

Professional Cooking

PLAR Candidate Guide

Prior Learning Assessment and
Recognition (PLAR)



Tomorrow
in the making.

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Saskatchewan Polytechnic

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The Professional Cooking certificate program is dedicated to removing barriers and broadening the access to programs at Saskatchewan Polytechnic. We believe that adults acquire knowledge and skills through life and work experience that may align with courses within our programs.

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Why consider a PLAR assessment?

PLAR refers to the combination of flexible ways of evaluating people's lifelong learning, both formal and informal against a set of established standards. You can receive academic credit for your relevant lifelong learning. The Professional Cooking program recognizes prior learning in a number of ways.

We recognize:

- Previous formal learning from an accredited training institution through transfer of credit.
- Previous informal learning or experiential learning through a comprehensive prior learning and recognition process.

What are the PLAR options?

To be eligible for PLAR, an applicant must first register or already be registered as a Saskatchewan Polytechnic student.

Option A: Individual course challenge

If you have recent experience in the Professional Cooking field, and have learned the skills and knowledge for **one or more** of the Professional Cooking courses, you may apply to be assessed for each applicable course.

Note: Learning must be current within the last 3 to 15 years, depending on the course being challenged. The PLAR assessor will help you to determine the currency of your work experience.

Fees:

- There will be a charge for each individual course assessment.
- For a listing of the specific PLAR fees, check the [PLAR database](#) or call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/counsellor assigned to the Professional Cooking program at: 1-866-467-4278.

How many courses can be challenged through PLAR in the Professional Cooking program?

Currently we have 11 courses in the Professional Cooking program with PLAR challenges available. There is no limit. You may challenge as many of these courses as you are able to prove prior skills and knowledge through assessment.

Which courses are PLAR-ready?

Professional Cooking Program Profile			
COURSE CODE	COURSE NAME	PLAR Challenge(s) available through program	PLAR Challenge(s) not available
BAKE 106	Bakery 1 (Theory)		X
BAKE 107	Bakery 1 (Practical)		X
BAKE 108	Bakery 2 (Theory)		X
BAKE 109	Bakery 2 (Practical)		X
BAKE 110	Bakery 3 (Theory)		X
BAKE 111	Bakery 3 (Practical)		X
CKNG 100	Food Presentation and Garnish (Theory)		X
CKNG 101	Food Presentation and Garnish (Practical)		X
CKNG 102	Garde Manger (Theory)	✓	
CKNG 103	Garde Manger (Practical)	✓	
CKNG 104	Vegetables, Starches and Pasta (Theory)	✓	
CKNG 105	Vegetables, Starches and Pasta (Practical)	✓	
CKNG 106	Stocks, Soups and Sauces (Theory)		X
CKNG 107	Stocks, Soups and Sauces (Practical)		X
CKNG 108	Breakfast and Dairy (Theory)	✓	
CKNG 109	Breakfast and Dairy (Practical)	✓	
CKNG 110	Basic Cooking Principles	✓	
CKNG 118	A la Carte Cooking		X
COMM 127	Industry Communications	*see note below	
EQPT 108	Tools and Equipment	✓	
FOOD 100	Quantity Food Production		X
FOOD 102	Short Order Food Production	✓	
MATH 121	Mathematics		X
MEAT 100	Meat, Seafood and Poultry Processing (Theory)		X
MEAT 101	Meat, Seafood and Poultry Processing (Practical)		X
MEAT 102	Meat, Seafood and Poultry Cooking (Theory)		X
MEAT 103	Meat, Seafood and Poultry Cooking (Practical)		X
MGMT 101	Management		X

Note: Some courses common to multiple programs at Saskatchewan Polytechnic (i.e. computers, communications, math, and sciences) are managed by associated studies faculty. To see if these shared courses in your program are PLAR-ready, visit the [PLAR homepage](#) for links to Candidate Guides for Associated Studies/Communications and for Standardized Computers.

For assistance call Saskatchewan Polytechnic and ask to speak to the PLAR advisor/[counsellor](#) assigned to the Professional Cooking at: 1-866-467-4278.

Is PLAR available at any time of the year?

PLAR challenges may be considered on an on-going basis throughout the year. As soon as you consider PLAR, contact the program head to determine availability and schedules.

Is it *easier* to challenge a course through PLAR or take the course?

Neither is easier. By using PLAR you may reduce the repetition of studying information that you already know. The PLAR process allows you to demonstrate knowledge you already have.

