water, olive oil and salt	15.01.02 Demonstrate an understanding of types of flours used for pastas such as durum, whole wheat, semolina and rice	15.01.03 Demonstrate an understanding of types of eggs such as liquid eggs and grade A eggs	15.01.04 Determine types of pasta flavours such as spinach, pesto and black pepper	15.01.05 Determine types of fillings such as meat, cheese and vegetables
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.01.06 Determine quality of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 15.02 <u>Learning Objective</u> Makes pasta Continued next page	15.02.01 Select types of flours used for pastas such as durum, whole wheat, semolina and rice	15.02.02 Determine types of stuffed pastas such as cannelloni, ravioli and dumplings	15.02.03 Determine pasta shapes such as spaghetti, macaroni and penne	15.02.04 Determine types of pasta flavours such as spinach, pesto and black pepper	15.02.05 Determine types of baked pastas such as lasagna, manicotti and cannelloni
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.02.06 Select pasta ingredients such as flour, eggs, salt, olive oil and water Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.07 Perform pasta making procedures such as mixing, resting, rolling, cutting and drying Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.08 Select types of fillings such as meats, cheese, fruit and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.09 Select and use equipment such as bowls, stand mixer and table Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.10 Maintain pasta consistency and textures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

15 - D
(cont'd)

Learning Outcome
Prepares pastas

Knowledge, Skills and Abilities - Competencies

SUB-TASK 15.02 Continued <u>Learning Objective</u> Selects pasta ingredients JP Sign-off ____	15.02.11 Use hand forming techniques such as rolling, folding, stretching, and stuffing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.12 Use pasta machines such as ravioli press, electric pasta roller and gnocchi paddles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.02.13 Store pasta Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

Task 15
Learning Needs

Sub-Tasks
Learning Objectives
 to be completed
 Comments

SUB-TASK 15.03 <u>Learning Objective</u> Cooks pastas JP Sign-off ____	15.03.01 Identify and select all types of stuffed pastas such as cannelloni, ravioli and dumplings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.02 Identify and select pasta shapes such as spaghetti, macaroni and penne Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.03 Identify and select types of pasta flavours such as spinach, pesto and black pepper Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.04 Select baked pastas such as lasagna, manicotti and cannelloni Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.05 Recognize types of fillings such as meat, cheese, fruit and vegetables Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.03.06 Determine cooking temperatures and times Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.07 Calculate ratio of salted water to pasta Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.08 Select and use tools and equipment such as colanders, pots, pasta cooking machines, tongs and lasagna pans Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.09 Use cooking methods such as boiling, baking and frying Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.03.10 Perform sensory evaluation to determine doneness Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.03.11 Cool, hold and store cooked pasta Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

15 - D
(cont'd)

Learning Outcome
Prepares pastas

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
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 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
 2 - Complete a task with some assistance and supervision
 1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 15.04 <u>Learning Objective</u> Assembles pasta dishes JP Sign-off _____	15.04.01 Determine and select types of stuffed pastas such as cannelloni, ravioli and dumplings	15.04.02 Determine and select pasta shapes such as spaghetti, macaroni and penne	15.04.03 Determine and select types of pasta flavours such as spinach, pesto and black pepper	15.04.04 Determine and select baked pastas such as lasagna, manicotti and cannelloni	15.04.05 Determine and select types of fillings such as meat, cheese, fruit and vegetables
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	15.04.06 Reheat cooked pasta for serving Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.04.07 Select sauce for types of pasta Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.04.08 Select types and amounts of seasonings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	15.04.09 Follow assembly sequence Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

16 - D
7 questions on the IP exam

Learning Outcome
Prepares pulses, grains and nuts

Journeyperson
Sign-off
Task 16

Complete ☐
Incomplete ☐

Task 16
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 16.01 <u>Learning Objective</u> Selects pulses, grains and nuts JP Sign-off ____	16.01.01 Identify types of pulses such as lentils, kidney beans and lima beans Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.02 Identify types of grains such as wild rice, rice and oats Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.03 Identify types of nuts such as almonds, walnuts and pine nuts Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.04 Demonstrate an understanding of properties such as flavour, texture, colour and shape Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.01.05 Determine quality of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	SUB-TASK 16.02 <u>Learning Objective</u> Cooks pulses, grains and nuts JP Sign-off ____	16.02.01 Determine and select types of pulses such as lentils, kidney beans and lima beans Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.02 Determine and select types of grains such as wild rice, rice, oats and quinoa Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.03 Determine and select types of nuts such as almonds, walnuts and pine nuts Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.04 Demonstrate an understanding of properties such as flavour, texture, colour and shape Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
		16.02.06 Calculate ratio of water to product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.07 Identify and select complementary ingredients such as flavourings, herbs, aromatics, vegetables and wines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.08 Determine cooking temperatures and times Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.09 Determine the effect of altitude on boiling water Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
		16.02.11 Prepare all types of grain and nuts dishes such as tabbouleh, red beans and rice, pilaf and porridge Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.12 Clean pulses, grains and nuts Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.13 Use cooking methods such as boiling, steaming, baking, roasting and making pilaf Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	16.02.14 Determine degrees of doneness by evaluating texture, taste and appearance Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	16.02.15 Reheat cooked pulses, grains and nuts for serving Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
		16.02.10 Prepare types of pulse dishes such as chilli, cassoulet and burritos Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

Cook

BLOCK E
17% - 25 Questions on the IP exam

Learning Category
MEAT, POULTRY AND GAME

17 - E
11 questions on the IP exam

Learning Outcome
Prepares meat and game meat

Journeyperson
Sign-off
Task 17

Complete ☐

Incomplete ☐

Task 17
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 17.01 <u>Learning Objective</u> Selects meat and game meat JP Sign-off ____	17.01.01 Identify types of domestic meat such as beef, pork, veal and lamb Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.02 Identify types of game meat such as deer, elk, bison and caribou Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.03 Identify organic and free range meat and game meat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.04 Identify primary cuts such as loin, rib and chuck Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.05 Identify secondary and fabricated cuts such as ribs, steaks and chops Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	17.01.06 Demonstrate an understanding of and interpret meat grades and labelling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.07 Demonstrate an understanding of and determine applications of different types and cuts of meat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.08 Demonstrate an understanding of marbling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.09 Identify meat quality, size and grade Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.01.10 Observe age of meat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 17.02 <u>Learning Objective</u> Processes meat and game meat JP Sign-off ____	17.02.01 Select and demonstrate an understanding of types of meat such as beef, pork, veal and lamb Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.02 Select and demonstrate an understanding of types of game meat such as deer, elk, bison and caribou Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.03 Identify and select bone, cartilage and muscle structure Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.04 Demonstrate an understanding of meat grades Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.05 Demonstrate an understanding of properties of meat and game meat such as fat content and origins Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	17.02.06 Follow defrosting procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.07 Identify primary cuts such as loin, rib and chuck Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.08 Identify secondary and fabricated cuts such as ribs, steaks and chops Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.09 Select and use processing tools such as grinders and cleavers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.02.10 Break down in secondary and fabricated cuts Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
					17.02.11 Use processing methods such as cleaning, grinding, breading, tenderizing, marinating, seasoning, tying and scoring Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

17 - E
(cont'd)

