

SKILLED**TRADES**<sup>BC</sup>

## PROGRAM OUTLINE

Baker

The latest version of this document is available in PDF format on the SkilledTradesBC website  
[www.skilledtradesbc.ca](http://www.skilledtradesbc.ca)

To order printed copies of Program Outlines  
or learning resources (where available)  
for BC trades contact:

Crown Publications, Queen's Printer  
Web: [www.crownpub.bc.ca](http://www.crownpub.bc.ca)  
Email: [crownpub@gov.bc.ca](mailto:crownpub@gov.bc.ca)  
Toll Free 1 800 663-6105

**Copyright © 2013 SkilledTradesBC**

This publication may not be modified in any way without permission of SkilledTradesBC

# **BAKER PROGRAM OUTLINE**

**APPROVED BY INDUSTRY  
JANUARY 2013**

**BASED ON  
NOA 2011**

**Developed by  
SkilledTradesBC  
Province of British Columbia**

## TABLE OF CONTENTS

<b>Section 1 INTRODUCTION.....</b>	<b>4</b>
Foreword.....	5
Acknowledgements.....	6
How to Use this Document.....	7
<b>Section 2 PROGRAM OVERVIEW .....</b>	<b>8</b>
Program Credentialing Model.....	9
Occupational Analysis Chart.....	11
Training Topics and Suggested Time Allocation Level 1.....	13
Training Topics and Suggested Time Allocation Level 2.....	14
Training Topics and Suggested Time Allocation Level 3.....	16
<b>Section 3 PROGRAM CONTENT.....</b>	<b>17</b>
Level 1 Baker .....	18
Level 2 Baker .....	76
Level 3 Baker .....	137
<b>Section 4 TRAINING PROVIDER STANDARDS.....</b>	<b>182</b>
Facility Requirements .....	183
Tools and Equipment.....	185
Reference Materials.....	189
Instructor Requirements.....	190
<b>Appendix A ASSESSMENT GUIDELINES.....</b>	<b>191</b>

# **Section 1**

# **INTRODUCTION**

## Foreword

This Program Outline is intended as a guide for instructors of the Baker program. Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The Program Outline was prepared with the advice and assistance of the provincial Baker Advisory Committee and will form the basis for further updating of the British Columbia Baker assessment tools and learning resources by SkilledTradesBC.

Each competency is to be evaluated through the use of written examinations in which the individual must achieve a minimum of 70% in order to receive a passing grade. The types of questions used on these exams must reflect the cognitive level indicated by the learning objectives and the learning tasks listed in the related competencies.

Achievement Criteria are included for those competencies that require a practical component. The intent of including Achievement Criteria in the program outline is to ensure consistency in training across the many training institutions in British Columbia. Their purpose is to reinforce the theory and to provide a mechanism for evaluation of the individual's ability to apply the theory to practice. It is important that these performances be observable and measureable and that they reflect the skills spelled out in the competency as those required of a competent Baker. The conditions under which these performances will be observed and measured must be clear to the individual as well as the criteria by which the individual will be evaluated. The individual must also be given the level of expectation of success.

The performance spelled out in the Achievement Criteria is a suggested performance and is not meant to stifle flexibility of delivery. Training providers are welcome to substitute other practical performances that measure similar skills and attainment of the competency. Multiple performances may also be used to replace individual performances where appropriate.

### **SAFETY ADVISORY**

Be advised that references to the WorkSafeBC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform him/herself about the Occupational Health and Safety Regulation pertaining to his/her work.

## **Acknowledgements**

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by go2hr. Members include:

- Martin Barnett      Vancouver Island University
- Jack Kuyer          Valley Bakery Ltd.
- Elizabeth Jang      Vancouver Community College
- Alfred Voss          Pacific Institute of Culinary Arts
- Perry Bentley        Okanagan College
- Gary Humphreys    Baking Association of Canada
- Bruno Feldeisen    Four Seasons Hotel
- Rachel Bennett     Whole Foods
- Andrew Gunn        Cobs Bread

Additional Industry Subject Matter Experts retained to assist in the development of Program Outline content:

- John (JJ) Hauser    Fairmont Pacific Rim
- Naomi Robson        Snowcap Enterprises
- Ken Harper          Vancouver Island University

Additional Industry Subject Matter Experts retained as outline reviewers:

- Fionna Chong        Vancouver Community College

Facilitators:

- Dennis Green
- Diane Evans

SkilledTradesBC would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Baker occupation.

## How to Use this Document

This Program Outline has been developed for the use of individuals from several different audiences. The table below describes how each section can be used by each intended audience.

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
<b>Program Credentialing Model</b>	Communicate program length and structure, and all pathways to completion	Understand the length and structure of the program	Understand the length and structure of the program, and pathway to completion	Understand challenger pathway to Certificate of Qualification
<b>OAC</b>	Communicate the competencies that industry has defined as representing the scope of the occupation	Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification	View the competencies they will achieve as a result of program completion	Understand the competencies they must demonstrate in order to challenge the program
<b>Training Topics and Suggested Time Allocation</b>	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Understand the relative weightings of various competencies of the occupation on which assessment is based
<b>Program Content</b>	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measureable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels
<b>Training Provider Standards</b>	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment



# **Section 2**

## **PROGRAM OVERVIEW**

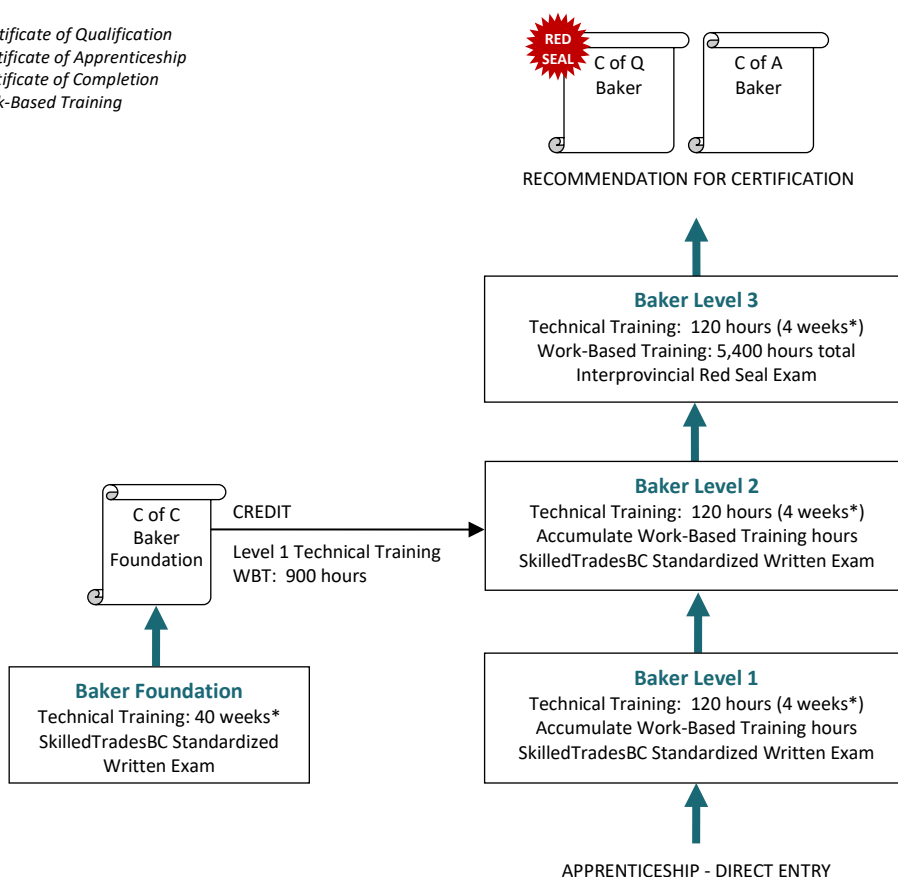
### **Baker**

## Program Credentialing Model

### Apprenticeship Pathway

This graphic provides an overview of the Baker apprenticeship pathway.

*C of Q = Certificate of Qualification  
C of A = Certificate of Apprenticeship  
C of C = Certificate of Completion  
WBT = Work-Based Training*



*\*Suggested duration based on 30-hour week*

#### CROSS-PROGRAM CREDITS

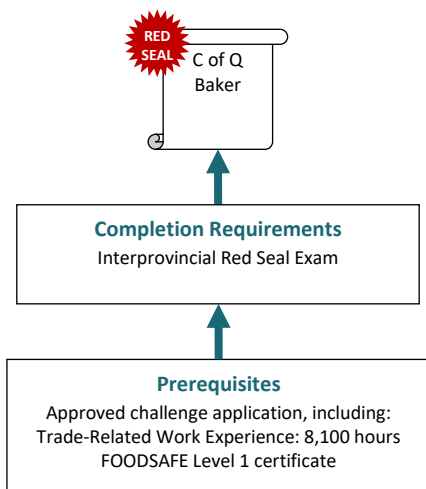
*Individuals who hold the credentials below are entitled to receive partial credit toward the completion requirements of this program*

None

## Challenge Pathway

This graphic provides an overview of the Baker challenge pathway.

*C of Q = Certificate of Qualification*




---

### CREDIT FOR PRIOR LEARNING

*Individuals who hold the credentials listed below are entitled to receive partial credit toward the completion requirements of this program*

*None*

## Occupational Analysis Chart

### BAKER

**Occupation Description:** “Baker” means a person who is responsible for the preparation and production of a wide variety of baked foods, and may include those who work as both Bakers and Pastry Cooks/Chefs (Pâtisseries). Bakers prepare bread, rolls, muffins, pies, pastries, cakes and cookies in retail and wholesale bakeries and dining establishments. Pastry Cooks/Chefs prepare pastries, cakes, cookies, chocolate, desserts, and confectionery in pastry shops, hotels, and restaurants.

<b>OCCUPATIONAL SKILLS</b> <b>A</b>	Demonstrate workplace safety procedures A1 1   2   3	Apply safe food handling practices A2 1   2   3	Apply interpersonal skills A3 1   2   3	Use and maintain baking tools and equipment A4 1   2   3	Use product and nutritional information A5 1   2   3	Apply baking science and trade calculations A6 1   2   3
	Plan and organize production A7 1   2   3	Manage bakery products and inventory A8 1   2   3	Apply cost control procedures A9 1   2   3	Apply packaging and merchandizing procedures A10 1   2   3		
<b>FERMENTED GOODS</b> <b>B</b>	Prepare basic doughs and products B1 1   2	Prepare laminated doughs and products B2 1   2	Prepare specialty doughs and products B3 1   2   3	Prepare natural ferments and Artisan breads B4   2   3		
	Prepare pies and tarts C1 1   2	Prepare laminated pastry doughs and products C2 1   2	Prepare specialty pastries C3 1   2   3	Prepare deep fried pastries and products C4   2		
<b>PASTRIES</b> <b>C</b>						

## Program Overview

<b>CAKES AND COOKIES</b> <b>D</b>	Prepare cookies, squares and bars <b>D1</b>	Prepare quick breads <b>D2</b>	Prepare cakes <b>D3</b>	Prepare specialty cakes and tortes <b>D4</b>
	1 2	1	1 2	1 2 3
<b>DECORATE AND FINISH BAKED GOODS</b> <b>E</b>	Prepare icings, fillings, glazes and meringues <b>E1</b>	Assemble and decorate cakes and pastries <b>E2</b>	Prepare decorative pastes and garnishes <b>E3</b>	Assemble and decorate tiered and wedding cakes <b>E4</b>
	1 2 3	1 2 3	2 3	2 3
<b>DESSERTS</b> <b>F</b>	Prepare custards and mousses <b>F1</b>	Prepare plated desserts <b>F2</b>	Prepare ice creams and frozen desserts <b>F3</b>	Apply dessert presentation techniques <b>F4</b>
	1 2 3	1 2 3	2 3	2 3
<b>CHOCOLATE AND CONFECTIONERY</b> <b>G</b>	Demonstrate the principles of working with chocolate and confectionery <b>G1</b>	Prepare chocolate products and garnishes <b>G2</b>	Prepare confectionery products and garnishes <b>G3</b>	
	1	2 3	2 3	