PLAR is not an easy way to certification, rather a “different” way to obtain certification. Your personal level of skill and experience will dictate which courses you choose to challenge. The self-audit section found later in this guide will help you decide if you have a good match of skill and knowledge for a specific course.

Methods of assessing prior learning

Assessment methods measure an individual’s learning against course learning outcomes. The assessment methods listed below are the ones most commonly used, but other forms of flexible assessment may be considered. These assessments may include one or a combination of the following assessment tools:

- challenge exam
- certification from other recognized agencies
- performance evaluations (i.e., practical demonstration)
- interviews
- equivalency (evaluations of learning from non-credit training providers)
- evidence or personal documentation files (providing evidence of learning from life and work experiences and accomplishments)

If I live out of town, do I have to travel to a main campus to do PLAR?

There will be times that you will need to meet with the program on campus. However, we will try to keep travel to a minimum.

What if I have a disability & need equity accommodations?

At Saskatchewan Polytechnic, we understand that sometimes services must be provided to students in a variety of ways to achieve the goals of fair representation. Therefore, the range of services provided for Education Equity students is as diverse as the needs of those students. We strive for equity (not uniformity) and provide varied services for students with differing needs. If more information is required, please contact a Saskatchewan Polytechnic counsellor at a campus closest to you or refer to the Saskatchewan Polytechnic website: <http://saskpolytech.ca/student-services/support/counselling-services.aspx>

Are there other methods to gain Saskatchewan Polytechnic course credits for prior learning?

Transfer Credit

Yes, Saskatchewan Polytechnic will grant credit for previous training that is similar in content, objectives, and evaluation standards to Saskatchewan Polytechnic training. Transfer of credit is different from the PLAR process. Transfer Credit guidelines may be found at: <http://saskpolytech.ca/admissions/resources/transfer-credit.aspx>

It is the student's responsibility to check with [Registration Services](#) for specific campus procedures on this policy. For specific information and guidelines regarding transfer of credit, contact a [Saskatchewan Polytechnic educational counsellor](#).

Equivalency Credit

Equivalency credit refers to the application of credit you may have earned in a previously taken Saskatchewan Polytechnic course to your current Saskatchewan Polytechnic course. Apply at registration services for *equivalency credit*. This process should also be completed prior to your PLAR challenge. If these credits cannot be used for *equivalency credit*, you may use these accredited courses as part of your evidence for your PLAR challenge.

If you have credit for the following courses, they may be considered for equivalency credit. Be sure to check with the program head to determine your eligibility for this option:

FOOD 189
COOK 197
EQPT 189

Contact us

If more information is required, please contact a designated PLAR counsellor at a campus closest to you.