Learning Outcome
Prepares meat and game
meat

Task 17
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 17.03 <u>Learning Objective</u> Cooks meat and game meat JP Sign-off ____	17.03.01 Demonstrate degrees of doneness such as rare, medium and well done Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.02 Demonstrate an understanding of cooking temperature according to type and cut of meat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.03 Demonstrate an understanding of muscle structure and marbling, and their effect on cooking Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.04 Use flavours and seasoning such as herbs, spices, wines and marinades Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.05 Use moist and dry cooking methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	17.03.06 Select and use cooking tools and equipment such as grill, oven, rotisserie and broiler Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.07 Approximate time required for cooking meat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.08 Determine meat doneness by using various methods and tools such as a thermometer, the needle test, the touch test, the fork test Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.09 Perform sensory evaluation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.03.10 Rest meat Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	17.03.11 Hold and store meat according to health regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 17.04 <u>Learning Objective</u> Carves meat and game meat JP Sign-off ____	17.04.01 Demonstrate an understanding of bone, cartilage and muscle structure Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.04.02 Select and use cutting tools Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.04.03 Determine carving techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.04.04 Carve to desired portions Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	17.04.05 Cool, hold and store carved meat according to health regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

18 - E
10 questions on the IP exam

Learning Outcome
Prepares poultry and game birds

Journeyperson
Sign-off
Task 18

Complete ☐
Incomplete ☐

Task 18
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 18.01 <u>Learning Objective</u> Selects poultry and game birds JP Sign-off ____	18.01.01 Identify types of poultry such as chickens, Cornish hens and turkeys Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.01.02 Demonstrate an understanding of poultry and game bird grades and labelling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.01.03 Demonstrate an understanding of classification of poultry such as broilers and fryers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.01.04 Identify types of game birds such as quail, pheasant, partridge and duck Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.01.05 Demonstrate an understanding of organic and free range poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	18.01.06 Identify poultry and game bird cuts such as breasts, halves, quarters and suprême Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.01.07 Demonstrate an understanding of applications of different types of cuts of poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.01.08 Identify poultry and game bird freshness and quality Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 18.02 <u>Learning Objective</u> Processes poultry and game birds JP Sign-off ____	18.02.01 Select and demonstrate an understanding of types of poultry such as chickens, Cornish hens and turkeys Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.02 Demonstrate an understanding of poultry and game bird grades, and labelling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.03 Determine classifications of poultry such as broilers and fryers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.04 Demonstrate an understanding of poultry and game bird cuts such as breasts, halves, quarters, and suprême Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.05 Demonstrate an understanding of properties of poultry and game birds such as fat content and origins Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	18.02.06 Follow defrosting procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.07 Demonstrate an understanding of and eliminate cross-contamination considerations for poultry and game bird Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.08 Section poultry and game birds into required cuts Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.09 Use processing methods such as cleaning, de-boning, larding, barding, breading, marinating, seasoning, curing, smoking, trussing and scoring Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.02.10 Stuff individual portions of poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
				18.02.11 Store processed poultry and game bird Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

18 - E
(cont'd)

Learning Outcome
Prepares poultry and
game birds

Task 18
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 18.03 <u>Learning Objective</u> Cooks poultry and game birds JP Sign-off _____	18.03.01 Demonstrate dry and moist cooking methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.02 Select flavours and seasoning such as herbs, wines and marinades Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.03 Demonstrate an understanding of and determine special considerations for cooking domestic poultry and game birds such as cooking temperature requirements and doneness Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.04 Select and use tools and equipment such as oven, rotisserie and deep-fryer Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.05 Approximate time required for cooking according to weight and thickness Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	18.03.06 Determine doneness by using various methods and tools such as a thermometer, the needle test, the touch test, the fork test Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.07 Perform sensory evaluation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.08 Rest poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.09 Cool, hold and store poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.03.10 Re-thermalize poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 18.04 <u>Learning Objective</u> Carves poultry and game birds JP Sign-off _____	18.04.01 Demonstrate an understanding of bone, cartilage and muscle structure Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.04.02 Select and use cutting tools Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.04.03 Determine carving techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.04.04 Carve to desired portions Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	18.04.05 Cool, hold and store carved poultry and game birds Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

19 - E
4 questions on the IP exam
Learning Outcome
Prepares variety meats

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
 5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
 2 - Complete a task with some assistance and supervision
 1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

**SUB-TASK
19.01**

Learning Objective
Selects variety meats

JP Sign-off _____

19.01.01

Demonstrate an understanding of types of variety meats such as sweetbreads, liver, heart, kidney, tongue, tripe and oxtail

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.01.02

Recognize regulations regarding variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.01.03

Determine quality of variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.01.04

Determine applications of variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.01.05

Identify variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

**SUB-TASK
19.02**

Learning Objective
Processes variety meats

JP Sign-off _____

19.02.01

Select types of variety meats such as sweetbreads, liver, heart, kidney, tongue, tripe and oxtail

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.02.02

Follow defrosting procedures

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.02.03

Follow handling and storage procedures for variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.02.04

Select and use tools and equipment for processing variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.02.05

Purge and clean variety meats

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.02.06

Remove membranes and blood vessels

Rating ____ Complete
 Proof ____ ☐
 Use ____

19.02.07

Use processing methods such as barding, breading, tenderizing, marinating, seasoning, curing, smoking, portioning and tying

Rating ____ Complete
 Proof ____ ☐
 Use ____

**Task 19
Learning Needs**

Sub-Tasks
Learning Objectives
 to be completed
 Comments

19 - E
(cont'd)

Learning Outcome
Prepares variety meats

Task 19
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 19.03 <u>Learning Objective</u> Cooks variety meats JP Sign-off _____	19.03.01 Select types of variety meats such as sweetbreads, liver, heart, kidney, tongue, tripe and oxtail Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.02 Select flavours and seasonings such as herbs, wines and marinades Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.03 Select and use cooking tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.04 Follow cooking methods and procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.05 Approximate time required for cooking variety meats according to type Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	19.03.06 Determine variety meat doneness by using various methods and tools such as a thermometer, the needle test, the touch test, the fork test Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.07 Perform sensory evaluation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.08 Cool, hold and store variety meats Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	19.03.09 Carve variety meats to required portions Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

Cook

BLOCK F
13% - 19 Questions on the IP exam

Learning Category
FISH AND SEAFOOD

20 - F
4 questions on the IP exam

Learning Outcome
Prepares fish

Journey person
Sign-off
Task 20

Complete ☐

Incomplete ☐

Task 20
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 20.01 <u>Learning Objective</u> Selects fish JP Sign-off ____	20.01.01 Identify variety of fish such as salmon, halibut, trout and pickerel Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.02 Identify origin such as wild, farmed, freshwater and saltwater Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.03 Research seasonal availability of fresh products such as halibut and swordfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.04 Demonstrate an understanding of and use culinary terms related to fish such as whole, dressed and filet Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.05 Demonstrate an understanding of freezing procedures such as frozen at sea, block, individual quick frozen (IQF) and land-frozen Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	20.01.06 Identify packaging such as vacuum packaging and ice pack Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.07 Follow regulations regarding fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.08 Determine quality and freshness of fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.09 Distinguish between fresh and previously frozen fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.01.10 Identify classes of fish such as round and flat fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 20.02 <u>Learning Objective</u> Processes fish JP Sign-off ____	20.02.01 Follow safe fish handling procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.02 Use culinary terms related to fish such as whole, dressed and filet Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.03 Select alternative preparation techniques such as sashimi, ceviche and cold-smoked Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.04 Apply cooking method according to the cut Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.05 Thaw frozen fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	20.02.06 Cut, trim and de-bone according to type and use of fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.07 Match cut of fish to cooking methods such as poaching, frying and broiling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.08 Utilize trimmings of fish such as purees, mousses and quenelles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.02.09 Store fish according to health regulations Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

20 - F
(cont'd)