## Training Topics and Suggested Time Allocation Level 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>OCCUPATIONAL SKILLS</b>	<b>15%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓	✓	
A5	Use product and nutritional information		✓		
A6	Apply baking science and trade calculations		✓	✓	
A7	Plan and organize production		✓	✓	
A8	Manage bakery products and inventory		✓	✓	
A9	Apply cost control procedures		✓		
A10	Apply packaging and merchandizing procedures		✓		
<b>Line B</b>	<b>FERMENTED GOODS</b>	<b>20%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
B1	Prepare basic doughs and products		✓	✓	
B2	Prepare laminated doughs and products		✓	✓	
B3	Prepare specialty doughs and products		✓	✓	
<b>Line C</b>	<b>PASTRIES</b>	<b>15%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
C1	Prepare pies and tarts		✓	✓	
C2	Prepare laminated pastry doughs and products		✓	✓	
C3	Prepare specialty pastries		✓	✓	
<b>Line D</b>	<b>CAKES AND COOKIES</b>	<b>20%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
D1	Prepare cookies, squares and bars		✓	✓	
D2	Prepare quick breads		✓	✓	
D3	Prepare cakes		✓	✓	
D4	Prepare specialty cakes and tortes		✓	✓	
<b>Line E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>	<b>15%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
E1	Prepare icings, fillings, glazes and meringues		✓	✓	
E2	Assemble and decorate cakes and pastries		✓	✓	
<b>Line F</b>	<b>DESSERTS</b>	<b>5%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
F1	Prepare custards and mousses		✓	✓	
F2	Prepare plated desserts		✓	✓	
<b>Line G</b>	<b>CHOCOLATE AND CONFECTIONERY</b>	<b>5%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
G1	Demonstrate the principles of working with chocolate and confectionery		✓	✓	
	<b>Exams</b>	<b>5%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
<b>Total Percentage for Baker Level 1</b>		<b>100%</b>			

## Training Topics and Suggested Time Allocation Level 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>OCCUPATIONAL SKILLS</b>	<b>10%</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓		
A5	Use product and nutritional information		✓		
A6	Apply baking science and trade calculations		✓	✓	
A7	Plan and organize production		✓	✓	
A8	Manage bakery products and inventory		✓		
A9	Apply cost control procedures		✓		
A10	Apply packaging and merchandizing procedures		✓		
<b>Line B</b>	<b>FERMENTED GOODS</b>	<b>20%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
B1	Prepare basic doughs and products		✓	✓	
B2	Prepare laminated doughs and products		✓	✓	
B3	Prepare specialty doughs and products		✓	✓	
B4	Prepare natural ferments and Artisan breads		✓	✓	
<b>Line C</b>	<b>PASTRIES</b>	<b>15%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
C1	Prepare pies and tarts		✓	✓	
C2	Prepare laminated pastry doughs and products		✓	✓	
C3	Prepare specialty pastries		✓	✓	
C4	Prepare deep fried pastries and products		✓	✓	
<b>Line D</b>	<b>CAKES AND COOKIES</b>	<b>20%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
D1	Prepare cookies, squares and bars		✓	✓	
D3	Prepare cakes		✓	✓	
D4	Prepare specialty cakes and tortes		✓	✓	
<b>Line E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>	<b>15%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
E1	Prepare icings, fillings, glazes and meringues		✓		
E2	Assemble and decorate cakes and pastries		✓	✓	
E3	Prepare decorative pastes and garnishes		✓	✓	
E4	Assemble and decorate tiered and wedding cakes		✓	✓	
<b>Line F</b>	<b>DESSERTS</b>	<b>10%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
F1	Prepare custards and mousses		✓	✓	
F2	Prepare plated desserts		✓	✓	
F3	Prepare ice creams and frozen desserts		✓	✓	
F4	Apply dessert presentation techniques		✓	✓	

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line G</b>	<b>CHOCOLATE AND CONFECTIONERY</b>	<b>5%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
G2	Prepare chocolate products and garnishes		✓	✓	
G3	Prepare confectionery products and garnishes		✓	✓	
	<b>Exams</b>	<b>5%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
<b>Total Percentage for Baker Level 2</b>		<b>100%</b>			



## Training Topics and Suggested Time Allocation Level 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
<b>Line A</b>	<b>OCCUPATIONAL SKILLS</b>	<b>15%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓		
A5	Use product and nutritional information		✓	✓	
A6	Apply baking science and trade calculations		✓	✓	
A7	Plan and organize production		✓	✓	
A8	Manage bakery products and inventory		✓	✓	
A9	Apply cost control procedures		✓		
A10	Apply packaging and merchandizing procedures		✓		
<b>Line B</b>	<b>FERMENTED GOODS</b>	<b>15%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
B3	Prepare specialty doughs and products		✓	✓	
B4	Prepare natural ferments and Artisan breads		✓	✓	
<b>Line C</b>	<b>PASTRIES</b>	<b>10%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
C3	Prepare specialty pastries		✓	✓	
<b>Line D</b>	<b>CAKES AND COOKIES</b>	<b>10%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
D4	Prepare specialty cakes and tortes		✓	✓	
<b>Line E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>	<b>20%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
E1	Prepare icings, fillings, glazes and meringues		✓	✓	
E2	Assemble and decorate cakes and pastries		✓	✓	
E3	Prepare decorative pastes and garnishes		✓	✓	
E4	Assemble and decorate tiered and wedding cakes		✓	✓	
<b>Line F</b>	<b>DESSERTS</b>	<b>10%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
F1	Prepare custards and mousses		✓	✓	
F2	Prepare plated desserts		✓	✓	
F3	Prepare ice creams and frozen desserts		✓	✓	
F4	Apply dessert presentation techniques		✓	✓	
<b>Line G</b>	<b>CHOCOLATE AND CONFECTIONERY</b>	<b>10%</b>	<b>20%</b>	<b>80%</b>	<b>100%</b>
G2	Prepare chocolate products and garnishes		✓	✓	
G3	Prepare confectionery products and garnishes		✓	✓	
	<b>Inter-Provincial Exam Review</b>	<b>5%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
	<b>Exams</b>	<b>5%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>
<b>Total Percentage for Baker Level 3</b>		<b>100%</b>			

# **Section 3**

## **PROGRAM CONTENT**

### **Baker**

# **Level 1**

## **Baker**

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A1   Demonstrate workplace safety procedures**

### Objectives

To be competent in this area, the individual must be able to:

- Describe WorkSafeBC regulations in the workplace.
- Identify and describe workplace hazards.
- Describe basic emergency procedures.
- Describe fire safety procedures and regulations.
- Apply personal safety practices.
- Apply workplace safety procedures.

### LEARNING TASKS

1. Describe WorkSafeBC regulations in the workplace

### CONTENT

- Purpose
- Compensation and benefits
  - Workers who are covered
  - Workers who are not covered
  - Compensated injuries and job-related illness
  - Circumstances for compensation
  - Benefits
- Responsibilities
  - Employer
  - Employee
- Joint occupational health and safety committees
- Contravention of regulations
- Reporting accidents

2. Identify and describe workplace hazards

- Types of hazards
  - Environmental
  - Physical
  - Mechanical
- Workplace Hazardous Materials Information System (WHMIS)
  - Overview
  - Symbols
  - Reading labels
  - Employer is to provide training
- Material Data Safety Sheets (MSDS)

**LEARNING TASKS**

3. Describe basic emergency procedures
  
  
  
  
  
  
  
  
  
  
4. Describe fire safety procedures and regulations

**CONTENT**

- Types of workplace emergencies
  - Fire
  - Earthquake
  - Evacuation
  - Medical
- Workplace procedures
  - Emergency drills
  - Muster stations
  - Emergency exits
  
- Components that produce fire
  - Fuel
  - Heat
  - Oxygen
- Types of fires and extinguishers
  - Classes of fires
  - Selection of correct fire extinguishers
  - Servicing of fire extinguishers
- Fire safety precautions
  - Flammable liquids or gases
  - Paper and wood products
  - Oily cloths

**LEARNING TASKS**

5. Apply personal safety practices

**CONTENT**

- Types of accidents and their causes
  - Cuts
  - Burns
  - Falls
  - Strains and sprains
- Accident prevention
- Symptoms of strains and repetitive motion injuries
  - Identification
  - Early reporting
  - Preventative practices
- Personal protective equipment
  - Clothing
  - Footwear
  - Hand protection
  - Eye protection
- Safety practices for the bake shop
  - Lock-out procedures
  - Work safely
    - Equipment
    - Sharp utensils
    - Hot pans
  - Keep floors safe
  - Store supplies safely
  - Dispose of refuse properly
  - Proper lifting practices
- Equipment safety
  - Ventilation systems
  - Emergency shutdown systems
  - Guards and barriers

**LEARNING TASKS**

6. Apply workplace safety procedures

**CONTENT**

- Shop procedures
- Emergency phone numbers
- Fire and evacuation procedures
- First aid procedures
  - Designated First Aid attendant
  - Emergency wash or shower locations
  - Cuts and burns
  - Slips and falls
  - Strains and sprains
- Utilities
  - Electrical
    - Principle of electric shock prevention
    - Examination of wiring
    - Lock-out procedures
  - Water supply
    - Shut-off procedures
  - Gas supply
    - Valve shut off
    - Pilot light
    - Identifying problems
  - Other services

**Achievement Criteria**

Performance	The individual will apply safety standards as required to industry and regulatory standards.
Conditions	<p>The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE).</p> <p>The competency will be observed and assessed by the instructor during technical training.</p>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Correct PPE</li> <li>• Follows safe work practices</li> <li>• Correct footwear and uniform</li> <li>• Correct handling of hazardous materials</li> <li>• Cleans up spills</li> <li>• Handles hot pans appropriately</li> <li>• Carries and stores knives and tools appropriately</li> </ul>

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A2    Apply safe food handling practices**

### Objectives

To be competent in this area, the individual must be able to:

- Describe food safety regulations.
- Describe the principles of Hazard Analysis – Critical Control Points (HACCP).
- Describe the causes and preventions of food borne illnesses.
- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.

### LEARNING TASKS

1. Describe food safety regulations

2. Describe the principles of Hazard Analysis – Critical Control Points (HACCP)

3. Describe the causes and preventions of food borne illnesses

4. Apply general food handling and storage procedures

### CONTENT

- Provincial food safety regulations
- FOODSAFE Level 1 certification (prerequisite to entering program)

- Definitions
- Food poisoning myths
- The danger zone
- Corrective action

- Food borne illnesses present in foods
- Food borne illnesses spread by human contact
- Allergies and intolerances

- Food handling procedures
  - Receiving
  - Storage
  - Labelling
- Temperature controls
- Storage and labelling procedures
- Inventory control - First In First Out (FIFO)
- Food safety plans
- Maintenance of refrigeration equipment
- Contaminated foods
- Identification
- Disposal
- Cross contamination



**LEARNING TASKS**
**CONTENT**

- |  |   |
|--|---|
| 5. Apply workplace sanitation procedures | <ul style="list-style-type: none"> <li>• Avoiding cross contamination</li> <li>• Spills</li> <li>• Keeping floor clear</li> <li>• Cleaning and sanitizing procedures and schedules               <ul style="list-style-type: none"> <li>○ Cleaning and sanitizing products</li> <li>○ Cleaning shelves and floor</li> <li>○ Cleaning and maintaining equipment</li> <li>○ Cleaning schedule</li> </ul> </li> <li>• Recognizing and handling infestation and contamination, including bacteria, fungi, and mould</li> <li>• Checking equipment for cracks and defaults</li> </ul>                            |
| 6. Apply personal hygiene procedures     | <ul style="list-style-type: none"> <li>• Importance of personal hygiene</li> <li>• Personal health and wellness               <ul style="list-style-type: none"> <li>○ Preventative approach</li> </ul> </li> <li>• Hand washing procedures</li> <li>• Acceptable clothing               <ul style="list-style-type: none"> <li>○ Types</li> <li>○ Cleanliness</li> </ul> </li> <li>• Footwear               <ul style="list-style-type: none"> <li>○ Types</li> <li>○ Cleanliness</li> </ul> </li> <li>• Head covering</li> <li>• Jewellery and make up</li> <li>• Avoiding cross contamination</li> </ul> |

**Achievement Criteria**

- |             |   |
|-------------|---|
| Performance | The individual will exercise safe food handling and personal hygiene procedures as required to industry and regulatory standards.   |
| Conditions  | <p>The individual will be given a work station and appropriate tools and equipment.</p> <p>The competency will be observed and assessed by the instructor during technical training.</p>  |
| Criteria    | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Hands washed before starting work and between tasks</li> <li>• Hair covered or tied back appropriately</li> <li>• Perishable products stored at correct temperatures</li> <li>• Product covered and stored in appropriate location</li> <li>• Cleans and sanitizes between tasks</li> <li>• Correct temperatures for cooking, holding, and re-heating</li> <li>• Minimizes risk of cross contamination</li> </ul> |

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A3    Apply interpersonal skills**

### Objectives

To be competent in this area, the individual must be able to:

- Describe roles and responsibilities in the workplace.
- Describe personal attributes and professionalism in the workplace.
- Use basic communication in the workplace.