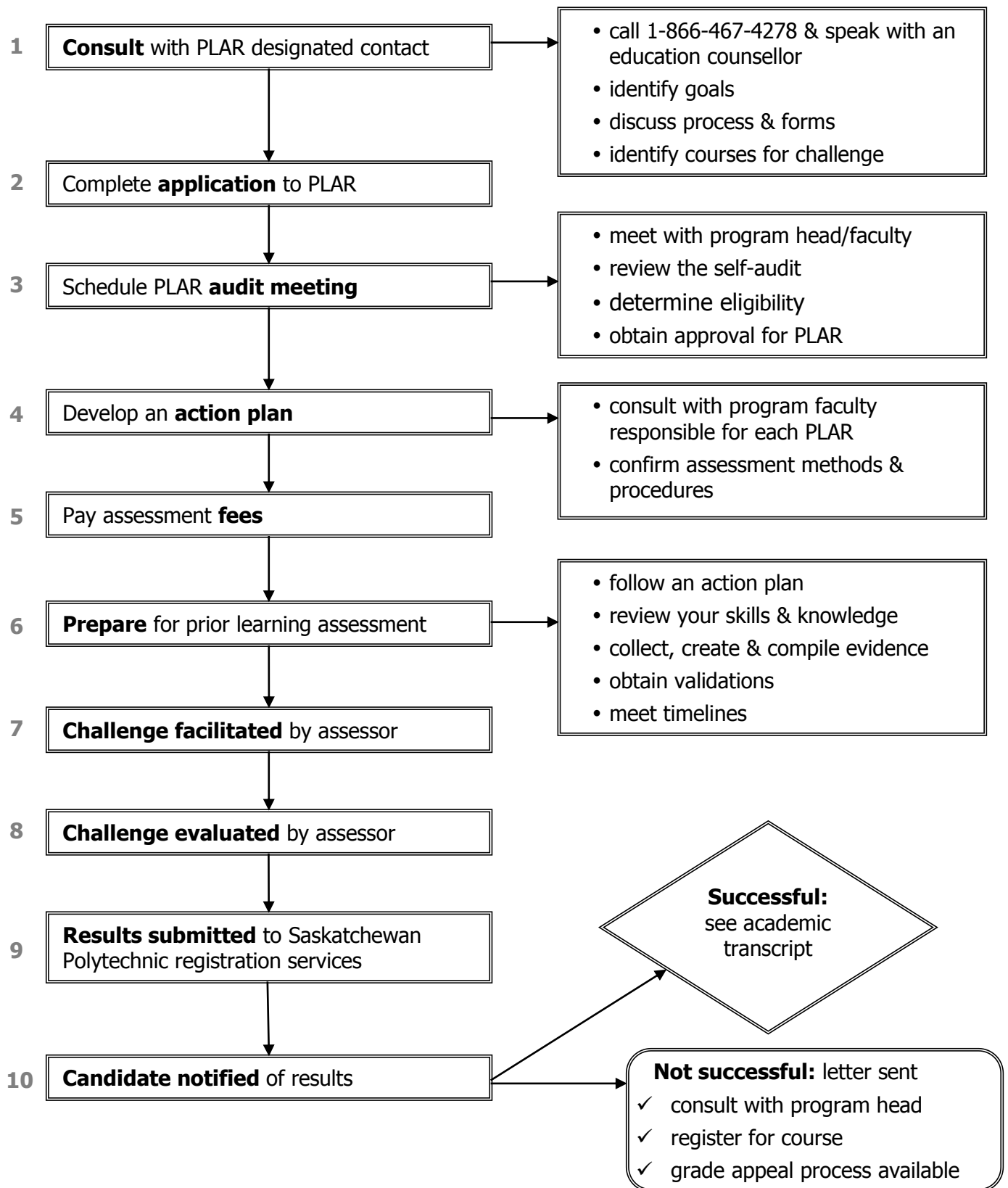
Saskatchewan Polytechnic in Moose Jaw
Counselling Services, Room 2.203
306-691-8311 or 306-691-8310
pallisercounselling@saskpolytech.ca

Saskatchewan Polytechnic in Prince Albert
Counselling Services, Room F203 (Technical Centre)
306-765-1611
woodlandcounselling@saskpolytech.ca

Saskatchewan Polytechnic in Regina
Counselling Services, Room 228
306-775-7436
wascanacounselling@saskpolytech.ca

Saskatchewan Polytechnic in Saskatoon
Counselling Services, Room 114
306-659-4050
kelseycounselling@saskpolytech.ca

Prior Learning Assessment and Recognition process



Guiding principles for developing a PLAR evidence file

1. As you begin the PLAR process you will be advised if any evidence is required. This will be identified in your [action plan](#). Check with the PLAR designated contact **before** you begin to gather evidence.
2. Evidence must be valid and relevant. Your evidence must match the learning outcomes identified for each course.
 - It is your responsibility to create, collect and compile relevant evidence – if required.
3. Learning must be current within the last 3 to 15 years depending on the course being challenged.
4. The evidence should demonstrate the skills and knowledge from your experiences.
5. The learning must have both a theoretical and practical component.

Types of evidence

There are three types of evidence used to support your PLAR request:

1. Direct evidence – what you can demonstrate for yourself.
2. Indirect evidence – what others say or observe about you.
3. Self-evidence – what you say about your knowledge and experience.

Ensure that you provide full evidence to your Professional Cooking faculty assessor so that your prior learning application is assessed appropriately. Well organized, easy to track evidence will also ensure that none of the evidence is missed or assessed incorrectly.

Here are some examples of evidence that you may be requested to submit as part of your evidence file (if required):

- restaurant menus from former/current employment detailing items you have prepared
- written and /or photographic descriptions and analysis
- workplace validations
- photos of environments
- videotapes

All documents that are submitted to Saskatchewan Polytechnic may be returned to the student after the final results have been given and the grade appeal deadline of seven days has passed. A copy of transcripts and certificates may be included in your evidence file, but be prepared to show original documents at the PLAR audit meeting for validation.

How long will it take to prepare evidence for PLAR?

Since the requirements are different for each course, and each candidate has different experiences, the amount of time it takes to prepare your evidence will vary.

Steps to complete a self-audit

1. Read through the levels of competence as listed below.

Mastery:	I am able to demonstrate the learning outcome well enough to teach it to someone else.
Competent:	I can work independently to apply the learning outcome.
Functional:	I need some assistance in using the outcome.
Learning:	I am developing skills and knowledge for this area.
None:	I have no experience with the outcome.