Learning Outcome
Prepares fish

Task 20
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 20.03 <u>Learning Objective</u> Cooks fish JP Sign-off _____	20.03.01 Follow safe fish handling procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.02 Apply culinary terms related to fish such as whole, dressed and filet Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.03 Determine and follow cooking requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.04 Select and use cooking tools and equipment such as grill, oven and griddle Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.05 Use techniques such as poaching, steaming, pan searing, deep-frying and broiling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	20.03.06 Pre-cook and hold fish for high volume production Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.07 Approximate time required for cooking fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.08 Determine fish doneness by using various methods and tools such as a thermometer, the needle test and the touch test Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.09 Perform sensory evaluation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.03.10 Pair appropriate sauces and garnishes to types of fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	20.03.11 Season fish according to requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 20.04 <u>Learning Objective</u> Finishes fish JP Sign-off _____	20.04.01 Recognize and maintain proper serving temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.04.02 Perform classical finishing techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.04.03 Choose appropriate sauces and garnishes for types of fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.04.04 Use herbs, spices and seasonings for fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	20.04.05 Cut fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	20.04.06 Cool, hold and store finished fish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

21 - F
9 questions on the IP exam

Learning Outcome
Prepares shellfish

Journeyperson
Sign-off
Task 21

Complete ☐
Incomplete ☐

Task 21
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 21.01 <u>Learning Objective</u> Selects shellfish JP Sign-off ____	21.01.01 Identify and demonstrate an understanding of grading, quality and freshness of shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.02 Recognize origin and variety of shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.03 Research seasonal availability of fresh products such as lobster, crab and oysters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.04 Determine shellfish classification such as molluscs, crustaceans and cephalopods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.05 Apply culinary terms related to shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	21.01.06 Demonstrate an understanding of count-size of shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.07 Demonstrate an understanding of safe shellfish handling procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.08 Demonstrate an understanding of freezing procedures for shellfish such as frozen at sea, land-frozen and IQF Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.09 Demonstrate an understanding of packaging shellfish such as vacuum packaging, ice pack and popsicle pack Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.10 Demonstrate an understanding of regulations regarding shellfish such as saving point-of-origin tags Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	21.01.11 Distinguish between fresh and previously frozen shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.12 Perform sensory evaluation such as smell, shape and physical attributes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.01.13 Follow storage procedures including storage of live shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

21 - F
(cont'd)

Learning Outcome
Prepares fish

Task 21
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 21.02 <u>Learning Objective</u> Processes shellfish JP Sign-off _____	21.02.01 Follow safe shellfish handling procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.02.02 Use culinary terms related to shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.02.03 Perform alternative preparation techniques such as ceviche and cold-smoked Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.02.04 Apply cooking method according to the grade and species Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.02.05 Thaw frozen shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	21.02.06 Shuck, shell, de-vein, de-beard, cut and trim shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.02.07 Match shellfish to cooking methods such as poaching, frying and broiling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.02.08 Follow storage procedures including storage of live shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 21.03 <u>Learning Objective</u> Cooks shellfish JP Sign-off _____	21.03.01 Demonstrate safe shellfish handling procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.02 Use culinary terms related to shellfish such as en papillote, thermidor, au gratin and baked Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.03 Select and use cooking equipment such as grill, steamer and oven Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.04 Use shellfish cooking techniques such as poaching, steaming, pan searing, deep-frying and broiling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.05 Pre-cook and hold shellfish for high volume production Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	21.03.06 Approximate time required for cooking shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.07 Determine shellfish doneness by using various methods and tools such as a thermometer, the touch test and accessing appearance Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.08 Perform sensory evaluation Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.09 Select appropriate sauces and garnishes to types of shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.03.10 Use herbs, spices and seasonings for shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 21.04 <u>Learning Objective</u> Finishes shellfish JP Sign-off _____	21.04.01 Recognize and maintain serving temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.04.02 Prepare classical dishes such as shellfish Newberg, oyster Rockefeller and Coquille St-Jacques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.04.03 Select appropriate sauces and garnishes for types of shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	21.04.04 Use herbs, spices and seasonings for shellfish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

Cook

BLOCK G

9% - 14 Questions on the IP exam

Learning Category
GARDE-MANGER

22 - G

3 questions on the IP exam

Learning Outcome
Prepares salads

Journeyperson
Sign-off
Task 22

Complete ☐

Incomplete ☐

Task 22
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 22.01 <u>Learning Objective</u> Selects salad ingredients JP Sign-off ____	22.01.01 Identify and demonstrate an understanding of cold and hot salads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.01.02 Identify and demonstrate an understanding of types of salads such as compound, leafy and jellied Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.01.03 Determine salad ingredients such as mixed greens, dressing and garnish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.01.04 Identify and demonstrate an understanding of types of dressings such as vinaigrette and mayonnaise-based Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.01.05 Identify ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	22.01.06 Determine quality of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 22.02 <u>Learning Objective</u> Processes salad ingredients JP Sign-off ____	22.02.01 Select cold and hot salads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.02.02 Select types of salads such as compound, leafy and jellied Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.02.03 Select salad ingredients such as mixed greens, dressings and garnish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.02.04 Determine types of dressings such as vinaigrette and mayonnaise-based Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.02.05 Use processing methods such as cleaning, soaking, drying and cutting Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	22.02.06 Select and use processing tools and equipment such as salad spinner, peeler and grater Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.02.07 Prepare cooked and uncooked ingredients for compound salads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.02.08 Prepare salad garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

22 - G
(cont'd)

Learning Outcome
Prepares salads

Task 22
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 22.03 <u>Learning Objective</u> Processes dressings JP Sign-off ____	22.03.01 Prepare cold and hot salads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.03.02 Demonstrate an understanding of and select dressing ingredients such as oil, vinegar, emulsifiers and seasonings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.03.03 Determine types of dressings such as vinaigrette and mayonnaise-based Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.03.04 Select required recipes for dressings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.03.05 Select and use tools and equipment such as whisk, food processor and hand blender Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	22.03.06 Use dressing flavourings such as seasonings, wines and vinegars Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.03.07 Use processing methods such as emulsion, reduction and combining Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.03.08 Store dressings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 22.04 <u>Learning Objective</u> Assembles salads JP Sign-off ____	22.04.01 Calculate ratio of salad ingredients to dressing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.04.02 Demonstrate presentation styles such as layering and garnishing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.04.03 Determine required temperatures for salad types Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	22.04.04 Combine ingredients for compound salads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

23 - G
3 questions on the IP exam

Learning Outcome
Prepares hors d'oeuvres

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
 5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
 4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
 2 - Complete a task with some assistance and supervision
 1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

Journeyperson
Sign-off
Task 23

Complete ☐

Incomplete ☐

Task 23
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

SUB-TASK 23.01 <u>Learning Objective</u> Selects hors d'oeuvres ingredients JP Sign-off _____	23.01.01 Identify and demonstrate an understanding of types of hot hors d'oeuvres such as sates, tarts, spanakopita and dim sum Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.01.02 Identify and demonstrate an understanding of types of cold hors d'oeuvres such as canapés, sushi and vegetable dips Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.01.03 Identify hors d'oeuvres ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.01.04 Follow storage requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.01.05 Determine quality of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	23.02.01 Select types of hot hors d'oeuvres such as sates, tarts, spanakopita and dim sum Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.02.02 Select types of cold hors d'oeuvres such as canapés, sushi and vegetable dips Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.02.03 Select hors d'oeuvres ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.02.04 Select and use processing tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.02.05 Use processing methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	23.02.06 Cook hors d'oeuvres components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.02.07 Store hors d'oeuvres components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	23.02.08 Use dry and moist cooking methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

23 - G
(cont'd)