### LEARNING TASKS

1. Describe roles and responsibilities in the workplace

2. Describe personal attributes and professionalism in the workplace

3. Use basic communication in the workplace

### CONTENT

- Employment Standards Act
- BC Human Rights Act
- Role and responsibilities
  - Employee
  - Supervisors
  - Employer
- Employer expectations
  - Work ethic
  - Accountability
  - Responsibility
  - Time management
  - Professionalism
  - Attendance and punctuality
  - Job satisfaction
- Industry expectations
- Performance evaluation
- Company policies and procedures
- Types of communication
  - Verbal
  - Non-verbal
- Social behaviour
  - Social media
- Codes of conduct
  - Company policies
- Cultural differences

**Achievement Criteria**

Performance	The individual will demonstrate effective basic communication skills.
Conditions	The individual will be given guidelines for interpersonal communication in the bake shop. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Communicates effectively with others</li> <li>• Uses appropriate language and tone of voice</li> <li>• Maintains composure</li> <li>• Demonstrates respect for others</li> <li>• Follows policies and procedures</li> </ul>

<b>Line (GAC):</b>	<b>A</b>	<b>OCCUPATIONAL SKILLS</b>
<b>Competency:</b>	<b>A4</b>	<b>Use and maintain baking tools and equipment</b>

## Objectives

To be competent in this area, the individual must be able to:

- Identify common types of baking tools and their uses.
- Describe the maintenance and safety precautions of baking tools.
- Identify common types of bakery equipment and their uses.
- Describe the maintenance and safety precautions of bakery equipment.
- Select and use bakery tools and equipment.

## LEARNING TASKS

1. Identify common types of baking tools and their uses

## CONTENT

- Hand tools
  - Types
  - Uses
  - Selection
- Pans and cookware
  - Types
  - Uses
  - Selection
- Knives
  - Types
  - Uses
  - Selection
- General guidelines for use
- General safety precautions
- Cleaning and storage of hand tools
- Routine maintenance and checking for defects
- Specific maintenance and safety precautions for knives and other sharp tools

2. Describe the maintenance and safety precautions of baking tools

**LEARNING TASKS**

3. Identify common types of bakery equipment and their uses

**CONTENT**

- Major equipment
  - Mixers
  - Ovens
  - Stoves
  - Proofers
  - Sheeters
  - Bun dividers
  - Grinders
  - Bread slicers
  - Labelling equipment
- Small equipment
  - Food processors
  - Mixers
  - Scales
- Use of each type of equipment
- Use of attachments
- Use of computers, smartphones, and tablets

4. Describe the maintenance and safety precautions of bakery equipment

- General guidelines
- General safety precautions
- Lock-out procedures
- Cleaning and storage
- Routine maintenance
- Checking temperature

5. Select and use bakery tools and equipment

- Basic knife skills
  - Selection
  - Proper use
  - Basic cuts
  - Maintenance/sharpening
- Selection
- Matching tool or equipment to task
- Cleaning and storage
- Communicating any concerns

**Achievement Criteria**

Performance	The individual will correctly locate, identify and use equipment and small tools.
Conditions	The individual will be given access to equipment and small tools in the bakery. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"><li>• Proper selection</li><li>• Matching of tool or equipment to task</li><li>• Correct assembly and use</li><li>• Correct cleaning and storage</li></ul>

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A5    Use product and nutritional information**

### Objectives

To be competent in this area, the individual must be able to:

- Identify foods and ingredients used in the baking industry.
- Describe the basic nutritional elements and properties of food.
- Describe the basic principles of taste and flavour.

### LEARNING TASKS

1. Identify foods and ingredients used in the baking industry

### CONTENT

- Leavening agents
- Sweeteners
- Salt
- Produce (fresh and dried)
- Spices and flavourings
- Flour and grains
- Eggs and dairy
- Fats
- Thickeners
- Nuts and seeds
- Chocolate and cocoa products
- Water

2. Describe the basic nutritional elements and properties of food

- Food groups
- Types of nutrients
  - Micro
  - Macro
- Main categories of nutrients
  - Carbohydrates
  - Proteins
  - Fats
  - Vitamins and minerals
- Nutritional properties and importance to good health
- Allergens

**LEARNING TASKS**

3. Describe the basic principles of taste and flavour

**CONTENT**

- Elements of taste
  - Salty
  - Sweet
  - Sour
  - Bitter
  - Spicy
  - Umami
- Reasons for seasoning and flavouring foods
- Texture
- Temperature
- Use of spices



**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A6    Apply baking science and trade calculations**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe basic scientific principles used in baking.
- Describe the basic function of ingredients in baking.
- Apply basic mathematical principles in the baking industry.
- Demonstrate the correct use of the Metric and Imperial /US measuring systems.
- Convert and adjust recipe and formula yields.
- Use and follow formulas and recipes.
- Identify and evaluate faults in baking.

**LEARNING TASKS**

1. Describe basic scientific principles used in baking

**CONTENT**

- Scientific principles and processes
  - Aeration
  - Emulsification
  - Caramelization
  - Maillard reaction
- Leavening
  - Chemical
  - Physical
  - Mechanical
  - Organic
- Types of heat and their effect on food
  - Convection
  - Conduction
  - Radiation
- Cooling and freezing

2. Describe the function of ingredients in baking

- Leaveners
- Salt
- Sweeteners
- Enzymes
- Flours
- Eggs and dairy
- Fats
- Thickeners
- Water

## LEARNING TASKS

3. Apply mathematical principles in the baking industry
4. Demonstrate the correct use of the Metric and Imperial /US measuring systems
5. Convert and adjust formulas and recipes

## CONTENT

- Types of measurements used in the bake shop
  - Weight
  - Volume
  - Number or count
- Baker's percentage
- Calculating ingredient and dough temperature
- Scaling technique
- Liquid measurement
- Units of measurement
- Metric system
  - Types, units and symbols
    - Length (distance)
    - Mass (weight)
    - Capacity (volume)
    - Temperature
- Converting within the Metric system
- Imperial /US systems
  - Types, units and symbols
    - Weight
    - Volume
    - Length
  - Converting between units in the Imperial /US systems
  - Converting between Metric and Imperial /US measurement systems
- Converting an Imperial /US measuring system formula to a Metric system formula
- Conversion factor and percentage method
  - Finding conversion factors
  - Adjusting formulas and recipes using conversion factors
  - Adjusting formulas and recipes using percentage
- Cautions when converting formulas and recipes
  - Domestic vs commercial recipes and formulas
  - Large multiples
  - Yield and size

**LEARNING TASKS**

6. Use and follow formulas and recipes

7. Identify and evaluate faults in baking

**CONTENT**

- Following correct sequence
- Accurate yield
  
- Identification of faults
  - Colour
  - Size
  - Shape
  - Texture
  - Flavour
- Identification of causes
  - Formula balance
  - Method
  - Effects of root cause
- Responding to faults

**Achievement Criteria**

Performance	<p>The individual will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• Accurately weigh and measure products to an industry standard of accuracy, using both Metric and Imperial/US measurement systems</li> <li>• Adjust and convert recipes between Metric and the Imperial/US measurement systems</li> </ul>
Conditions	<p>The individual will be given formulas/recipes, ingredients and appropriate measuring equipment.</p> <p>The competency will be observed and assessed by the instructor during technical training.</p>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Accurate yield</li> <li>• Conversion applied correctly</li> </ul>

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A7   Plan and organize production**

### Objectives

To be competent in this area, the individual must be able to:

- Identify the basic principles of organization in the bake shop.
- Demonstrate the basic principles of time management.
- Interpret and follow work plans and production schedules.

### LEARNING TASKS

1. Identify the basic principles of organization in the bake shop
  
2. Demonstrate the basic principles of time management
  
3. Interpret and follow work plans and production schedules

### CONTENT

- Mise en place principles
  - Prep lists
  - Work plan
  - Required tools and equipment
- Organizing a work station
- Cleaning and organizing between tasks
- Keeping the area free of clutter
  
- Prioritizing work assignments
- Developing and maintaining production speed
  - Posture
  - Efficient movement
  - Minimizing steps
- Multi-tasking
- Clarifying instructions with supervisor
  
- Reading documents
- Identifying task sequence
- Following instructions
- Seeking clarity when appropriate

### Achievement Criteria

- |             |   |
|-------------|---|
| Performance | The individual will maintain organization and follow production schedules to an industry standard.  |
| Conditions  | The individual will be given production schedules and access to appropriate tools and equipment.<br>The competency will be observed and assessed by the instructor during technical training.   |
| Criteria    | The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Set up and organization of work area</li> <li>• Work plan or task list in place</li> <li>• Organization maintained throughout day</li> <li>• Production time within industry expectations</li> </ul> |

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A8    Manage bakery products and inventory**

### Objectives

To be competent in this area, the individual must be able to:

- Describe receiving procedures.
- Identify storage temperatures and procedures.
- Identify waste management procedures.
- Apply receiving, storage and waste management procedures.

### LEARNING TASKS

### CONTENT

- |   |   |
|---|---|
| 1. Describe receiving procedures                            | <ul style="list-style-type: none"> <li>• Interpreting invoices/purchasing orders</li> <li>• Receiving practices</li> <li>• Communicating shortages</li> <li>• Return policies</li> </ul>  |
| 2. Identify storage temperatures and procedures             | <ul style="list-style-type: none"> <li>• Dry foods</li> <li>• Refrigerated products</li> <li>• Frozen foods</li> <li>• Food rotation (FIFO)</li> <li>• Labelling</li> </ul>   |
| 3. Identify waste management procedures                     | <ul style="list-style-type: none"> <li>• Types of waste</li> <li>• Organics/compostable product</li> <li>• Recyclable products</li> <li>• Usage and waste management               <ul style="list-style-type: none"> <li>○ Reduce</li> <li>○ Re-use</li> <li>○ Recycle</li> </ul> </li> <li>• Workplace procedures</li> <li>• Materials needing separate disposal</li> </ul> |
| 4. Apply receiving, storage and waste management procedures | <ul style="list-style-type: none"> <li>• Product recieved and stored appropriately</li> <li>• Labelled correctly</li> <li>• Waste minimized</li> <li>• Procedures followed</li> </ul>   |

**Achievement Criteria**

Performance	The individual will apply receiving and storage practices to an industry standard.
Conditions	The individual will be given access to a commercial bake shop and supplies. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Proper receiving procedures</li> <li>• Checking of invoice or packing list against order</li> <li>• Perishable products stored in fridge/freezer</li> <li>• Product covered and stored in appropriate location</li> <li>• Product usage and wastage</li> </ul>

<b>Line (GAC):</b>	<b>A</b>	<b>OCCUPATIONAL SKILLS</b>
<b>Competency:</b>	<b>A9</b>	<b>Apply cost control procedures</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of cost control in the bake shop.
- Calculate the cost per item based on yield.

## LEARNING TASKS

1. Describe the basic principles of cost control in the bake shop

## CONTENT

- Cost control measures
- Accurate yield
- Wastage
- Proper measurement and portion control

2. Calculate the cost per item based on yield

- Formula for calculation
- Calculating costs based on different yields

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A10   Apply packaging and merchandizing procedures**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify types of packaging used in the baking industry.
- Describe the principles of retail display.
- Describe basic labelling requirements.