Learning outcomes

For each learning outcome listed, please self-evaluate your competency levels and record in the appropriate column for each self-audit.

2. Take a few minutes and read through the following self-audit for each course you are interested in as a PLAR candidate.
3. Check your level of competence as you read through each of the learning outcomes for each course. The information will help you in your decision to continue with your PLAR application.
4. In order to be successful in a PLAR assessment, your abilities must be at the competent or mastery level for the majority of the learning outcomes. Some things to consider when determining your level of competence are:
 - How do I currently use this outcome?
 - What previous training have I had in this outcome: workshops, courses, on-the-job?
 - What personal development or volunteer experience do I have in this area?

Be prepared to explain the reason you chose this level if asked by an assessor.

5. Bring the completed self-audit to a consultation meeting with the program head or faculty member in [step 3 – PLAR process](#) of the candidate process for prior learning assessment.

Self-audit guide(s)

COMM 127 – Industry Communications

Practice job-related interpersonal, oral and written communication skills. Use job search skills.

COMM 127 – Industry Communications	Mastery	Competent	Functional	Learning	None
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
1. Use job search skills.					
▪ Write resume and cover letter					
▪ Practice skills required in job interviews					
2. Apply job-related interpersonal and oral communications.					
▪ Listen actively					
▪ Speak effectively					
▪ Use teamwork skills and behaviours					
3. Apply job-related written communication.					
▪ Write faxes					
▪ Write memo of instruction					
▪ Write emails					
▪ Complete order forms					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

The evidence file will include items such as: employer validation letter, forms and work orders, memo of instruction, current resume, letter of application, and a letter from your employer indicating positive interview skills,

AND/OR

2. Customer role play

AND/OR

3. Challenge exam

Written exam – 60% pass mark required.

CKNG 102 – Garde Manger (Theory)

The course provides an introduction to procedures for preparing hot and cold sandwiches, salads, fruits and salad dressings. You will also learn procedures for setting up and maintaining a salad bar.

CKNG 102 – Garde Mange (Theory) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Identify types of sandwiches and their ingredients.					
▪ Identify types of breads					
▪ Identify types of spreads					
▪ Identify types of fillings					
▪ Identify types of cold sandwiches					
▪ Identify types of hot sandwiches					
2. Describe the procedures for preparing and serving sandwiches.					
▪ Describe the procedure for setting up the sandwich station for prepared-to-order sandwiches					
▪ Describe the procedure for setting up and preparing sandwiches in quantity					
▪ Describe the procedure for serving sandwiches					
3. Describe the procedures for storing, cleaning, preparing, and cutting fruits.					
▪ Identify fruits and their uses					
▪ Describe the handling and storage of fruits					
▪ Describe the procedures for cleaning, preparing, and cutting fruits					
4. Describe the major types of salads, salad dressings, and their ingredients.					
▪ Describe appetizer salads					
▪ Describe accompaniment salads					
▪ Describe main-course salads					
▪ Describe separate-course and dessert salads					
▪ Describe the major categories of salad ingredients					
▪ Describe salad greens					
▪ Describe the major types of salad dressing and their ingredients					
5. Describe the procedures for preparing salads.					

CKNG 102 – Garde Mange (Theory)					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Describe the structure and arrangement of a salad					
▪ Describe the basic production technique for salads					
▪ Describe the procedure for preparing green salads					
▪ Describe the procedures for preparing vegetable salads					
▪ Describe the procedures for preparing cooked salads.					
▪ Describe the procedures for preparing fruit salads					
▪ Describe the procedures for preparing composed salads					
▪ Describe the principles for setting up and maintaining salad bars					
6. Describe the guidelines for handling cheese and cheese products.					
▪ Describe the storage and service of cheese					
▪ Describe the guidelines for cooking with cheese					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Challenge exam

A written or oral challenge may be required, depending on the information submitted in the evidence file,

AND/OR

3. Interview

A structured interview may be deemed required in order to fully assess the candidate's knowledge of each learning outcome.

CKNG 103 – Garde Manger (Practical)

You will gain practical experience in preparing cold foods while adhering to established standards of quality and quantity. These include salads, sandwiches, cold entrée plates, appetizers, buffet platters and relish trays. Work methods and food presentation, cost control and proper food handling techniques will be emphasized.