Learning Outcome
Prepares hors d'oeuvres

Task 23
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - <u>Competencies</u>					
<div> <div>SUB-TASK 23.03</div> <div><u>Learning Objective</u> Finishes hors d'oeuvres</div> <div>JP Sign-off _____</div> </div>	<div> <div>23.03.01</div> <div>Prepare types of hot hors d'oeuvres such as sates, tarts, spanakopita and dim sum</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>	<div> <div>23.03.02</div> <div>Prepare types of cold hors d'oeuvres such as canapés, sushi and vegetable dips</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>	<div> <div>23.03.03</div> <div>Organize hors d'oeuvres ingredients</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>	<div> <div>23.03.04</div> <div>Create garnishes for hors d'oeuvres</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>	<div> <div>23.03.05</div> <div>Use dry and moist cooking methods</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>
	<div> <div>23.03.06</div> <div>Determine appropriate temperatures for hors d'oeuvres</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>	<div> <div>23.03.07</div> <div>Maintain required temperature for hors d'oeuvres</div> <div> Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____ </div> </div>			

24 - G
3 questions on the IP
exam

Learning Outcome
Prepares sandwiches

Journeyperson
Sign-off
Task 24

Complete ☐

Incomplete ☐

Task 24
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation

I - Interview

D - Documentation

Use:

1 - Daily

2 - Often

3 - Seldom

4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 24.01 <u>Learning Objective</u> Selects sandwich ingredients JP Sign-off ____	24.01.01 Identify types of bread such as flat, sourdough and yeast-raised Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.01.02 Identify types of hot sandwiches such as rubeen, monte cristo, western and hamburger Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.01.03 Identify types of cold sandwiches such as wraps, pinwheels and deli Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.01.04 Identify sandwich components such as meat, condiments, garnishes, vegetables and fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.01.05 Determine quality of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	24.02.01 Select types of bread such as flat, sourdough and yeast-raised Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.02 Determine types of hot sandwiches such as rubeen, monte cristo, western and hamburger Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.03 Determine types of cold sandwiches such as wraps, pinwheels and deli Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.04 Select sandwich components such as meat, condiments, garnishes, vegetables and fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.05 Determine and maintain required temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 24.02 <u>Learning Objective</u> Processes sandwich ingredients JP Sign-off ____	24.02.06 Select and use processing tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.07 Use processing methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.08 Cook sandwich components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.02.09 Store sandwich components Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

24 - G
(cont'd)

Learning Outcome
Prepares sandwiches

Task 24
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 24.03 <u>Learning Objective</u> Assembles sandwiches JP Sign-off _____	24.03.01 Prepare types of bread such as flat, sourdough and yeast-raised Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.02 Prepare types of hot sandwiches such as rubeen, monte cristo, western and hamburger Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.03 Prepare types of cold sandwiches such as wraps, pinwheels and deli Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.04 Prepare sandwich components such as meat, condiments, garnishes, vegetables and fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.05 Determine and maintain required temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	24.03.06 Determine and organize assembly sequence Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.07 Prioritize assembly steps Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.08 Select and use sandwich assembly tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.09 Use garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	24.03.10 Cut sandwiches Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	24.03.11 Hold and store ingredients and completed sandwiches Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

25 - G
2 questions on the IP exam

Learning Outcome
Prepares pâtés and terrines

Journeyperson
Sign-off
Task 25

Complete ☐

Incomplete ☐

Task 25
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 25.01 <u>Learning Objective</u> Selects ingredients for pâtés and terrines JP Sign-off ____	25.01.01 Identify and demonstrate an understanding of types of pâtés such as traditional (with pastry) and non-traditional (without pastry) Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.01.02 Identify and demonstrate an understanding of types of terrines such as mousseline, vegetable and seafood Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.01.03 Identify and demonstrate an understanding of binding agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.01.04 Identify and demonstrate an understanding of pâté and terrine components such as liver, flavourings and garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.01.05 Determine quality of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	25.02.01 Select types of pâtés such as traditional (with pastry) and non-traditional (without pastry) Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.02 Select types of terrines such as mousseline, vegetable and seafood Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.03 Select binding agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.04 Select pâté and terrine components such as liver, flavourings and garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.05 Demonstrate an understanding of and determine related components such as pastry and aspics Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 25.02 <u>Learning Objective</u> Processes ingredients for pâtés and terrines JP Sign-off ____	25.02.06 Use processing methods such as chopping, grinding, emulsifying, marinating, soaking, shaping and moulding Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.07 Select and use processing tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.08 Select temperatures during processing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.09 Hold and store processed ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	25.02.10 Assemble ingredients for pâtés and terrines Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

25 - G
(cont'd)

Learning Outcome
Prepares pâtés and
terrines

Task 25
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 25.03	Knowledge, Skills and Abilities - <u>Competencies</u>				
	25.03.01 Prepare all types of pâtés such as traditional (with pastry) and non-traditional (without pastry)	25.03.02 Prepare all types of terrines such as mousseline, vegetable and seafood	25.03.03 Select and use tools and equipment	25.03.04 Cook pâtés and terrines	25.03.05 Approximate time required for cooking pâtés and terrines
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
JP Sign-off _____					
	25.03.06 Determine pâté and terrine doneness by using a thermometer	25.03.07 Perform sensory evaluation	25.03.08 Cool pâtés and terrines	25.03.09 Cut pâtés and terrines	25.03.10 Apply aspic
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	25.03.11 Store finished pâtés and terrines				
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

26 - G
2 questions on the IP exam

Learning Outcome
Prepares condiments and accompaniments

Journeyperson
Sign-off
Task 26

Complete
☐

Incomplete
☐

Task 26
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation
I - Interview
D - Documentation

Use:

1 - Daily
2 - Often
3 - Seldom
4 - Never

Knowledge, Skills and Abilities - Competencies

<div> SUB-TASK 26.01 <u>Learning Objective</u> Selects ingredients for condiments and accompaniments JP Sign-off _____ </div>	26.01.01 Identify types of condiments and accompaniments such as mustards, relishes and chutneys <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.01.02 Identify ingredients such as vegetables, fruit, oils and vinegars <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.01.03 Research seasonal availability of ingredients <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.01.04 Match condiments and accompaniments with foods <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.01.05 Determine quality of ingredients <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>
	26.02.01 Select types of condiments and accompaniments such as mustards, relishes and chutneys <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.02.02 Select ingredients such as vegetables, fruit, oils and vinegars <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.02.03 Follow sequence of processing <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.02.04 Select and use tools and equipment <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.02.05 Use processing methods such as chopping, mixing, blending, whipping and cooking <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>
	26.02.06 Add flavouring, seasonings and thickening agents <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>	26.02.07 Store and display condiments and accompaniments <div> Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____ </div>			

27 - G
1 question on the IP exam

Learning Outcome
Prepares aspics, jellies and glazes

Journey person
 Sign-off
 Task 27

Complete ☐

Incomplete ☐

Task 27
Learning Needs

Sub-Tasks
Learning Objectives
 to be completed
 Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 27.01 <u>Learning Objective</u> Selects ingredients for aspics, jellies and glazes JP Sign-off ____	27.01.01 Identify types of aspics such as meat and vegetable Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.01.02 Identify types of jellies such as fruit and vegetable Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.01.03 Identify types of glazes such as natural and flavoured Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.01.04 Identify ingredients such as gelatine, pectin, agar, sugar, vegetables and fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.01.05 Match aspics, jellies and glazes with foods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	27.01.06 Determine quality and properties of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 27.02 <u>Learning Objective</u> Processes ingredients for aspics, jellies and glazes JP Sign-off ____	27.02.01 Select types of aspics such as meat and vegetable Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.02 Select types of jellies such as fruit and vegetable Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.03 Select types of glazes such as natural and flavoured Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.04 Select ingredients such as gelatine, pectin, agar, sugar, vegetables and fruit Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.05 Calculate ratios of liquid to gelatine Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	27.02.06 Demonstrate an understanding of and follow liquid temperature requirements Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.07 Determine setting temperature and time Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.08 Use processing methods such as mixing, blooming and heating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.09 Hold product at required temperature during glazing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.10 Select and use tools and equipment Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	27.02.11 Mould aspics and jellies Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	27.02.12 Set and store finished product at required temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