**LEARNING TASKS**

1. Identify types of packaging used in the baking industry

**CONTENT**

- Types
  - Bags
  - Boxes
  - Clamshell
- Materials
  - Permeable
  - Non-permeable
  - Paper
  - Plastic
  - Biodegradable
- Uses
- Selection based on product
- Benefits

2. Describe the principles of retail display

- Displays
  - Counter
  - Showcase
  - Bread rack
  - Shelf
- Arranging product attractively
- Stock rotation

3. Describe basic labelling requirements

- Basic regulations
- When is label required
- Basic information required on a nutritional label
- How to interpret nutritional labels
- Where to find information



**Line (GAC):**            **B     FERMENTED GOODS**  
**Competency:**        **B1    Prepare basic doughs and products**

### Objectives

To be competent in this area, the individual must be able to:

- Describe basic doughs and products.
- Describe the principles of preparing basic doughs.
- Scale and mix basic doughs.
- Perform make-up of basic doughs and products.
- Finish and bake basic dough products.
- Cool, slice and package basic dough products.

### LEARNING TASKS

1. Describe basic doughs and products

### CONTENT

- Straight doughs
  - White bread dough
  - Whole wheat bread dough
  - Basic sweet dough
  - Lean straight dough
  - North American Danish dough
- Products
  - Pan bread
  - French bread
  - Basic rolls and buns
  - Cinnamon buns
  - Raisin bread
  - Basic Danish

2. Describe the principles of preparing basic doughs

- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
  - Proofing time
  - Heat and humidity
- Machine selection
- Principal objectives of mixing
  - Ingredient distribution
  - Gluten development (window test)
  - Mixing time
  - Clean-up stage
- Freezing and par-baking
  - Formulation
  - Thawing

**LEARNING TASKS**

**CONTENT**

- |   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>○ Storage</li> <li>• Retarding</li> </ul>   |
| 3. Scale and mix basic doughs                   | <ul style="list-style-type: none"> <li>• Calculate ingredient measurement</li> <li>Calculate dough temperature using friction theory</li> <li>Measure ingredients for use in bread formulae</li> <li>• Mix dough <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Machine speed</li> <li>○ Testing for gluten development</li> </ul> </li> </ul> |
| 4. Perform make-up of basic doughs and products | <ul style="list-style-type: none"> <li>• Primary fermentation</li> <li>• Degassing</li> <li>• Scale dough</li> <li>• Bench dough (intermediate proofing)</li> <li>• Mold dough <ul style="list-style-type: none"> <li>○ Hand mold</li> <li>○ Machine mold</li> </ul> </li> <li>• Panning</li> </ul>  |
| 5. Finish and bake basic dough products         | <ul style="list-style-type: none"> <li>• Final proofing</li> <li>• Pre-bake finishes</li> <li>• Bake products <ul style="list-style-type: none"> <li>○ Select oven</li> <li>○ Oven controls</li> <li>○ Setting temperatures</li> <li>○ Baking times</li> <li>○ Testing for doneness</li> </ul> </li> </ul>   |
| 6. Cool, slice and package basic dough products | <ul style="list-style-type: none"> <li>• De-pan product</li> <li>• Cool products <ul style="list-style-type: none"> <li>○ Process</li> <li>○ Optimal temperature</li> </ul> </li> <li>• Operate slicer</li> <li>• Package product <ul style="list-style-type: none"> <li>○ Shelf life</li> <li>○ Label</li> </ul> </li> </ul>                            |

**Achievement Criteria**

Performance	The individual will prepare basic breads and rolls to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **B    FERMENTED GOODS**  
**Competency:**        **B2   Prepare laminated doughs and products**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe croissants.
- Describe the principles of preparing croissants.
- Scale and mix croissants.
- Perform make-up of croissants.
- Finish and bake croissants.
- Cool and package croissants.

**LEARNING TASKS**

1. Describe croissants

**CONTENT**

- Croissant dough
- Products
  - Basic croissants
  - Filled croissants

2. Describe the principles of preparing croissants

- Function of ingredients
- Formula balance
- Principles of lamination
  - Roll in fat
  - Single folds
  - Double folds
  - Resting
  - Rotation
- Dough and roll-in fat temperature
- Theory of fermentation and proofing
  - Proofing time
  - Heat and humidity
- Using frozen or par-baked products

**LEARNING TASKS**

3. Scale and mix croissants

4. Perform make-up of croissants

5. Finish and bake croissants

6. Cool and package croissants

**CONTENT**

- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
  - Roll-in shortening and folding techniques
    - Operate sheeters
    - Use of rolling pin
- Storage of prepared dough
  - For immediate use
  - Freezing for later use
- Techniques for various products
- Traditional croissants
- Filled croissants
  - Pain au chocolate
  - Savoury items (cheese/ham, etc.)
- Storage of product
- Final proofing
  - Proofing time
  - Heat and humidity
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Glazing
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare croissants to an industry standard for quality and production time.
Conditions	The individual will be given recipes, a work station, and appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Flakiness</li> <li>• Greasiness</li> <li>• Form</li> <li>• Appearance and garnish</li> <li>• Taste</li> <li>• Evenness of bake</li> <li>• Aroma</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **B     FERMENTED GOODS**  
**Competency:**        **B3    Prepare specialty doughs and products**

### Objectives

To be competent in this area, the individual must be able to:

- Describe basic specialty doughs and products.
- Describe the principles of preparing basic specialty doughs.
- Scale and mix basic specialty doughs.
- Perform make-up of basic specialty doughs and products.
- Finish and bake basic specialty dough products.
- Cool, slice and package basic specialty dough products.

### LEARNING TASKS

1. Describe basic specialty doughs and products

### CONTENT

- Products
  - Bagel
  - Ethnic flat bread
    - Pita
    - Crackers
    - Other
  - Focaccia
  - Calzone
  - Pizza
  - Pretzels

2. Describe the principles of preparing basic specialty doughs

- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
  - Proofing time
  - Heat and humidity
- Machine selection
- Principal objectives of mixing
  - Ingredient distribution
  - Gluten development (window test)
  - Mixing time
  - Clean-up stage
- Using frozen or par-baked products

**LEARNING TASKS**

3. Scale and mix basic specialty doughs

4. Perform make-up of basic specialty doughs and products

5. Finish and bake basic specialty dough products

6. Cool, slice and package basic specialty dough products

**CONTENT**

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
  - Time
  - Machine speed
  - Testing for gluten development
- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
  - Hand mold
  - Machine mold
- Other processes
  - Dipping
  - Boiling
  - Garnishing
- Panning
- Retarding
- Final proofing
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Operate slicer
- Package product
  - Shelf life
  - Label



**Achievement Criteria**

Performance	The individual will prepare basic specialty fermented breads and products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C1</b>	<b>Prepare pies and tarts</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe basic pie doughs and products.
- Describe the principles of preparing basic pie doughs.
- Scale and mix basic pie doughs.
- Perform make-up of basic pies and tarts.
- Finish and bake basic pies and tarts.

## LEARNING TASKS

1. Describe basic pie doughs and products
2. Describe the principles of preparing basic pie doughs
3. Scale and mix basic pie doughs

## CONTENT

- Pie doughs
    - Flaky
    - Mealy
    - Sweet
    - Short crust
  - Basic fruit fillings
    - Cooked
    - Uncooked (old-fashioned)
  - Custards
    - Pecan pie
    - Pumpkin pie
  - Topping and finishing
    - Top crusts
    - Streusel
  - Ingredient function
  - Formula balance
  - Temperature
  - Mixing methods
  - Resting and shrinkage
  - Equipment
  - Procedures
- 
- Calculate and measure ingredients
  - Use appropriate method
  - Mix dough
  - Resting

**LEARNING TASKS**

4. Perform make-up of basic pies and tarts

**CONTENT**

- Equipment
- Procedures
  - Pie press and sheeter
  - Use of rolling pin
- Filling quantities
- Topping and finishing

5. Finish and bake basic pies and tarts

- Garnish
- Pre-bake finish
- Vent
- Temperature
- Time
- Finishing

**Achievement Criteria**

**Performance** The individual will prepare basic pies and tarts to an industry standard for quality and production time.

**Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Crust colour
- Texture
- Symmetry and shrinkage
- Filling
- Evenness of bake
- Taste
- Production time within industry expectations

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C2</b>	<b>Prepare laminated pastry doughs and products</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe basic laminated pastry doughs and products.
- Describe the principles of preparing laminated pastry doughs.
- Scale and mix laminated pastry doughs.
- Perform make-up of basic laminated pastry dough products.
- Finish and bake basic laminated dough products.
- Cool and package basic laminated pastry dough products.

## LEARNING TASKS

1. Describe basic laminated pastry doughs and products
2. Describe the principles of preparing laminated pastry doughs

## CONTENT

- Variations
  - Basic puff paste
  - Quick puff paste
- Products
  - Squares and strips
  - Turnovers
  - Savoury straws
  - Pockets
  - Sausage rolls
- Function of ingredients
- Formula balance
- Principles of lamination
  - Roll in fat
  - Single folds
  - Double folds
  - Resting
  - Rotation
- Dough and roll-in fat temperature
- Frozen or par-baked products

**LEARNING TASKS**

3. Scale and mix laminated pastry doughs

4. Perform make-up of basic laminated pastry dough products

5. Finish and bake basic laminated dough products

6. Cool and package basic laminated pastry dough products

**CONTENT**

- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
  - Roll-in shortening and folding techniques
    - Operate sheeters
    - Use of rolling pin
- Storage of prepared dough
  - For immediate use
  - Freezing for later use
- Use of rolling pin
- Operate sheeter
- Thickness
- Techniques for various products
  - Cutting
  - Fillings
  - Seal
- Store and freeze for future bake-off
- Pre-bake finishes
- Garnish
- Vent
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare basic laminated pastry products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Symmetry</li> <li>• Taste</li> <li>• Texture</li> <li>• Visual appeal</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C3</b>	<b>Prepare specialty pastries</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe choux paste and products.
- Describe the principles of preparing choux paste.
- Scale and mix choux paste.
- Perform make-up of choux paste products.
- Finish and bake choux paste products.
- Cool and package choux paste products.

## LEARNING TASKS

1. Describe choux paste and products
2. Describe the principles of preparing choux paste
3. Scale and mix choux paste
4. Perform make-up of choux paste products

## CONTENT

- Characteristics
- Products
  - Cream puffs
  - Éclairs
  - Profiteroles
- Function of ingredients
- Formula balance
- Mixing method
- Adding eggs
- Measure ingredients
- Cook base
- Mix dough
  - Mixing method
  - Adding eggs
- Storage of prepared dough
- Use of piping bag
- Size and shape
- Techniques for various products

**LEARNING TASKS**

5. Finish and bake choux paste products

**CONTENT**

- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness

6. Cool and package choux paste products

- Cooling
- Filling, glazing and coating
- Storing
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare choux paste products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Form</li> <li>• Appearance and garnish</li> <li>• Taste</li> <li>• Texture</li> <li>• Interior structure</li> <li>• Production time within industry expectations</li> </ul>



<b>Line (GAC):</b>	<b>D</b>	<b>CAKES AND COOKIES</b>
<b>Competency:</b>	<b>D1</b>	<b>Prepare cookies, squares and bars</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe basic cookies, squares and bars.
- Describe the principles of preparing basic cookies, squares and bars.
- Scale and mix basic cookies, squares and bars.
- Perform make-up of basic cookies, squares and bars.
- Finish basic cookies, squares and bars.
- Cool and package basic cookies, squares and bars.