CKNG 103 – Garde Manger (Practical) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Prepare sandwiches.					
▪ Prepare sandwich spreads and fillings					
▪ Prepare sandwiches to order					
▪ Set up and prepare sandwiches in quantity					
▪ Prepare simple cold sandwiches					
▪ Prepare a clubhouse and an open-faced sandwich					
▪ Prepare tea sandwiches					
▪ Prepare hot sandwiches					
2. Prepare fruits for service.					
▪ Identify fruits					
▪ Store and handle fruits					
▪ Clean, prepare, and cut fruits					
3. Prepare salads.					
▪ Identify salad ingredients and greens					
▪ Prepare a green salad					
▪ Prepare a vegetable salad					
▪ Prepare a cooked salad					
▪ Prepare a fruit salad					
▪ Prepare a combination salad					
▪ Operate a salad bar					
4. Prepare salad dressings.					
▪ Prepare an emulsified dressing					
▪ Prepare an oil and vinegar-based dressing					

CKNG 103 – Garde Manger (Practical) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Prepare a specialty dressing 					
5. Serve cheese.					
<ul style="list-style-type: none"> ▪ Cut cheese 					
<ul style="list-style-type: none"> ▪ Present cheese 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Practical demonstration

Learning outcomes 1-5 (note: The PLAR assessor may require one or more practical demonstrations, depending on the information submitted in the evidence file).

CKNG 104 – Vegetables, Starches and Pasta (Theory)

The course provides an introduction to the procedures used for preparing, cooking, serving and storing vegetables, starches and pasta.

CKNG 104 – Vegetables, Starches and Pasta (Theory) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the procedures for preparing vegetables for cooking and/or service.					
<ul style="list-style-type: none"> ▪ Identify various types of vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for handling processed vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for storing vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for cleaning and preparing white vegetables 					
<ul style="list-style-type: none"> ▪ Identify common cuts of vegetables and potatoes 					
2. Explain principles and standards of vegetable cooking.					
<ul style="list-style-type: none"> ▪ Describe the procedures for controlling texture changes 					
<ul style="list-style-type: none"> ▪ Describe the procedures for controlling flavour changes 					
<ul style="list-style-type: none"> ▪ Describe the procedures for controlling colour changes 					
<ul style="list-style-type: none"> ▪ Describe the procedures for controlling nutrient losses 					
<ul style="list-style-type: none"> ▪ Describe the rules of vegetable cooking 					
<ul style="list-style-type: none"> ▪ Describe standards of quality for cooked vegetables 					
<ul style="list-style-type: none"> ▪ Describe the solutions to production and holding problems in quantity cooking 					
3. Describe the procedure for cooking vegetables and legumes.					
<ul style="list-style-type: none"> ▪ Describe the procedure for blanching vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for boiling (simmering) and steaming vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for sautéing and pan-frying vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for braising vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for baking vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for broiling and grilling vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for deep-frying vegetables 					
<ul style="list-style-type: none"> ▪ Describe the procedures for selecting, preparing and cooking legumes 					
<ul style="list-style-type: none"> ▪ Describe the procedures for holding and storing cooked vegetables 					

CKNG 104 – Vegetables, Starches and Pasta (Theory) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
4. Describe the procedures for selecting and storing potatoes.					
▪ Describe types of potatoes					
▪ Describe the signs of quality in potatoes					
▪ Describe the storage of potatoes					
▪ Describe market forms of potatoes					
5. Describe the procedures for cooking potatoes.					
▪ Describe the procedures for boiling and steaming potatoes					
▪ Describe the procedures for making potato puree					
▪ Describe the procedures for mashing potatoes					
▪ Describe the procedures for sautéing and pan-frying potatoes					
▪ Describe the procedures for roasting/baking potatoes					
▪ Describe the procedures for baking potatoes “en-casserole”					
▪ Describe the procedures for deep-frying potatoes					
6. Describe the procedures for cooking grains, pasta, and dumplings.					
▪ Describe types of rice and their characteristics					
▪ Describe the handling and storage of rice					
▪ Describe other grains cooked like rice					
▪ Describe the procedures for boiling and steaming rice					
▪ Describe the pasta and pilaf methods of cooking rice					
▪ Describe risotto					
▪ Identify various types of pasta					
▪ Describe the procedure for cooking pasta to the correct degree of doneness					
▪ Describe the procedures for cooking dumplings					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Challenge exam

A written or oral challenge may be required, depending on the information submitted in the evidence file,

AND/OR

3. Interview

A structured interview may be deemed required in order to fully assess the candidate's knowledge of each learning outcome.