Cook

BLOCK H

8% - 13 Questions on the IP exam

Learning Category

DAIRY AND EGG PRODUCTS AND ALTERNATIVES

28 - H

7 questions on the IP exam

Learning Outcome

Prepares cheese and dairy-related dishes

Journey person

Sign-off

Task 28

Complete ☐

Incomplete ☐

Task 28

Learning Needs

Sub-Tasks

Learning Objectives

to be completed

Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

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2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

<div>SUB-TASK</div> <div>28.01</div> <div><u>Learning Objective</u></div> <div>Selects cheese and dairy-related ingredients</div> <div>JP Sign-off _____</div>	<div>28.01.01</div> <div>Recognize the properties of cheese and dairy products</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.02</div> <div>Recognize dairy substitutes such as soy milk, powdered milk and margarine</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.03</div> <div>Recognize classifications of cheeses such as soft, semi-soft and hard</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.04</div> <div>Recognize origin of cheese such as region and animal</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.05</div> <div>Identify flavoured dairy products such as infused, blended and aged</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>
	<div>28.01.06</div> <div>Recognize cheese ripeness indicators such as age, texture, smell and taste</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.07</div> <div>Identify cultured dairy products such as sour cream, yogurt and cottage cheese</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.08</div> <div>Recognize various fat contents of dairy and dairy substitutes such as milk, butter and yogurts</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.09</div> <div>Recognize freshness of dairy products</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.10</div> <div>Recognize the quality of cheese such as ripe and unripe</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>
	<div>28.01.11</div> <div>Identify milk products such as skim, whole, soy and cream</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.12</div> <div>Distinguish specialty milks such as buttermilk, goat and buffalo</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>	<div>28.01.13</div> <div>Recognize types of butter and butter substitutes such as salted, unsalted and flavoured</div> <div>Rating _____ Complete</div> <div>Proof _____ <div></div></div> <div>Use _____</div>		

28 - H
(cont'd)

Learning Outcome
Prepares cheese and
dairy-related dishes

Task 28
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

<div>SUB-TASK 28.02</div> <div><u>Learning Objective</u> Processes cheese and dairy-related ingredients</div> <div>JP Sign-off _____</div>	<div>28.02.01</div> <div>Demonstrate an understanding of the properties of cheese and dairy products</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.02</div> <div>Demonstrate an understanding of various fat contents of dairy products such as milk, butter and yogurts</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.03</div> <div>Demonstrate an understanding of classifications of cheeses such as soft, semi-soft and hard</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.04</div> <div>Demonstrate an understanding of cheese ripeness indicators such as age, texture, smell and taste</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.05</div> <div>Determine and maintain serving temperatures for butter, cheese and milk</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>
	<div>28.02.06</div> <div>Recognize freshness of dairy products</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.07</div> <div>Incorporate air in products such as whipped butters, creams and cheeses</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.08</div> <div>Add cheese and dairy to recipes in sequence</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.09</div> <div>Temper or infuse dairy products such as compound butters and flavoured cheese sauces</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.10</div> <div>Select and use tools and equipment such as cheese graters, cutters and non-reactive pots and pans</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>
	<div>28.02.11</div> <div>Select techniques to process cheeses such as shredding, crumbling, grating and slicing</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.02.12</div> <div>Store products according to regulations and health codes</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>			
<div>SUB-TASK 28.03</div> <div><u>Learning Objective</u> Finishes cheese and dairy-related products</div> <div>JP Sign-off _____</div>	<div>28.03.01</div> <div>Consider the properties of cheese and dairy products</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.02</div> <div>Consider various fat contents of dairy products such as milk, butter and yogurts</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.03</div> <div>Determine and maintain serving temperatures for butter, cheese and milk</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.04</div> <div>Match ingredients to recipes such as appetizers, hors d'oeuvres and soups</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.05</div> <div>Incorporate air in products such as whipped butters, creams and cheeses</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>
	<div>28.03.06</div> <div>Temper or infuse dairy products such as compound butters and flavoured cheese sauces</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.07</div> <div>Select and use tools and equipment such as cheese graters, cutters and non-reactive pots and pans</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.08</div> <div>Apply cooking methods such as baking au gratin, melting for fondue and deep-frying</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	<div>28.03.09</div> <div>Select garnishes and accompaniments such as fruit, nuts, herbs and spices</div> <div>Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____</div>	

29 - H
6 questions on the IP exam

Learning Outcome
Prepares eggs and egg-related dishes

Journeyperson
Sign-off
Task 29

Complete ☐

Incomplete ☐

Task 29
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
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2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 29.01 <u>Learning Objective</u> Selects ingredients for eggs and egg-related dishes JP Sign-off _____	29.01.01 Identify egg grades and sizes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.01.02 Identify freshness of egg Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.01.03 Recognize ingredient quality Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.01.04 Demonstrate an understanding of requirements regarding eggs' packing date and best before date Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.01.05 Identify egg products such as egg whites, powdered eggs and frozen yolks Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	29.01.06 Identify egg substitutes such as liquid egg substitutes, tofu, powdered egg substitutes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.01.07 Recognize ingredient characteristics such as fat content of yolks and whites Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.01.08 Distinguish specialty eggs such as quail and duck Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 29.02 <u>Learning Objective</u> Processes ingredients for eggs and egg-related dishes JP Sign-off _____	29.02.01 Prepare classical recipes such as quiche, eggs Benedict and eggs Florentine Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.02.02 Apply processing methods such as separating, poaching, whipping, emulsifying and frying Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.02.03 Recognize ingredient characteristics such as fat content of yolks and whites Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.02.04 Select and use tools and equipment such as egg beater, whisk and egg timer Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	29.02.05 Combine egg and other ingredients such as milk, clarified butter and cheese Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

29 - H
(cont'd)

Learning Outcome
Prepares eggs and egg-related dishes

Task 29
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - <u>Competencies</u>					
SUB-TASK 29.03 <u>Learning Objective</u> Cooks ingredients for eggs and egg-related dishes JP Sign-off _____	29.03.01 Perform cooking methods such as poaching, boiling and scrambling	29.03.02 Calculate time and temperature ratios	29.03.03 Achieve desired texture and consistency	29.03.04 Select and use tools and equipment	29.03.05 Follow recipe sequence for eggs and egg-related dishes
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	29.03.06 Determine doneness of egg dish Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

Cook

BLOCK I

9% - 14 Questions on the IP exam

Learning Category
BAKED GOODS AND DESSERTS

30 - I

3 questions on the IP exam

Learning Outcome
Prepares dough

Journeyperson
Sign-off
Task 30

Complete ☐

Incomplete ☐

Task 30
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 30.01 <u>Learning Objective</u> Selects ingredients for dough JP Sign-off ____	30.01.01 Identify types of dough Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.02 Demonstrate an understanding of and calculate formulas Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.03 Recognize flour texture Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.04 Recognize flour types such as rye, wheat, buckwheat and flax Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.05 Identify basic ingredients such as egg, milk, water, sugar and salt Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	30.01.06 Demonstrate an understanding of types of leavening agents and their properties Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.07 Recognize types of fat and shortening Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.08 Identify types of additional ingredients such as grains, seeds, herbs and spices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.01.09 Recognize required ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	
SUB-TASK 30.02 <u>Learning Objective</u> Mixes ingredients for dough JP Sign-off ____	30.02.01 Calculate formulas Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.02 Determine mixing methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.03 Demonstrate an understanding of and use baking terms such as blooming, resting, benching, proofing and oven spring Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.04 Calculate and convert weight and measures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.05 Demonstrate an understanding of scaling dry and raw ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	30.02.06 Demonstrate an understanding of modified breads such as challah, naan and sourdoughs Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.07 Demonstrate an understanding of dough types and characteristics such as sweet, savoury and quick breads Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.08 Combine ingredients according to formula Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.09 Use leavening agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.02.10 Select and use tools and equipment such as mixers, sheeters, dough presses, rolling pins and proofers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