## LEARNING TASKS

1. Describe basic cookies, squares and bars
2. Describe the principles of preparing basic cookies, squares and bars

## CONTENT

- Types of cookies
  - Sugar
  - Drop
  - Piped
  - Rolled
  - Icebox
- Characteristics of cookies
- Types of slices and squares
  - Brownies
  - Oat products
  - Fruit squares
- Function of ingredients
- Formula balance
- Mixing methods
  - One stage
  - Creaming
- Layering
- Portioning methods
  - Rolled
  - Drop
  - Hand-formed
  - Piped

**LEARNING TASKS**

3. Scale and mix basic cookies, squares and bars

4. Perform make-up of basic cookies, squares and bars

5. Finish basic cookies, squares and bars

6. Cool and package basic cookies, squares and bars

**CONTENT**

- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
- Storage of prepared dough
  - For immediate use
  - Freezing for later use
- Using commercial mixes
- Techniques for various products
  - Use of rolling pin
  - Operate sheeter
  - Hand forming
  - Cutting
  - Piping
  - Spreading
  - Thickness
- Store for future bake-off
- Pre-bake finishes
- Garnish
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Finishing, glazing and coating
- Cooling
- Storing
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare basic cookies, squares and bars to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume/spreading</li> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Appearance</li> <li>• Doneness</li> <li>• Finish</li> <li>• Accuracy of cutting</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        D    CAKES AND COOKIES

**Competency:** D2 Prepare quick breads

## Objectives

To be competent in this area, the individual must be able to:

- Describe quick breads.
- Describe the principles of preparing quick breads.
- Scale and mix quick breads.
- Perform make-up of quick breads.
- Finish quick breads.
- Cool and package quick breads.

## LEARNING TASKS

1. Describe quick breads

## CONTENT

- **Types of quick breads**
  - Muffins
  - Scones/ biscuits
  - Waffles/pancakes
  - Soda breads
  - Cornbreads
- **Characteristics of quick breads**

2. Describe the principles of preparing quick breads

- Function of ingredients
- Formula balance
- Mixing methods
  - Biscuit method
  - One stage
  - Creaming
- Portioning methods
  - Rolled
  - Drop
  - Hand-formed
- Pan preparation
  - Muffin tins
  - Loaf pans
- Additions and inclusions
  - Types
  - When to incorporate
  - Methods

**LEARNING TASKS**

3. Scale and mix quick breads
  
  
  
  
  
  
  
  
  
  
4. Perform make-up of quick breads
  
  
  
  
  
  
  
  
  
  
5. Finish quick breads
  
  
  
  
  
  
  
  
  
  
6. Cool and package quick breads

**CONTENT**

- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
  - Additions and inclusions
- Storage of prepared dough
  - For immediate use
  - Freezing for later use
- Using commercial mixes
  
- Techniques for various products
  - Use of rolling pin
  - Operate sheeter
  - Hand forming
  - Thickness
- Store for future bake-off
  
- Pre-bake finishes
- Garnish
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Finishing, glazing and garnishing
  
- Cooling
- Storing
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare quick breads to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        D    CAKES AND COOKIES

**Competency:** D3 Prepare cakes

## Objectives

To be competent in this area, the individual must be able to:

- Describe basic cakes.
- Describe the principles of preparing basic cakes.
- Scale and mix basic cakes.
- Perform make-up of basic cakes.
- Finish basic cakes.
- Cool and store basic cakes.

## LEARNING TASKS

1. Describe basic cakes
2. Describe the principles of preparing basic cakes
3. Scale and mix basic cakes

## CONTENT

- Types of basic cakes
  - Pound and loaf
  - High ratio
- Characteristics of cakes
- Function of ingredients
- Formula balance
- Cleanliness of equipment
- Temperature of ingredients
- Volume of batter
- Mixing methods
  - Creaming
  - One stage
- Pan preparation
  - Cake tins
  - Sheet pans
  - Loaf pans
- Measure ingredients
- Mix batter
  - Mixing method
  - Timing of mixing
- Storage of prepared batter
- Using commercial mixes

**LEARNING TASKS**

4. Perform make-up of basic cakes

5. Finish basic cakes

6. Cool and store basic cakes

**CONTENT**

- Techniques for various products
- Scaling/portioning
- Store for future bake-off
  
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
  
- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare basic cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>



**Line (GAC):**           **D   CAKES AND COOKIES**  
**Competency:**       **D4   Prepare specialty cakes and tortes**

### Objectives

To be competent in this area, the individual must be able to:

- Describe cheesecakes.
- Describe the principles of preparing cheesecakes.
- Scale and mix cheesecakes.
- Perform make-up of cheesecakes.
- Finish cheesecakes.
- Cool and store cheesecakes.

### LEARNING TASKS

1. Describe cheesecakes

2. Describe the principles of preparing cheesecakes

3. Scale and mix cheesecakes

4. Perform make-up of cheesecakes

### CONTENT

- Types of cheesecakes
  - Baked
  - Other varieties
- Characteristics of cheesecakes
- Function of ingredients
- Formula balance
- Mixing methods
- Volume of batter
- Pan preparation
- Preparation of bases
  - Short paste
  - Crumb crust
- Measure ingredients
- Mix batter
  - Mixing method
  - Timing of mixing
- Storage of prepared batter
  - For immediate use
  - Freezing for later use
- Using commercial mixes
- Techniques for various products
- Scaling/portioning
- Store for future bake-off

**LEARNING TASKS**

5. Finish cheesecakes

**CONTENT**

- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Use of water bath (bain marie)
  - Baking times
  - Testing for doneness
- Finishing, garnishing and glazing

6. Cool and store cheesecakes

- Cooling
- Storing

**Achievement Criteria**

**Performance** The individual will prepare cheesecakes to an industry standard for quality and production time.

**Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Volume
- Colour
- Texture
- Taste
- Shrinkage
- Evenness
- Doneness
- Production time within industry expectations

<b>Line (GAC):</b>	<b>E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>
<b>Competency:</b>	<b>E1</b>	<b>Prepare icings, fillings, glazes and meringues</b>

### Objectives

To be competent in this area, the individual must be able to:

- Describe basic icings, fillings, glazes and meringues.
- Describe the principles of preparing basic icings, fillings, glazes and meringues.
- Prepare basic icings, fillings, glazes and meringues.
- Cool and store basic icings, fillings, glazes and meringues.

### LEARNING TASKS

1. Describe basic icings, fillings, glazes and meringues

### CONTENT

- Types of basic icings
  - Buttercreams
  - Royal icing
  - Whipped cream
- Types of basic glazes
  - Fondant glaze
  - Commercial products
- Types of basic meringues
  - Swiss
  - Italian
  - French

2. Describe the principles of preparing basic icings, fillings, glazes and meringues

- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Consistency
- Texture
- Stability

**LEARNING TASKS**

3. Prepare basic icings, fillings, glazes and meringues

**CONTENT**

- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking method
- Storage of prepared products
  - For immediate use
  - Freezing for later use
- Using commercial products

4. Cool and store basic icings, fillings, glazes and meringues

- Cooling
- Storing
- Chilling and freezing
- Preparing chilled product for use

**Achievement Criteria**

**Performance** The individual will prepare basic icings, fillings, glazes and meringues to an industry standard for quality and production time.

**Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Volume
- Viscosity
- Taste
- Colour
- Consistency
- Texture
- Stability
- Production time within industry expectations

**Line (GAC):**            **E    DECORATE AND FINISH BAKED GOODS**  
**Competency:**        **E2   Assemble and decorate cakes and pastries**

### **Objectives**

To be competent in this area, the individual must be able to:

- Describe the principles of assembling and decorating cakes and pastries.
- Perform basic cutting techniques.
- Perform basic filling procedures.
- Perform basic coating techniques.
- Perform basic finishing and decorating techniques.

### **LEARNING TASKS**

1. Describe the principles of assembling and decorating cakes and pastries

### **CONTENT**

- Architecture
  - Even sides
  - Even layers
  - Flat top
  - Symmetry
- Visual appeal
  - Colour combination
  - Shapes
  - Textures
- Taste
  - Flavour combinations
  - Harmony
  - Contrast
- Cutting tools
- Cutting methods
  - Slicing (torting)
  - Trimming
- Techniques for different products
  - Cakes
  - Pastries

2. Perform basic cutting techniques

**LEARNING TASKS**

3. Perform basic filling procedures

**CONTENT**

- Selecting tools
- Select method
  - Piping
  - Spreading
- Techniques for different products
  - Buttercream
  - Whipped cream
  - Pastry cream

4. Perform basic coating techniques

- Selecting tools
- Select method
  - Masking
  - Dipping
  - Pouring
- Techniques for different products
  - Buttercreams
  - Basic glazes

5. Perform basic finishing and decorating techniques

- Selecting tools
- Dusting
- Piping
  - Filling bag
  - Posture
  - Holding bag
  - Basic shapes
- Techniques for different products
  - Buttercream
  - Whipped cream
  - Meringue

**Achievement Criteria**

**Performance** The individual will assemble and decorate basic cakes and pastries to an industry standard for quality and production time.

**Conditions** The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Visual appeal
- Taste
- Symmetry
- Consistency
- Production time within industry expectations

**Line (GAC):**        **F    DESSERTS**  
**Competency:**      **F1   Prepare custards and mousses**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe basic custards.
- Describe the principles of preparing basic custards.
- Prepare basic custards.
- Cool and store basic custards.

**LEARNING TASKS**

1. Describe basic custards

**CONTENT**

- Types of basic custards
  - Crème brûlée
  - Crème caramel
  - Bread pudding
  - Pot de crème
  - Pastry cream
  - Crème anglaise

2. Describe the principles of preparing basic custards

- Function of ingredients
  - Setting/gelling
  - Caramel
- Formula balance
- Flavouring
- Mixing methods
- Cooking
- Baking
  - Temperatures
  - Water bath

3. Prepare basic custards

- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking or baking method
- Storage of prepared products
- Using commercial mixes

**LEARNING TASKS**

4. Cool and store basic custards

**CONTENT**

- Cooling
- Storing
- Unmolding

**Achievement Criteria**

Performance	The individual will prepare basic custards to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>



**Line (GAC):**        **F    DESSERTS**  
**Competency:**     **F2   Prepare plated desserts**

### Objectives

To be competent in this area, the individual must be able to:

- Describe basic fruit desserts.
- Describe the principles of preparing basic fruit desserts.
- Prepare basic fruit desserts.
- Cool and store basic fruit desserts.

### LEARNING TASKS

1. Describe basic fruit desserts

2. Describe the principles of preparing basic fruit desserts

### CONTENT

- Types of basic fruit desserts
  - Crumbles
  - Cobblers
  - Poached fruits
  - Stewed fruits
- Basic fruit fillings
  - Cooked
  - Uncooked (old-fashioned)
- Function of ingredients
- Formula balance
- Mixing methods
- Cooking and preparation methods
- Selection of fruit
  - Quality
  - Ripeness
  - Seasonality
- Fruit structure
- Frozen, canned and dry fruits
- Flavourings, spices
- Cooking liquids

**LEARNING TASKS**

3. Prepare basic fruit desserts

**CONTENT**

- Measure ingredients
- Peel, core, pit, and zest fruit
- Prepare product
  - Mixing method
  - Cooking or baking method
  - Oven temperature
  - Testing for doneness
- Storage of prepared products
- Holding and reheating

4. Cool and store basic fruit desserts

- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare basic fruit desserts to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **G    CHOCOLATE AND CONFECTIONERY**  
**Competency:**        **G1   Demonstrate the principles of working with chocolate and confectionery**

### Objectives

To be competent in this area, the individual must be able to:

- Describe chocolate and cocoa products.
- Describe the principles of working with chocolate.
- Describe the principles of working with sugar.
- Prepare simple chocolate and sugar products.

### LEARNING TASKS

1. Describe chocolate and cocoa products

### CONTENT

- History and processing
- Types
  - Couverture
  - Compound/coating
- Varieties
  - Dark
  - Milk
  - White
- Cocoa products
  - Cocoa powder
  - Cocoa butter

2. Describe the principles of working with chocolate

- Melting and tempering (crystallization)
  - Melting points
  - Tempering techniques
  - Dipping

3. Describe the principles of working with sugar

- Types of sugar
- Temperature stages
- Safety
- Crystallization
- Stopping cooking process
- Cooling

4. Prepare simple chocolate and sugar products

- Syrups
- Caramel
- Chocolate for dipping
- Basic writing techniques
- Preparing a cornet

**Achievement Criteria**

Performance	The individual will prepare basic chocolate and sugar products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Correct tempering</li> <li>• Neatness</li> <li>• Portion control</li> <li>• Visual appeal</li> <li>• Texture</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

# **Level 2**

## **Baker**

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A1   Demonstrate workplace safety procedures**

### Objectives

To be competent in this area, the individual must be able to:

- Access and interpret safety and emergency procedures.
- Apply personal safety practices.
- Apply workplace safety procedures.