CKNG 105 – Vegetables, Starches and Pasta (Practical)

You will practice the procedures you learned on CKNG 104 – Vegetables, Starches and Pasta. You will select, prepare, cook, serve and store fresh vegetables, starches and pasta products.

CKNG 105 – Vegetables, Starches and Pasta (Practical) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Prepare vegetables and potatoes for cooking.					
▪ Identify vegetables					
▪ Clean and prepare vegetables					
▪ Identify cuts of vegetables and potatoes					
▪ Cut vegetables and potatoes					
2. Cook vegetables using moist-heat methods.					
▪ Blanch vegetables					
▪ Simmer vegetables					
▪ Steam vegetables					
▪ Braise vegetables					
▪ Hold and store vegetables cooked by moist-heat methods					
3. Cook vegetables using dry-heat methods with fat.					
▪ Sauté and glaze vegetables					
▪ Pan-fry vegetables					
▪ Deep-fry vegetables					
▪ Hold and store vegetables cooked by dry-heat methods with fat					
4. Cook vegetables using dry-heat methods without fat.					
▪ Bake vegetables					
▪ Stuff vegetables					
▪ Broil/grill vegetables					
▪ Hold and store vegetables cooked by dry-heat methods without fat					
5. Prepare legumes.					
▪ Identify legumes					
▪ Cook legumes					
6. Cook potatoes using moist-heat methods.					

CKNG 105 – Vegetables, Starches and Pasta (Practical) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
▪ Select potatoes					
▪ Simmer and steam potatoes					
▪ Mash potatoes					
7. Cook potatoes using dry-heat methods with fat.					
▪ Fry/pan-fry potatoes					
▪ Prepare potato croquettes					
▪ Prepare french fries					
8. Cook potatoes using dry-heat methods without fat.					
▪ Bake or roast potatoes					
▪ Bake potatoes “en casserole”					
9. Cook rice, pasta, and dumplings.					
▪ Cook rice according to the pilaf method					
▪ Cook pasta					
▪ Cook dumplings					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Practical demonstration

Learning outcomes 1-9 (note: The PLAR assessor may require one or more practical demonstrations, depending on the information submitted in the evidence file),

AND/OR

3. Interview

A structured interview may be required in order to fully assess the candidate’s knowledge of learning outcomes.

CKNG 108 – Breakfast and Dairy (Theory)

The course provides an introduction to the major types of dairy products. You will learn procedures for cooking eggs and preparing breakfast breads, cereals, meats and potatoes. You will also learn procedures for storing, serving and cooking with cheese.

CKNG 108 – Breakfast and Dairy (Theory) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the major types of breakfast and dairy products.					
▪ Describe the composition, grades, sizes, and market forms of eggs					
▪ Describe pancakes and waffles					
▪ Describe breakfast meats					
▪ Describe milk and cream					
▪ Describe butter and margarine					
▪ Describe the composition and major types of cheese					
2. Describe the procedures for cooking eggs.					
▪ Describe general principles of handling and cooking eggs					
▪ Describe the procedures for simmering eggs in the shell					
▪ Describe the procedures for poaching eggs					
▪ Describe the procedures for frying eggs					
▪ Describe the procedures for preparing scrambled eggs					
▪ Describe the procedures for making a French omelette					
▪ Describe the procedures for making a frittata					
▪ Describe the procedures for making quiche					
3. Describe the procedures for preparing breakfast breads, cereals, meats, and potatoes.					
▪ Describe the procedures for making pancakes and waffles					
▪ Describe the procedures for making crepes					
▪ Describe the procedures for French toast					
▪ Describe the procedures for cooking breakfast meats					
▪ Describe the procedures for cooking breakfast potatoes					
4. Describe the general guidelines for cooking and using milk and cream products.					
▪ Describe the problems in cooking milk and cream products					

CKNG 108 – Breakfast and Dairy (Theory) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
<ul style="list-style-type: none"> ▪ Describe guidelines for using whipping cream 					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Challenge exam

A written or oral challenge may be required, depending on the information submitted in the evidence file.

AND/OR

3. Interview

A structured interview may be deemed required in order to fully assess the candidate's knowledge of each learning outcome.

CKNG 109 – Breakfast and Dairy (Practical)

You will prepare and produce breakfast and dairy products. This includes cooking eggs using a variety of methods, preparing omelettes, frittatas, pancakes, waffles and French toast, cooking breakfast meats and potatoes, and cutting and presenting cheese.