30 - I
(cont'd)

Learning Outcome
Prepares dough

Task 30
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 30.03 <u>Learning Objective</u> Processes dough JP Sign-off ____	30.03.01 Determine and set proofing temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.02 Select styles and shapes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.03 Calculate time and temperature ratios Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.04 Select dough garnishes such as poppy seeds, sesame seeds, herbs and spices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.05 Select and use tools and equipment such as bread rollers, sheeters, dough press, rolling pins and proofers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	30.03.06 Follow processing steps such as scaling, resting, benching and portioning Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.07 Fold and incorporate fat into dough such as puff, danish and croissant Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.08 Proof and shape Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.09 Achieve texture for dough and crust Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.03.10 Apply finishes such as egg wash, scoring, lattice work and braiding Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
SUB-TASK 30.04 <u>Learning Objective</u> Cooks dough products JP Sign-off ____	30.04.01 Select and apply styles and shapes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.02 Calculate time and temperature ratios Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.03 Apply steam injection Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.04 Consider humidity factors Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.05 Follow cooling procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	30.04.06 Follow storage procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.07 Follow cooking methods such as boiling, baking and frying Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.08 Select and use types of ovens such as deck, pizza, convection, conventional and combi-oven Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.09 Achieve texture for dough and crust Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	30.04.10 Glaze and garnish finished product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

31 - I
3 questions on the IP exam

Learning Outcome
Prepares batters

Journeyperson
Sign-off
Task 31

Complete ☐
Incomplete ☐

Task 31
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 31.01 <u>Learning Objective</u> Selects ingredients for batters JP Sign-off ____	31.01.01 Identify types of batters Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.02 Identify ingredients such as flour, egg, milk, water and salt Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.03 Calculate formulas Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.04 Determine flour textures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.05 Recognize flour types such as rye, wheat, buckwheat, bran and corn Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	31.01.06 Demonstrate an understanding of types of leavening agents and their properties Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.07 Identify types of fat and shortening Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.08 Identify types of additional ingredients such as grains, seeds, herbs and spices Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.09 Demonstrate an understanding of sweetening agents such as honey, maple syrup and sugars Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.10 Determine mixing methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	31.01.11 Determine scaling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.12 Recognize required ingredients and types Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.01.13 Identify ingredient quality Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 31.02 <u>Learning Objective</u> Combines ingredients for batters	31.02.01 Select and prepare ingredients such as flour, egg, milk, water and salt Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.02.02 Apply formulas Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.02.03 Choose flour textures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.02.04 Select flour types such as rye, wheat, buckwheat, bran and corn Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	31.02.05 Select and consider types of leavening agents and their properties Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

31 - I
(cont'd)

Learning Outcome
Prepares batters

Task 31
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 31.02 Continued <u>Learning Objective</u> Combines ingredients for batters JP Sign-off _____	31.02.06 Select types of fat and shortening Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.02.07 Select types of additional ingredients such as grains, seeds, herbs and spices Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.02.08 Select sweetening agents such as honey, maple syrup and sugars Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.02.09 Determine mixing methods such as for making genoise, angel food cake, fritter, and pâté à choux and chiffon Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.02.10 Determine scaling Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____
	31.02.11 Follow mixing procedures such as scraping and thoroughly incorporating ingredients without over mixing Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.02.12 Recognize finished batter Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.02.13 Rest batter Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____		

SUB-TASK 31.03 <u>Learning Objective</u> Cooks batters JP Sign-off _____	31.03.01 Perform scaling Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.02 Calculate time and temperature ratios Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.03 Demonstrate an understanding of and consider humidity factors Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.04 Use types of ovens such as convection, conventional and combi-oven Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.05 Incorporate required ingredients and types according to recipe Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____
	31.03.06 Adjust batter by adding wet or dry ingredients Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.07 Prepare pans with materials such as parchment, grease and flour Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.08 Maintain temperature of batter by cooking in small batches Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.09 Adjust cooking times Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.10 Test doneness of product by sensory methods Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____
	31.03.11 Cool product Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.12 Stall products Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.13 Glaze and garnish finished product Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	31.03.14 Store products Rating _____ Complete Proof _____ <input type="checkbox"/> Use _____	

32 - I
3 questions on the IP exam

Learning Outcome
Prepares creams, mousses, frozen desserts, fillings, icings, toppings and sugar works

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

Journey person
Sign-off
Task 32

Complete ☐

Incomplete ☐

Task 32
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

SUB-TASK 32.01 <u>Learning Objective</u> Selects ingredients for creams, mousses, frozen desserts, fillings, icings, toppings and sugar works JP Sign-off _____	32.01.01 Identify ingredients such as eggs, dairy products, fruit, starches, fats, sugars (isomalt, icing, dextrose), sweeteners, chocolate, alcohol, flavourings and gelatine Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.01.02 Identify tools and equipment such as whisks, bowls, candy thermometer, spatulas and bain-marie Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.01.03 Research recipes Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.01.04 Follow food handling guidelines Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.01.05 Demonstrate an understanding of product properties such as fat and acid content Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	32.01.06 Demonstrate an understanding of thickening agents such as gelatine, agar, starches and carrageenan Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.01.07 Identify ingredients Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____			
SUB-TASK 32.02 <u>Learning Objective</u> Processes ingredients for creams, mousses, frozen desserts and fillings	32.02.01 Select ingredients such as eggs, dairy, fruit, starches, fats, sugars, sweeteners, alcohol, flavourings and gelatine Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.02 Select types of frozen desserts Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.03 Select tools and equipment such as whisks, bowls, spatulas and bain-marie Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.04 Select cooking and alternative processing procedures Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.05 Consider product properties such as fat and acid content Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____
	32.02.06 Determine and select thickening agents such as gelatine, agar, starches and carrageenan Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.07 Calculate temperature and time ratios Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.08 Follow and apply cooling and freezing techniques Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.09 Follow recipe Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____	32.02.10 Identify ingredients Rating ____ Complete <input type="checkbox"/> Proof ____ <input type="checkbox"/> Use ____

**32 - I
(cont'd)**

Learning Outcome

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

Knowledge, Skills and Abilities - Competencies

SUB-TASK 32.02 Continued <u>Learning Objective</u> Processes ingredients for creams, mousses, frozen desserts and fillings JP Sign-off _____	32.02.11 Scale ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.02.12 Use preparation methods such as tempering, folding, emulsifying, whipping and incorporating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.02.13 Maintain temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.02.14 Modify alcohol such as by reduction, flambée and macerating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

**Task 32
Learning Needs**

Sub-Tasks

Learning Objectives

to be completed

Comments

SUB-TASK 32.03 <u>Learning Objective</u> Finishes creams, mousses and frozen desserts JP Sign-off _____	32.03.01 Demonstrate an understanding of and apply techniques such as open flame tempering, glazing, flambéing and broiling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.03.02 Mould and demould products such as crème caramel, parfait and soufflé Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.03.03 Garnish to suit the product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.03.04 Store product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

SUB-TASK 32.04 <u>Learning Objective</u> Prepares icings and toppings for cakes JP Sign-off _____	32.04.01 Demonstrate an understanding of preparation methods for all types of icings and toppings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.02 Select ingredients such as dairy, nuts, fruit, flour, fats, sugars, sweeteners, flavourings, waxy maize and gelatine Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.03 Select tools and equipment such as whisks, bowls, spatulas and bain-marie Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.04 Determine cooking and alternative processing procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.05 Consider product properties such as fat and acid content Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	32.04.06 Identify ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.07 Use preparation methods such as tempering, folding, emulsifying, whipping and incorporating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.08 Follow temperature stages such as for sugar and chocolate Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.04.09 Store product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	