### LEARNING TASKS

1. Access and interpret safety and emergency procedures
2. Apply personal safety practices
3. Apply workplace safety procedures

### CONTENT

- Review basic safety procedures
- Review site specific emergency procedures
- Personal Protective Equipment
  - Clothing
  - Footwear
  - Hand protection
  - Eye protection
- Safety practices for the bake shop
  - Lock-out procedures
  - Work safely
    - Equipment
    - Sharp utensils
    - Hot pans
  - Keep floors safe
  - Store supplies safely
  - Dispose of refuse properly
  - Proper lifting practices
- Equipment safety
  - Ventilation systems
  - Emergency shutdown systems
  - Guards and barriers
- Shop procedures
- Emergency phone numbers
- Fire and evacuation procedures
- First aid procedures
- Utility shut off procedures

**Achievement Criteria**

Performance	The individual will apply safety standards as required to industry and regulatory standards.
Conditions	The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE). The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Correct PPE</li> <li>• Follows safe work practices</li> <li>• Correct footwear and uniform</li> <li>• Correct handling of hazardous materials</li> <li>• Cleans up spills</li> <li>• Handles hot pans appropriately</li> <li>• Carries and stores knives and tools appropriately</li> </ul>

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A2    Apply safe food handling practices**

### Objectives

To be competent in this area, the individual must be able to:

- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.

### LEARNING TASKS

1. Apply general food handling and storage procedures

### CONTENT

- Food handling procedures
  - Receiving
  - Storage
  - Labelling
- Temperature controls
- Storage and labelling procedures
- Inventory control - First In First Out (FIFO)
- Food safety plans
- Maintenance of refrigeration equipment
- Contaminated foods
- Identification
- Disposal
- Cross contamination

2. Apply workplace sanitation procedures

- Avoiding cross contamination
- Spills
- Keeping floor clear
- Cleaning and sanitizing procedures and schedules
  - Cleaning and sanitizing products
  - Cleaning shelves and floor
  - Cleaning and maintaining equipment
  - Cleaning schedule
- Recognizing and handling infestation and contamination, including bacteria, fungi, and mould
- Checking equipment for cracks and defaults



**LEARNING TASKS**

3. Apply personal hygiene procedures

**CONTENT**

- Importance of personal hygiene
- Personal health and wellness
  - Preventative approach
- Hand washing procedures
- Acceptable clothing
  - Types
  - Cleanliness
- Footwear
  - Types
  - Cleanliness
- Head covering
- Jewellery and make up
- Avoiding cross contamination

**Achievement Criteria**

Performance	The individual will exercise safe food handling and personal hygiene procedures as required to industry and regulatory standards.
Conditions	The individual will be given a work station and appropriate tools and equipment. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Hands washed before starting work and between tasks</li> <li>• Hair covered or tied back appropriately</li> <li>• Perishable products stored at correct temperatures</li> <li>• Product covered and stored in appropriate location</li> <li>• Cleans and sanitizes between tasks</li> <li>• Correct temperatures for cooking, holding, and re-heating</li> <li>• Minimizes risk of cross contamination</li> </ul>

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A3    Apply interpersonal skills**

### Objectives

To be competent in this area, the individual must be able to:

- Apply customer service and communication techniques.
- Maintain professional interactions with co-workers and business colleagues.

### LEARNING TASKS

1. Apply customer service and communication techniques

### CONTENT

- Communication skills
  - Speaking and listening
  - Use of trade language and slang
  - Reading and comprehension
  - Writing
  - Body language
  - Customer relations
- Product knowledge
- Phone etiquette
- Taking orders
- Company policies and procedures
- Escalation of incidents

2. Maintain professional interactions with co-workers and business colleagues

- Interaction with co-workers
- Conflict resolution procedures
- Interactions with suppliers
- Company policies and procedures
- Business relationships
  - Suppliers
  - Industry

### Achievement Criteria

**Performance**    The individual will demonstrate effective interpersonal skills.

**Conditions**     The individual will be given guidelines for interpersonal communication in the bake shop.  
                          The competency will be observed and assessed by the instructor during technical training.

**Criteria**         The individual will be evaluated on a grading sheet which reflects:

- Communicates effectively with others
- Uses appropriate language and tone of voice
- Maintains composure
- Demonstrates respect for others
- Follows policies and procedures

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A4    Use and maintain baking tools and equipment**

### Objectives

To be competent in this area, the individual must be able to:

- Identify specialty baking tools and equipment.
- Demonstrate the efficient use of tools and equipment.
- Select and use bakery tools and equipment.

### LEARNING TASKS

1. Identify specialty baking tools and equipment

### CONTENT

- Specialty hand tools
- Specialty equipment
- Specific cleaning and maintenance requirements

2. Demonstrate the efficient use of tools and equipment

- Proper technique
- Correct body position
- Increasing production speed with consistent results

3. Select and use bakery tools and equipment

- Selection
- Matching tool or equipment to task
- Cleaning and storage
- Communicating any concerns

### Achievement Criteria

**Performance**    The individual will correctly locate, identify and use a wide range of equipment and small tools.

**Conditions**     The individual will be given access to equipment and small tools in the bakery.  
The competency will be observed and assessed by the instructor during technical training.

**Criteria**         The individual will be evaluated on a grading sheet which reflects:

- Proper selection
- Matching or tool or equipment to task
- Correct assembly and use
- Correct cleaning and storage
- Production time within industry expectations

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A5    Use product and nutritional information**

### Objectives

To be competent in this area, the individual must be able to:

- Identify the basic nutritional properties of baking ingredients.
- Describe food allergies and intolerances.
- Describe a variety of special diets.
- Identify ingredients appropriate for special diets, allergies, and intolerances.
- Prepare products appropriate for special diets, allergies, and intolerances.

### LEARNING TASKS

1. Identify the basic nutritional properties of baking ingredients

### CONTENT

- Sweeteners
- Salt
- Fresh fruit and vegetables
- Dried fruit and vegetables
- Spices and flavourings
- Wheat flours
- Rye and other flours
- Whole grains
- Eggs
- Dairy products
- Fats
- Thickeners
- Nuts and seeds
- Water

2. Describe food allergies and intolerances

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
  - Wheat-free
  - Milk-free
  - Egg-free
  - Gluten restricted (celiac)
  - Lactose restricted
  - Others

## LEARNING TASKS

3. Describe a variety of special diets

## CONTENT

- |    |   |   |
|----|---|---|
| 3. | Describe a variety of special diets   | <ul style="list-style-type: none"> <li>• Vegetarian <ul style="list-style-type: none"> <li>○ Semi vegetarian</li> <li>○ Ovo-Lacto diet</li> <li>○ Pure vegetarian or vegan diet</li> </ul> </li> <li>• Religious and ethnic based diets <ul style="list-style-type: none"> <li>○ Jewish dietary practices</li> <li>○ Muslim diets</li> <li>○ Hindu diets</li> </ul> </li> <li>• Medical and health based diets <ul style="list-style-type: none"> <li>○ Diabetic</li> <li>○ Low sodium</li> <li>○ Low fat</li> <li>○ Low cholesterol</li> </ul> </li> </ul> |
| 4. | Identify ingredients appropriate for special diets, allergies, and intolerances | <ul style="list-style-type: none"> <li>• Gluten free options</li> <li>• Dairy and egg substitutes</li> <li>• Fat substitutes or alternatives</li> <li>• Sugar substitutes and alternatives</li> <li>• Vegetarian fats</li> <li>• “Hidden” ingredients</li> </ul>  |
| 5. | Prepare products appropriate for special diets, allergies, and intolerances     | <ul style="list-style-type: none"> <li>• Importance of sanitation</li> <li>• Procedures to avoid cross contamination</li> <li>• Requirements for separate tools and equipment</li> <li>• Product labelling and signage</li> <li>• Communication procedures</li> </ul>   |

Line (GAC):	A	OCCUPATIONAL SKILLS
Competency:	A6	Apply baking science and trade calculations

## Objectives

To be competent in this area, the individual must be able to:

- Apply scientific principles used in baking.
- Describe the function of ingredients in baking when making additions and substitutions.
- Apply mathematical principles in the baking industry.
- Convert, modify and adjust formulas and recipes.
- Use and follow formulas and recipes.
- Identify and evaluate faults in baking.

## LEARNING TASKS

1. Apply scientific principles used in baking
2. Describe the function of ingredients in baking when making additions and substitutions

## CONTENT

- Processes that occur in baking
  - Review of basic principles
  - Gelatinization
  - Coagulation
  - Crystallization
- Adjusting for high altitude
- Adjusting for ingredient substitutions and additions
- Review basic types and functions
  - Leaveners
  - Salt
  - Sweeteners
  - Flours
  - Fats
  - Thickeners
  - Water
  - Eggs and dairy
- Enzymes
- Eggs substitutes
- Dairy substitutes
- Nuts and seeds
- Whole grains
- Fresh and dried fruit and vegetables
- Meat products

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| <p>3. Apply mathematical principles in the baking industry</p> | <ul style="list-style-type: none"> <li>• Baker's percentage with complex formulas</li> <li>• Specific gravity calculations</li> <li>• Calculating ingredient and dough temperature with additions and substitutions</li> </ul>  |
| <p>4. Convert, modify and adjust formulas and recipes</p>      | <ul style="list-style-type: none"> <li>• Converting an Imperial/US measuring system formula to a Metric system formula</li> <li>• Adjust recipes and formulas for additions and substitutions</li> <li>• Cautions when modifying formulas and recipes with additions and substitutions</li> </ul>   |
| <p>5. Use and follow formulas and recipes</p>                  | <ul style="list-style-type: none"> <li>• Modifying method or sequence for additions or substitutions</li> <li>• Following correct sequence</li> <li>• Yield accurate</li> <li>• Identifying and correcting faults</li> </ul>  |
| <p>6. Identify and evaluate faults in baking</p>               | <ul style="list-style-type: none"> <li>• Identification of faults               <ul style="list-style-type: none"> <li>○ Colour</li> <li>○ Size</li> <li>○ Shape</li> <li>○ Texture</li> <li>○ Flavour</li> </ul> </li> <li>• Identification of causes               <ul style="list-style-type: none"> <li>○ Formula balance</li> <li>○ Method</li> <li>○ Effects of root cause</li> </ul> </li> <li>• Responding to faults</li> </ul> |

**Achievement Criteria**

- |             |   |
|-------------|---|
| Performance | The individual will adjust and modify recipes with additions and substitutions with consistent results to industry standards.   |
| Conditions  | <p>The individual will be given formulas/recipes, additional or substitute ingredients and appropriate measuring equipment.</p> <p>The competency will be observed and assessed by the instructor during technical training.</p>                                  |
| Criteria    | <p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Additions and substitutions applied correctly</li> <li>• Final product outcome within industry standards</li> <li>• Yield accurate</li> </ul> |

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A7   Plan and organize production**

### Objectives

To be competent in this area, the individual must be able to:

- Demonstrate organization and time management in the bake shop.
- Prepare an individual production schedule and work plan.

### LEARNING TASKS

### CONTENT

- |  |   |
|--|---|
| 1. Demonstrate organization and time management in the bake shop | <ul style="list-style-type: none"> <li>• Accurate mise en place</li> <li>• Organized work station</li> <li>• Cleaning and organizing between tasks</li> <li>• Keeping the area free of clutter</li> <li>• Prioritizing work assignments</li> <li>• Developing and maintaining production speed</li> <li>• Multi-tasking</li> <li>• Clarifying instructions with supervisor</li> </ul> |
| 2. Prepare an individual production schedule and work plan       | <ul style="list-style-type: none"> <li>• Principles of a production schedule and work plan               <ul style="list-style-type: none"> <li>○ Efficient use of time</li> <li>○ Availability of equipment</li> <li>○ Requirements of recipe or formula</li> </ul> </li> <li>• Products produced according to schedule</li> <li>• All tasks completed within time limit</li> </ul>  |

### Achievement Criteria

Performance	The individual will prepare an individual production schedule and work plan.
Conditions	The individual will be given a list of required products and timeline. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Proper use of time</li> <li>• Efficient use of equipment</li> <li>• Tasks completed within time limit</li> <li>• Production time within industry expectations</li> </ul>



**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A8    Manage bakery products and inventory**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe inventory control procedures.
- Describe ordering and purchasing procedures.