CKNG 109 – Breakfast and Dairy (Practical) Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Cook eggs by a variety of methods.					
▪ Simmer eggs in the shell					
▪ Poach eggs					
▪ Fry eggs					
▪ Prepare scrambled eggs					
2. Prepare omelettes and frittatas.					
▪ Condition an omelette pan					
▪ Make a French omelette					
▪ Make a frittata					
3. Prepare pancakes, waffles, and French toast.					
▪ Prepare pancakes					
▪ Prepare waffles					
▪ Make French toast					
4. Cook breakfast meats and potatoes.					
▪ Cook bacon					
▪ Cook ham					
▪ Cook sausage					
▪ Cook breakfast potatoes					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Practical demonstration

Learning outcomes 1-4 (note: The PLAR assessor may require one or more practical demonstrations, depending on the information submitted in the evidence file).

CKNG 110 – Basic Cooking Principles

The course provides an introduction to the fundamental principles and methods that are the foundation of the cooking trade. You will study the major cooking methods and preliminary seasoning, flavouring, cooking, mise en place and pre-preparation techniques.

Equivalent course(s): FOOD 189

CKNG 110 – Basic Cooking Principles Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Explain cooking principles, methods, and terminology.					
▪ Describe the role of heat in cooking					
▪ Describe cooking methods that use moist-heat					
▪ Describe cooking methods that use dry heat without fat					
▪ Describe cooking methods that use dry heat with fat					
▪ Describe microwave cooking					
▪ Define cooking terminology					
2. Describe preliminary cooking, coating, seasoning, and flavouring techniques.					
▪ Describe seasoning and flavouring techniques					
▪ Describe preliminary cooking techniques					
▪ Describe techniques for coating food prior to cooking					
3. Describe the procedures for using convenience foods.					
▪ Describe convenience foods					
▪ Describe guidelines for handling convenience foods					
4. Describe “mise en place” and pre-preparation techniques.					
▪ Define “mise en place” and pre-preparation					
▪ Describe planning and organizing for pre-preparation					
▪ Describe the preparation for set meal service					
▪ Describe the preparation for extended meal service					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Challenge exam

A written or oral challenge may be required, depending on the information submitted in the evidence file.

AND/OR

3. Interview

A structured interview may be deemed required in order to fully assess the candidate's knowledge of each learning outcome.

FOOD 102 – Short Order Food Production

You will be involved in preparing, producing and servicing short order breakfast and lunch items. You will practice mise en place and portion and quality control. You will also display organizational and time management skills, and practice safety and sanitation.

Equivalent course(s): COOK 197

FOOD 102 – Short Order Food Production Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Perform mise en place for short order food production.					
▪ Assemble tools and ingredients for short order food production					
▪ Prepare raw ingredients for short order food production					
▪ Prepare kitchen equipment for short order food production					
▪ Perform preliminary cooking and flavouring for short order food production					
▪ Prepare for short order frying					
▪ Prepare convenience foods for use in short order food production					
2. Prepare short order meals and items that include sandwiches.					
▪ Prepare sandwich spreads and fillings					
▪ Set up the station for prepared to order sandwiches					
▪ Prepare simple cold sandwiches					
▪ Prepare a clubhouse and an open-faced sandwich					
▪ Prepare hot sandwiches					
3. Prepare short order meals and items that include breakfast foods.					
▪ Cook eggs by a variety of methods					
▪ Prepare omelettes and frittatas					
▪ Prepare pancakes, waffles, and French toast					
▪ Cook breakfasts meats and potatoes					
4. Prepare salads and salad dressings for short order food service.					
▪ Prepare a green salad for short order food service					
▪ Prepare a vegetable salad for short order food service					
▪ Prepare a cooked salad for short order food service					
▪ Prepare a fruit salad for short order food service					

FOOD 102 – Short Order Food Production					
Mastery: I am able to demonstrate it well enough to teach it to someone else.					
Competent: I can work independently to apply the outcome.					
Functional: I need some assistance in using the outcome.					
Learning: I am developing skills and knowledge for this area.					
None: I have no experience with the outcome.					
	Mastery	Competent	Functional	Learning	None
▪ Prepare a combination salad for short order food service					
▪ Prepare salad dressings for short order food service					
5. Observe safety and sanitation at the short order food station.					
▪ Maintain personal hygiene					
▪ Handle and prepare food safely for short order production					
▪ Clean and sanitize equipment for short order production					
▪ Establish a safe food flow for short order production					
▪ Observe safety in a short order production environment					
6. Observe quality and quantity control at the short order food station.					
▪ Observe quality control at the short order food station					
▪ Observe cost and quality control at the short order food station					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Practical demonstration

Learning outcomes 1-6 (note: The PLAR assessor may require one or more practical demonstrations, depending on the information submitted in the evidence file),

AND/OR

3. Interview

A structured interview may be required in order to fully assess the candidate's knowledge of learning outcomes.