**32 - I
(cont'd)**

Learning Outcome

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

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

**Task 32
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

SUB-TASK 32.05 <u>Learning Objective</u> Prepares sugar works JP Sign-off _____	32.05.01 Demonstrate an understanding of the impact of temperatures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.05.02 Recognize and prevent the hazards of working with melted sugar Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.05.03 Perform methods such as spinning, caramelizing and pulling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.05.04 Follow methods Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	32.05.05 Read candy thermometer Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	32.04.05 Store sugar works Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				

33 - I
2 questions on the IP exam

Learning Outcome
Prepares dessert sauces

Journeyperson
Sign-off
Task 33

Complete ☐

Incomplete ☐

Task 33
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 33.01 <u>Learning Objective</u> Selects ingredients for dessert sauces JP Sign-off ____	33.01.01 Identify ingredients such as fruit, chocolate, vanilla, dairy products, sugars, starches and alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.01.02 Identify types of dessert sauces such as coulis, sabayon, purées and caramel Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.01.03 Identify tools such as blenders, sauce pans and strainers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.01.04 Research recipes for dessert sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.01.05 Research thickening agents such as egg yolks, waxy maize and tapioca starch Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	33.01.06 Identify and determine uses of herbs and spices such as nutmeg, cinnamon, chillies and anise Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.01.07 Consider ingredient properties such as acidity and sweetness Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.01.08 Recognize freshness of ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		
SUB-TASK 33.02 <u>Learning Objective</u> Processes ingredients for dessert sauces JP Sign-off ____	33.02.01 Select ingredients such as fruit, chocolate, vanilla, dairy products, sugars, starches and alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.02 Select types of dessert sauces such as coulis, sabayon, purées and caramel Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.03 Select tools such as blenders, sauce pans and strainers Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.04 Select thickening agents Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.05 Consider and select uses of herbs and spices such as nutmeg, cinnamon, chillies and anise Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	33.02.06 Consider ingredient properties such as acidity and sweetness Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.07 Use processing methods such as tempering, reduction, blending and infusion Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.08 Prepare cooked and uncooked dessert purées or sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.09 Ensure uniformity and consistency of product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.10 Follow cooling, holding and storing procedures- Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	33.02.11 Modify alcohol such as by reduction and flambé Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.12 Finish sauces with alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	33.02.13 Burn off alcohol while incorporating in dessert sauces Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____		

**33 - I
(cont'd)**

Learning Outcome
Prepares dessert sauces

Journeyperson
Sign-off
Task 33

Complete ☐

Incomplete ☐

**Task 33
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
 5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
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Type of Proof: O - Observation I - Interview D - Documentation

Use: 1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 33.03 <u>Learning Objective</u> Finishes dessert sauces JP Sign-off _____	33.03.01 Select finishing ingredients such as fresh fruit	33.03.02 Reheat sauces	33.03.03 Match sauces with desserts	33.03.04 Hold temperature of hot or cold sauces
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

34 - I
1 question on the IP exam

Learning Outcome
Assembles cakes

Journey person
Sign-off
Task 34

Complete ☐

Incomplete ☐

Task 34
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 34.01 <u>Learning Objective</u> Selects cake components for assembly JP Sign-off ____	34.01.01 Demonstrate an understanding of mise en place Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.01.02 Identify and demonstrate an understanding of tools and equipment such as spatulas, piping bags and tips, and pedestals Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.01.03 Identify and demonstrate an understanding of types of cake filling such as fruit filling, jams, mousses, ganache and icings Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.01.04 Identify and demonstrate an understanding of types of cakes such as black forest, strawberry shortcake and sacher torte Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.01.05 Choose icing, filling, toppings and garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	34.01.06 Recognize types of cakes such as baked and un-baked Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 34.02 <u>Learning Objective</u> Decorates cakes JP Sign-off ____	34.02.01 Identify and demonstrate icing procedures Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.02 Identify and demonstrate glazing techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.03 Determine and calculate ratios needed in decorating cake Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.04 Demonstrate piping techniques Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.05 Consider density of cakes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	34.02.06 Consider temperature of cake components such as filling, syrup and coating Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.07 Garnish cake Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.08 Ensure consistency and uniformity Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.09 Use fine motor skills to apply details Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	34.02.10 Select and use tools and equipment such as spatulas, piping bags and tips, and pedestals Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

35 - I
1 question on the IP
exam

Learning Outcome
Prepares pastries and
pies

Journeyperson
Sign-off
Task 35

Complete ☐

Incomplete ☐

Task 35
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

- 6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others
5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others
4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision
3 - Complete a task to the level and quality of performance required by industry without assistance or supervision
2 - Complete a task with some assistance and supervision
1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation I - Interview D - Documentation

Use:

1 - Daily 2 - Often 3 - Seldom 4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 35.01 <u>Learning Objective</u> Selects ingredients for pastries and pies JP Sign-off _____	35.01.01 Identify and demonstrate an understanding of types of filling such as gelatine- based, fresh fruit, compote, egg and cream	35.01.02 Identify and demonstrate an understanding of types of dough such as puff, short and pie	35.01.03 Determine and choose types of paste for pastry	35.01.04 Determine and choose toppings such as meringues, creams and fruits	35.01.05 Choose dough
	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	35.01.06 Choose filling Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.01.07 Choose garnishes Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____			

**35 - I
(cont'd)**

Learning Outcome
Prepares pastries and pies

**Task 35
Learning Needs**

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies

SUB-TASK 35.02 <u>Learning Objective</u> Assembles pastries and pies JP Sign-off _____	35.02.01 Select types of filling such as pie and pastry Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.02 Select types of dough such as puff, short and pie Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.03 Select types of paste for pastry Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.04 Select types of toppings such as meringues, creams and fruits Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.05 Select types of pastries and pies Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	35.02.06 Follow procedures according to recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.07 Use simple syrups, flavourings and alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.08 Select and use tools and equipment such as rolling pins, pie dockers and pans Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.09 Proof pastries Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.02.10 Glaze product Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	35.02.11 Produce baked and un-baked pies Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 35.03 <u>Learning Objective</u> Finishes pastries and pies JP Sign-off _____	35.03.01 Consider and calculate times and temperature according to recipe and ingredients Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.03.02 Create presentation techniques and styles Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.03.03 Select and use tools and equipment such as piping bag, pastry brush and comb Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.03.04 Make parchment paper cone Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	35.03.05 Garnish and glaze products Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

36 - I
1 question on the IP
exam

Learning Outcome
Prepares chocolate

Journeyperson
Sign-off
Task 36

Complete ☐

Incomplete ☐

Task 36
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Rating:

6 - Expert, perform a task beyond expected level and quality of performance, lead and/or teach others

5 - Highly skilled, perform a task to the highest level and quality of performance, supervise others

4 - Meet task timelines and perform tasks to the highest level and quality required by industry, without supervision

3 - Complete a task to the level and quality of performance required by industry without assistance or supervision

2 - Complete a task with some assistance and supervision

1 - Complete task with assistance and constant supervision

Type of Proof:

O - Observation

I - Interview

D - Documentation

Use:

1 - Daily

2 - Often

3 - Seldom

4 - Never

Knowledge, Skills and Abilities - Competencies

SUB-TASK 36.01 <u>Learning Objective</u> Selects chocolate JP Sign-off _____	36.01.01 Identify types of chocolate such as dark, white, milk and cocoa powder Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.01.02 Demonstrate an understanding of properties of chocolate such as fat content, cocoa mass and cocoa butter Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.01.03 Identify types of ingredients such as cream, coffee and alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.01.04 Distinguish types of chocolate Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.01.05 Identify quality of chocolate Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	36.01.06 Choose chocolate according to desired recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____				
SUB-TASK 36.02 <u>Learning Objective</u> Processes chocolate JP Sign-off _____	36.02.01 Determine and maintain tempering temperatures of chocolate Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.02 Consider and select types of chocolate such as dark, white, milk and cocoa powder Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.03 Demonstrate an understanding of properties of chocolate such as fat content, cocoa mass and cocoa butter Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.04 Select types of ingredients such as cream, coffee and alcohol Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.05 Identify quality of chocolate Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____
	36.02.06 Choose chocolate according to recipe Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.07 Apply techniques such as tempering, shaving, coating, moulding and piping Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.08 Identify coatings, fillings and glazing Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.09 Select and use tools and equipment such as bain-marie, thermometer, stainless bowls and wooden spoons Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____	36.02.10 Hold chocolate at required temperature Rating ____ Complete Proof ____ <input type="checkbox"/> Use ____

36 - I
(cont'd)

Learning Outcome
Prepares chocolate

Task 36
Learning Needs

Sub-Tasks
Learning Objectives
to be completed
Comments

Knowledge, Skills and Abilities - Competencies			
SUB-TASK 36.03 <u>Learning Objective</u> Stores chocolate JP Sign-off _____	36.03.01	36.03.02	36.03.03
	Identify and demonstrate an understanding of storage environment characteristics such as temperatures and humidity	Determine and follow holding and storage requirements	Adjust holding and storage temperatures
	Rating _____ Complete	Rating _____ Complete	Rating _____ Complete
	Proof _____ <input type="checkbox"/>	Proof _____ <input type="checkbox"/>	Proof _____ <input type="checkbox"/>
	Use _____	Use _____	Use _____

APPENDIX A

COOK

NATIONAL OCCUPATIONAL ANALYSIS GLOSSARY OF TERMS

Bain-marie	Container of hot water designed to keep foods hot and/or to cook them slowly
Batter	Semi-liquid mixture of flour or other starches
béchamel	White sauce prepared with milk and white roux
Condiment	Traditionally, any item added to a dish for flavour (including herbs, spices and vinegars); cooked or prepared flavourings or accompaniments such as relishes, prepared mustards, ketchup, bottled sauces and pickles
Crustaceans	Shellfish such as lobster, crayfish and shrimp
Dress, to	To clean and prepare for cooking and eating; to remove internal organs
Game	Wild or raised mammals and birds used for consumption of their flesh
Garde-manger	Term which previously made reference to cold foods; but is now used in a broader way and may include hot foods
Garnish, to	To add a decorative item to a finished dish
Grade	Quality, rating and standards of food products

Marinate, to	To add a marinade to foods in order to add flavour or moisten foods (may be dry or liquid, usually based on an acidic ingredient to tenderize; an oil to preserve and a flavouring agent; dry marinades are usually salt based; to tenderize or soak food in seasoned liquid
Mise en place	Setting up for production and having everything in its proper place
Molluscs	Shellfish such as oysters, mussels and clams
Organic	Food products grown without chemical intervention
Pastries	Dough of flour, fat and water used as a base and covering for pies, tarts, etc.; assortment of individual desserts
Portion, to	To divide a large quantity into several predetermined servings
Produce	Fresh fruits and vegetables
Pulse	Edible seeds of various leguminous crops (such as peas, beans or lentils)
Recipe	Instructions for preparing a dish that includes the necessary ingredients
Salamander	Small broiler utilized to glaze or brown items rapidly
Seafood	Edible sea fish or shellfish
Shuck, to	To remove the rigid external facade (i.e., shell)
Stock	A broth-like liquid created by simmering ingredients in water to extract their flavours and which is used to prepare soups, sauces and sauce-based entrées

COOK National Occupational Analysis

ACRONYMS

FIFO	First in, First Out
HACCP	Hazard Analysis and Critical Control Point
IQF	Individual Quick Frozen
PPE	Personal Protective Equipment
WHMIS	Workplace Hazardous Materials Information System

APPENDIX B

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Technical Reading	<ul style="list-style-type: none"> ➤ Find and use information from one source - i.e., a book, Internet, and work order ➤ Find and use information from many parts of a single source - i.e., a code book ➤ Recognize what is important from several sources of information ➤ Interpret information using more than one source ➤ Apply information to the task
Document Use	<ul style="list-style-type: none"> ➤ Use large or difficult documents which are organized into units, headings chapters, or sub-headings -i.e., a code book ➤ Find information in large or very specialized documents which may have many smaller documents - i.e., operations manuals, safety manuals ➤ Find information from many sources - i.e., code books, blueprints, work manuals ➤ Enter information into pre-set documents and forms - i.e., accident report forms, order forms ➤ Combine information from several sources and use it – i.e., alter a work order using information from code books, manuals and blueprints ➤ Create new documents using information from a variety of sources – i.e., create work orders, material lists, time log sheets

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Writing	<ul style="list-style-type: none"> ➤ Write information into a pre-set form – i.e., contract, lease, building permit ➤ Write short messages, explanations, requests or directions – i.e., write a work order, memo, written message for a foreman, supervisor or client ➤ Write longer messages, explanations, requests or directions – i.e., write an accident report, a detailed message to a foreman, supervisor or client ➤ Write a longer article which may need to be organized into headings with a table of contents, i.e. work report, section of a work manual ➤ Write detailed, non-routine articles – i.e., make recommendations, use technical language to give directions to or ask for information from other tradespeople
Math	<ul style="list-style-type: none"> ➤ Perform math calculations using formulas, fractions, decimals and percent ➤ Combine one or more math operations to solve a problem ➤ Estimate numbers ➤ Convert between Imperial and Metric measurement systems ➤ Solve equations ➤ Use trigonometry to solve problems (not a requirement in every trade)

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Computer Use	<ul style="list-style-type: none"> ➤ Perform basic computer operations needed to produce a document – i.e., a letter ➤ Find information on the Internet ➤ Find information in workplace data bases ➤ Send and receive email ➤ Enter data into a set format – i.e., form, spreadsheet, chart ➤ Manage electronic information – i.e., save files ➤ Choose and use the best software program for the task
Oral Communication	<ul style="list-style-type: none"> ➤ Take directions from a supervisor or co-workers on work related projects ➤ Give directions to co-workers on work related projects ➤ Exchange information using trade terminology ➤ Provide details on facts ➤ Provide opinions on work related projects ➤ Organize, present and interpret ideas in a logical manner ➤ Communicate one-on-one on or in a group on complex work related matters

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Thinking Skills	<ul style="list-style-type: none"> ➤ Identify problems ➤ Apply learning from previous experiences to identify possible solutions to a problem ➤ Find, evaluate, and choose appropriate information to solve a problem ➤ Evaluate the best possible solution to a problem ➤ Make decisions ➤ Plan and organize job tasks to set time-lines ➤ Ensure quality control standards are met
Working with Others	<ul style="list-style-type: none"> ➤ Complete tasks to industry standard under supervision ➤ Complete tasks to industry standard without supervision ➤ Complete assigned tasks to meet time-lines that meet project deadlines ➤ Accept feedback ➤ Give feedback ➤ Evaluate then apply recommendations from co-workers ➤ Resolve conflict ➤ Mentor an Apprentice

ESSENTIAL SKILL	REQUIRED ESSENTIAL SKILLS TASKS FOR TRADES
Continuous Learning	<ul style="list-style-type: none"> ➤ Identify work/career strengths and areas for improvement ➤ Develop a work/career learning plan ➤ Set goals ➤ Participate in learning opportunities to meet workplace goals ➤ Apply new learning in the workplace environment ➤ Revisit, reflect, and revise the learning plan regularly ➤ Engage in learning opportunities to keep skills current and meet career goals