**LEARNING TASKS**

1. Describe inventory control procedures

**CONTENT**

- Requirements
  - Size of business
  - Sales volume
  - Number of products
  - Frequency of orders
  - Production schedule
  - Company policies
- Tracking systems
  - Sales records
  - Daily count sheets
  - UPC labels
- Types of product in inventory
  - Raw ingredients
  - Production stock, work in progress
  - Finished products

2. Describe ordering and purchasing procedures

- Par levels
- Order cycles
- Availability
- Purchase factors
  - Cost of ingredients
  - Quantity of ingredients
  - Quality of ingredients
- Ordering procedures
  - Order sheets
  - Purchase orders
  - Standing orders
- Receiving procedures
- Storage procedures
  - Stock rotation - First in First Out (FIFO)

**Line (GAC):**        A    OCCUPATIONAL SKILLS

**Competency:**            **A9    Apply cost control procedures**

## Objectives

To be competent in this area, the individual must be able to:

- Describe the principles of product costing.
- Calculate the cost of a recipe and individual products.

## LEARNING TASKS

1. Describe the principles of product costing

## CONTENT

- Ingredient costs
    - As purchased (raw) costs
    - Usable portion calculations
    - Net costs
  - Ingredient amounts
  - Recipe yield
  - Industry and product standards
  - Wastage
- 
- Apply costing principles
  - Cost calculations accurate
  - Total cost of recipe
  - Cost per unit

2. Calculate the cost of a recipe and individual products

**Line (GAC):**            **A    OCCUPATIONAL SKILLS**  
**Competency:**        **A10   Apply packaging and merchandizing procedures**

### **Objectives**

To be competent in this area, the individual must be able to:

- Describe the basic principles of retail sales and merchandizing.
- Set up a retail bakery display.

### **LEARNING TASKS**

1. Describe the basic principles of retail sales and merchandizing

### **CONTENT**

- Brand loyalty and awareness
- Current trends
- Customer appeal
- Product mix
- Product placement
- Customer flow
- Impulse buying
- Supplementary products and services

2. Describe a retail bakery display

- Displays
  - Counter
  - Showcase
  - Bread rack
  - Shelf
- Wrapping
- Pricing
- Bagging
- Boxing
- Labelling
- Show cards

<b>Line (GAC):</b>	<b>B</b>	<b>FERMENTED GOODS</b>
<b>Competency:</b>	<b>B1</b>	<b>Prepare basic doughs and products</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe basic doughs and products with additions and substitutions.
- Describe the principles of preparing basic doughs with additions and substitutions.
- Scale and mix basic doughs with additions and substitutions.
- Perform make-up of basic doughs and products with additions and substitutions.
- Finish and bake basic dough products with additions and substitutions.
- Cool, slice and package basic dough products with additions and substitutions.

## LEARNING TASKS

1. Describe basic doughs and products with additions and substitutions
2. Describe the principles of preparing basic doughs with additions and substitutions

## CONTENT

- Straight dough additions and substitutions
  - Flours
  - Grains
  - Dried fruit and vegetables
  - Fats
  - Cheese and dairy
- Products
  - Rye bread
  - Baguettes
  - Multi-grain breads
  - Olive and nut breads
  - European rolls and buns
- Function of ingredients
- Formula balance
- Adjusting formula for additions and substitutions
- Pre-conditioning (soaking)
- Dough temperature
- Mixing time
- Freezing and par-baking
  - Formulation
  - Thawing
  - Storage
- Retarding

**LEARNING TASKS**

3. Scale and mix basic doughs with additions and substitutions

4. Perform make-up of basic doughs and products with additions and substitutions

5. Finish and bake basic dough products with additions and substitutions

6. Cool, slice and package basic dough products with additions and substitutions

**CONTENT**

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
  - Time
  - Machine speed
  - Testing for gluten development
- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
  - Hand mold
  - Machine mold
- Panning
- Final proofing
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Operate slicer
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare basic breads and rolls with additions and substitutions, to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>B</b>	<b>FERMENTED GOODS</b>
<b>Competency:</b>	<b>B2</b>	<b>Prepare laminated doughs and products</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe Danish doughs and products.
- Describe the principles of preparing Danish pastries.
- Scale and mix Danish pastry doughs.
- Perform make-up of Danish pastry products.
- Finish and bake Danish pastry products.
- Cool and package Danish pastry products.

## LEARNING TASKS

1. Describe Danish pastry products
2. Describe the principles of preparing Danish pastry products
3. Scale and mix Danish pastry doughs

## CONTENT

- Danish dough
- Products
  - Filled and stuffed Danish
- Function of ingredients
- Formula balance
  - Adjusting for fillings and additions
- Theory of fermentation and proofing
  - Proofing time
  - Heat and humidity
- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
  - Roll-in shortening and folding techniques
    - Operate sheeters
    - Use of rolling pin
- Storage of prepared dough
  - For immediate use
  - Freezing for later use

**LEARNING TASKS**

4. Perform make-up of Danish pastry products

**CONTENT**

- Techniques for various products
  - Filled
  - Stuffed
- Danish varieties
  - Butterhorns
  - Diamonds
  - Pockets
  - Pinwheels
  - Twists
- Storage of product

5. Finish and bake Danish pastry products

- Final proofing
  - Proofing time
  - Heat and humidity
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness

6. Cool and package Danish pastry products

- Glazing
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare Danish pastry products to an industry standard for quality and production time.
Conditions	The individual will be given recipes, a work station, and appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Flakiness</li> <li>• Greasiness</li> </ul>



- Form
- Appearance and garnish
- Taste
- Evenness of bake
- Aroma
- Production time within industry expectations

**Line (GAC):**            **B    FERMENTED GOODS**  
**Competency:**        **B3   Prepare specialty doughs and products**

### Objectives

To be competent in this area, the individual must be able to:

- Describe enriched specialty doughs and products.
- Describe the principles of preparing enriched specialty doughs.
- Scale and mix basic enriched specialty doughs.
- Perform make-up of enriched specialty doughs and products.
- Finish and bake enriched specialty dough products.
- Cool, slice and package enriched specialty dough products.

### LEARNING TASKS

1. Describe enriched specialty doughs and products

### CONTENT

- Enriched doughs
- Products
  - Brioche
  - Hot cross buns
  - Yeasted coffee cakes
  - Challah

2. Describe the principles of preparing enriched specialty doughs

- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
  - Proofing time
  - Heat and humidity
- Machine selection
- Principal objectives of mixing
  - Ingredient distribution
  - Gluten development (window test)
  - Mixing time
  - Clean-up stage
- Using frozen or par-baked products

**LEARNING TASKS**

**CONTENT**

- |   |   |
|---|---|
| <p>3. Scale and mix basic enriched specialty doughs</p>             | <ul style="list-style-type: none"> <li>• Calculate ingredient measurement</li> <li>Calculate dough temperature using friction theory</li> <li>Measure ingredients for use in bread formulae</li> <li>• Mix dough               <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Machine speed</li> <li>○ Testing for gluten development</li> </ul> </li> </ul>                                    |
| <p>4. Perform make-up of enriched specialty doughs and products</p> | <ul style="list-style-type: none"> <li>• Primary fermentation</li> <li>• Degassing</li> <li>• Scale dough</li> <li>• Bench dough (intermediate proofing)</li> <li>• Mold dough               <ul style="list-style-type: none"> <li>○ Hand mold</li> <li>○ Use of rolling pin</li> <li>○ Operate sheeters</li> </ul> </li> <li>• Making fillings for specialty sweet doughs</li> <li>• Panning</li> </ul> |
| <p>5. Finish and bake enriched specialty dough products</p>         | <ul style="list-style-type: none"> <li>• Final proofing</li> <li>• Pre-bake finishes and garnishes</li> <li>• Bake products               <ul style="list-style-type: none"> <li>○ Select oven</li> <li>○ Oven controls</li> <li>○ Setting temperatures</li> <li>○ Baking times</li> <li>○ Testing for doneness</li> </ul> </li> </ul>  |
| <p>6. Cool, slice and package enriched specialty dough products</p> | <ul style="list-style-type: none"> <li>• Prepare fresh fruits for garnishing</li> <li>• Glazing and finishing</li> <li>• Cool products               <ul style="list-style-type: none"> <li>○ Process</li> <li>○ Optimal temperature</li> </ul> </li> <li>• Package product               <ul style="list-style-type: none"> <li>○ Shelf life</li> <li>○ Label</li> </ul> </li> </ul>                     |

**Achievement Criteria**

Performance	The individual will prepare enriched specialty fermented breads and products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **B     FERMENTED GOODS**  
**Competency:**        **B4    Prepare natural ferments and Artisan breads**

### Objectives

To be competent in this area, the individual must be able to:

- Describe doughs and products made with natural ferments and pre-ferments.
- Describe the principles of preparing doughs with natural ferments and pre-ferments.
- Scale and mix doughs with natural ferments and pre-ferments.
- Perform make-up of basic doughs and products with natural ferments and pre-ferments.
- Finish and bake basic dough products with natural ferments and pre-ferments.
- Cool, slice and package basic dough products with natural ferments and pre-ferments.

### LEARNING TASKS

1. Describe doughs and products made with natural ferments and pre-ferments
  
2. Describe the principles of preparing doughs with natural ferments and pre-ferments
  
3. Scale and mix doughs with natural ferments and pre-ferments

### CONTENT

- Conventional
- Delayed sponge methods and pre-ferments
  - Poolish
  - Autolyse
  - Biga
- Products
  - Sourdough breads and rolls
  - Rye bread
  - Ciabatta
  - Baguette
  
- Function of ingredients
- Formula balance
- Starters, sponges and pre-ferments
  - Nurture to full development
  - Calculate amount required
- Dough temperature
- Mixing time
  
- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
  - Time
  - Machine speed
  - Testing for gluten development

**LEARNING TASKS**

4. Perform make-up of basic doughs and products with natural ferments and pre-ferments
  
  
  
  
  
  
  
  
  
  
5. Finish and bake basic dough products with natural ferments and pre-ferments
  
  
  
  
  
  
  
  
  
  
6. Cool, slice and package basic dough products with natural ferments and pre-ferments

**CONTENT**

- Primary fermentation
- Folding and degassing
- Scale dough
- Bench dough (intermediate proofing)
- Hand mould dough
  - Basic loaf shapes
- Panning
- Retarding
  
- Final proofing
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Steam
  - Baking times
  - Testing for doneness
  
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Operate slicer
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare basic dough products with natural ferments and pre-ferments, to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C1</b>	<b>Prepare pies and tarts</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe specialty pie and tart doughs and products.
- Describe the principles of preparing specialty pie and tart doughs.
- Scale and mix specialty pie and tart doughs.
- Perform make-up of specialty pies and tarts.
- Finish and bake specialty pies and tarts.