EQPT 108 – Tools and Equipment

You will learn the principles and procedures for safely and efficiently using a wide range of kitchen equipment and tools.

Equivalent course(s): EQPT 189

EQPT 108 – Tools and Equipment Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the procedures for using knives, hand tools, and small equipment.					
▪ Describe blade materials and knife handles					
▪ Describe types of blades and their uses					
▪ Describe knives and their uses					
▪ Describe hand tools and small equipment and their uses					
▪ Describe the procedure for cleaning knives					
▪ Describe the procedure for storing knives					
▪ Describe the procedure for sharpening knives					
▪ Describe the procedure for steeling knives					
▪ Describe knife handling techniques					
2. Describe kitchen equipment and its operation.					
▪ Identify cooking equipment					
▪ Describe the procedure for operating cooking equipment					
▪ Identify processing equipment					
▪ Describe the procedure for operating processing equipment					
▪ Identify hot food holding equipment					
▪ Identify cold food holding equipment					
▪ Describe the procedure for operating holding and storage equipment					
3. Describe cooking utensils, containers, measuring devices, and their uses.					
▪ Describe cooking utensils metals and their conductivity					
▪ Describe pots, pans, containers, and their uses					
▪ Describe measuring devices and their uses					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Challenge exam

A written or oral challenge may be required, depending on the information submitted in the evidence file,

AND/OR

3. Assignment

Learning outcomes 1-3 (note: The PLAR assessor may require a practical assignment, depending on the information submitted in the evidence file).

SFTY 111 – Safety, Sanitation and WHMIS

You will gain an understanding of the procedures related to safety and sanitation in a professional kitchen. This will include the handling of workplace hazardous materials. You will learn how to prepare safe, sanitary foods for customer while avoiding injury to yourself and your colleagues.

SFTY 111 – Safety, Sanitation and WHMIS Mastery: I am able to demonstrate it well enough to teach it to someone else. Competent: I can work independently to apply the outcome. Functional: I need some assistance in using the outcome. Learning: I am developing skills and knowledge for this area. None: I have no experience with the outcome.	Mastery	Competent	Functional	Learning	None
1. Describe the procedure for working safely in the kitchen.					
▪ Describe ways of preventing cuts					
▪ Describe ways of preventing burns					
▪ Describe ways of preventing fires					
▪ Describe ways of preventing injuries from machines and equipment					
▪ Describe ways of preventing falls					
▪ Describe ways of preventing strains and injuries from lifting					
2. Describe general sanitation procedures in the kitchen.					
▪ Describe the procedures for maintaining appearance and personal hygiene					
▪ Describe the procedures for maintaining a clean work area					
▪ Describe safe temperatures for storing food					
▪ Describe the procedures for storing foods safely					
▪ Describe the procedures for holding hot food safely					
▪ Describe the procedures for controlling rodents and pests					
▪ Describe manual and mechanical dishwashing procedures					
▪ Describe the procedures for washing, cleaning, and sanitizing utensils and equipment					
3. Describe the safe handling of food (certificate must be acquired).					
4. Describe time-temperature control and rates of cooking.					
▪ Define the HACCP system for food safety					
▪ Describe the seven steps of the HACCP system for food safety					
▪ Describe methods for controlling time-temperature and rates of cooking					
5. Describe the WHMIS in the kitchen (certificate must be acquired).					

PLAR assessment methods

If you qualify for PLAR, you may be asked to demonstrate your learning in one or more of the following ways. Be prepared to discuss the expectations during a consultation meeting.

1. Evidence file

Validation checklist: resume, sample menus, photos,

AND/OR

2. Challenge exam

A written or oral challenge may be required, depending on the information submitted in the evidence file,

AND/OR

3. Interview

A structured interview may be deemed required in order to fully assess the candidate's knowledge of each learning outcome,

AND/OR

4. Certification

Learning outcome #3: Safe Food Handler's Certificate; and/or learning outcome #5: WHMIS.

Resources

The following suggested resource is available at Saskatchewan Polytechnic [bookstores](#) at Woodland, Kelsey, and Palliser campuses:

Gisslen, Wayne. *Professional Cooking for Canadian Chefs*, Sixth Edition. (© 2007). New Jersey: John Wiley & Sons, Inc. ISBN: 978-0-471-66377-5