## LEARNING TASKS

1. Describe specialty pie and tart doughs and products

## CONTENT

- Review basic pie doughs
  - Specialty pie and tart doughs
    - Linzer
    - Additions and substitutions
    - Crumb and press crusts
    - Pâte brisée
  - Tarts and flans
  - Savories
    - Quiche
    - Meat pies
    - Vegetarian fillings
    - Alternate fillings
  - Cooked fillings
    - Pastry cream
    - Ganache
    - Lemon curd
  - Ingredient function
  - Formula balance
  - Temperature
  - Mixing methods
  - Resting and shrinkage
  - Equipment
  - Procedures
- 
- Calculate and measure ingredients
  - Use appropriate method
  - Mix dough
  - Resting

2. Describe the principles of preparing specialty pie and tart doughs
3. Scale and mix specialty pie and tart doughs



**LEARNING TASKS**

4. Perform make-up of specialty pies and tarts

**CONTENT**

- Equipment
- Procedures
  - Pie press and sheeter
  - Use of rolling pin
- Blind baking
- Filling
- Topping and finishing

5. Finish and bake specialty pies and tarts

- Garnish
- Pre-bake finish
- Vent
- Temperature
- Time
- Cooling
- Finishing

**Achievement Criteria**

Performance	The individual will prepare specialty pies and tarts to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Crust colour</li> <li>• Texture</li> <li>• Symmetry and shrinkage</li> <li>• Filling</li> <li>• Evenness of bake</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C2</b>	<b>Prepare laminated pastry doughs and products</b>

### Objectives

To be competent in this area, the individual must be able to:

- Describe laminated pastry doughs and products.
- Describe the principles of preparing laminated pastry doughs.
- Scale and mix laminated pastry doughs.
- Perform make-up of laminated pastry dough products.
- Finish and bake laminated dough products.
- Cool and package basic laminated pastry dough products.

### LEARNING TASKS

1. Describe laminated pastry doughs and products

### CONTENT

- Variations
  - Basic puff paste
  - Quick puff paste
- Products
  - Strudel
  - Cream horns
  - Louvers
  - Palmiers
  - Vol au vent/patty shells

2. Describe the principles of preparing laminated pastry doughs

- Function of ingredients
- Formula balance
- Principles of lamination
  - Roll in fat
  - Single folds
  - Double folds
  - Resting
  - Rotation
- Dough and roll-in fat temperature
- Using frozen or par-baked products

**LEARNING TASKS**

3. Scale and mix laminated pastry doughs

4. Perform make-up of laminated pastry dough products

5. Finish and bake laminated dough products

6. Cool and package basic laminated pastry dough products

**CONTENT**

- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
  - Roll-in shortening and folding techniques
    - Operate sheeters
    - Use of rolling pin
- Storage of prepared dough
  - For immediate use
  - Freezing for later use
- Use of rolling pin
- Operate sheeter
- Thickness
- Techniques for various products
  - Cutting
  - Fillings
  - Seal
  - Other techniques
- Store and freeze for future bake-off
- Pre-bake finishes
- Garnish
- Vent
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare laminated pastry products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Symmetry</li> <li>• Taste</li> <li>• Texture</li> <li>• Visual appeal</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C3</b>	<b>Prepare specialty pastries</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe specialty pastries and products.
- Describe the principles of preparing specialty pastries.
- Perform make-up of specialty pastries.
- Finish and bake specialty pastries.
- Cool and package basic specialty pastries.

## LEARNING TASKS

1. Describe specialty pastries and products
2. Describe the principles of preparing specialty pastries
3. Perform make-up of specialty pastries

## CONTENT

- Products
  - Linzer
  - Frangiapane
  - Other
- Function of ingredients
- Formula balance
- Fillings
- Layering
- Pan preparation
- Blind baking
- Using frozen or par-baked products
- Techniques for various products
  - Cutting
  - Fillings
  - Seal
  - Other techniques
- Store and freeze for future bake-off

**LEARNING TASKS**

4. Finish and bake specialty pastries

**CONTENT**

- Pre-bake finishes
- Garnish
- Vent
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness

5 Cool and package basic specialty pastries

- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare specialty pastries to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Crust</li> <li>• Symmetry</li> <li>• Evenness of bake</li> <li>• Taste</li> <li>• Texture</li> <li>• Production time within industry expectations</li> </ul>

Line (GAC):	C	PASTRIES
Competency:	C4	Prepared deep fried pastries and products

## Objectives

To be competent in this area, the individual must be able to:

- Describe donuts and fritters.
- Describe the principles of preparing donuts and fritters.
- Scale and mix donuts and fritters.
- Perform make-up of donuts and fritters.
- Finish donuts and fritters.
- Cool and package donuts and fritters.

## LEARNING TASKS

1. Describe donuts and fritters
2. Describe the principles of preparing donuts and fritters
3. Scale and mix donuts and fritters

## CONTENT

- Characteristics
- Products
  - Cake donuts
  - Yeast donuts
  - French crullers
  - Fritters
- Function of ingredients
- Formula balance
- Mixing method
- Frying method
  - Frying fats
  - Frying temperatures
  - Frying procedures
  - Safety review
- Measure ingredients
- Mix dough or batter
- Storage of prepared dough or batter
- Using commercial mixes

## LEARNING TASKS

4. Perform make-up of donuts and fritters
5. Finish yeast donuts and fritters
6. Cool and package yeast donuts and fritters

## CONTENT

- Selection of ingredients
- Mixing method (cake donuts)
- Preparation method (crullers)
- Primary fermentation (yeasted)
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
  - Use of rolling pin
  - Operate sheeters
  - Cutting and shaping
  - Piping
- Final proof
  - Proofing time
  - Heat and humidity
- Fry products
  - Fryer controls
  - Setting temperatures
  - Cooking times
  - Testing for doneness
- Finishing, glazing and coating
- Cooling
- Storing
- Package product
  - Shelf life
  - Label

### Achievement Criteria

Performance	The individual will prepare donuts and fritters to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Evenness of frying</li> <li>• Greasiness</li> <li>• Form</li> <li>• Appearance and garnish</li> <li>• Taste</li> <li>• Texture</li> <li>• Production time within industry expectations</li> </ul>



<b>Line (GAC):</b>	<b>D</b>	<b>CAKES AND COOKIES</b>
<b>Competency:</b>	<b>D1</b>	<b>Prepare cookies, squares and bars</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe cookies, squares and bars.
- Describe the principles of preparing cookies, squares and bars.
- Scale and mix cookies, squares and bars.
- Perform make-up of cookies, squares and bars.
- Finish cookies, squares and bars.
- Cool and package cookies, squares and bars.

## LEARNING TASKS

1. Describe cookies, squares and bars
2. Describe the principles of preparing cookies, squares and bars

## CONTENT

- Types of cookies
  - Macaroons
  - Macarons
  - Sandwich
  - Ladyfingers
  - Piped (spritz)
  - Meringues
- Characteristics of cookies
- Types of slices and squares
  - Nanaimo bars
  - Sebastopol
  - Other types with multiple components
- Function of ingredients
- Formula balance
- Mixing methods
  - Review basic methods
  - Foaming
  - Multiple stage
- Layering
- Portioning methods
  - Rolled
  - Drop
  - Hand-formed
  - Piped

**LEARNING TASKS**

3. Scale and mix cookies, squares and bars

4. Perform make-up of cookies, squares and bars

5. Finish cookies, squares and bars

6. Cool and package cookies, squares and bars

**CONTENT**

- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
- Storage of prepared dough
  - For immediate use
  - Freezing for later use
- Using commercial mixes
  
- Techniques for various products
  - Use of rolling pin
  - Operate sheeter
  - Hand forming
  - Piping
  - Cutting
  - Spreading
- Store for future bake-off
  
- Pre-bake finishes
- Garnish
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- De-panning
- Finishing, glazing and coating
  
- Cooling
- Storing
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare cookies, squares and bars to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume/spreading</li> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Appearance</li> <li>• Doneness</li> <li>• Finish</li> <li>• Accuracy of cutting</li> <li>• Production time within industry expectations</li> </ul>

**Competency:** D3 Prepare cakes

To be competent in this area, the individual must be able to:

- Describe cakes.
- Describe the principles of preparing cakes.
- Scale and mix cakes.
- Perform make-up of cakes.
- Finish cakes.
- Cool and store cakes.

## CONTENT

- Types of cakes
  - Review basic cakes
  - Straight sponge
  - Emulsified sponge
  - Angel food
  - Chiffon
  - Separated egg sponges
  - Japonais
- Characteristics of cakes
- Function of ingredients
- Formula balance
- Cleanliness of equipment
- Temperature of ingredients
- Volume of batter
- Mixing methods
  - Foaming
  - Creaming
  - One stage
  - Two stage
- Pan preparation
  - Cake tins
  - Sheet pans
  - Tube pans

- Function of ingredients
- Formula balance
- Cleanliness of equipment
- Temperature of ingredients
- Volume of batter
- Mixing methods
  - Foaming
  - Creaming
  - One stage
  - Two stage
- Pan preparation
  - Cake tins
  - Sheet pans
  - Tube pans

**LEARNING TASKS**

3. Scale and mix cakes

4. Perform make-up of cakes

5. Finish cakes

6. Cool and store cakes

**CONTENT**

- Measure ingredients
- Mix batter
  - Mixing method
  - Timing of mixing
- Storage of prepared batter
  - For immediate use
  - Freezing for later use
- Techniques for various products
- Scaling/portioning
- Store for future bake-off
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **D    CAKES AND COOKIES**  
**Competency:**        **D4   Prepare specialty cakes and tortes**

### Objectives

To be competent in this area, the individual must be able to:

- Describe fruit cakes.
- Describe the principles of preparing fruit cakes.
- Scale and mix fruit cakes.
- Perform make-up of fruit cakes.
- Finish fruit cakes.
- Cool, store and package fruit cakes.

### LEARNING TASKS

1. Describe fruit cakes

2. Describe the principles of preparing fruit cakes

3. Scale and mix fruit cakes

4. Perform make-up of fruit cakes

### CONTENT

- Types of fruit cakes
  - Dark
  - Light
  - Other
- Characteristics of fruit cakes
- Function of ingredients
- Formula balance
- Preparation of fruit
- Volume of batter
- Mixing methods
  - Creaming
  - One stage
- Pan preparation
- Measure ingredients
- Mix batter
  - Mixing method
  - Timing of mixing
- Storage of prepared batter
  - For immediate use
  - Freezing for later use
- Using commercial mixes
- Techniques for various products
- Scaling/portioning
- Store for future bake-off

**LEARNING TASKS**

5. Finish fruit cakes

**CONTENT**

- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Finishing and glazing

6. Cool, store and package fruit cakes

- Cooling
- Storing
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare fruit cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Appearance</li> <li>• Texture</li> <li>• Taste</li> <li>• Shrinkage</li> <li>• Evenness</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **E    DECORATE AND FINISH BAKED GOODS**  
**Competency:**        **E1    Prepare icings, fillings, glazes and meringues**

### Objectives

To be competent in this area, the individual must be able to:

- Describe icings, fillings, glazes and meringues.
- Describe the principles of preparing icings, fillings, glazes and meringues.
- Prepare icings, fillings, glazes and meringues.
- Cool and store icings, fillings, glazes and meringues.

### LEARNING TASKS

1. Describe icings, fillings, glazes and meringues

### CONTENT

- Review basic icings, glazes and meringues
- Types of icings
  - Ganache
  - Fudge
  - Boiled
  - Marshmallow frosting
- Types of fillings and glazes
  - Fruit fillings
  - Gelee

2. Describe the principles of preparing icings, fillings, glazes and meringues

- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment

3. Prepare icings, fillings, glazes and meringues

- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking method
- Storage of prepared products
  - For immediate use
  - Freezing for later use
- Using commercial mixes

4. Cool and store icings, fillings, glazes and meringues

- Cooling
- Storing



**Achievement Criteria**

Performance	The individual will prepare icings, fillings, glazes and meringues to an industry standard for quality and production time
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Viscosity</li> <li>• Taste</li> <li>• Colour</li> <li>• Consistency</li> <li>• Texture</li> <li>• Stability</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**           **E    DECORATE AND FINISH BAKED GOODS**  
**Competency:**       **E2   Assemble and decorate cakes and pastries**

### Objectives

To be competent in this area, the individual must be able to:

- Perform cutting techniques.
- Perform filling procedures.
- Perform coating techniques.
- Perform finishing and decorating techniques.

### LEARNING TASKS

1. Perform cutting techniques

2. Perform filling procedures

3. Perform coating techniques

### CONTENT

- Cutting tools
- Cutting methods
- Techniques for different products
  - Cakes
  - Pastries
- Selecting tools
- Select method
  - Piping
  - Spreading
- Techniques for different products
  - Ganache
  - Creams and curds
  - Pastry cream
- Selecting tools
- Select method
  - Textures
  - Combing
  - Coating with nuts or crumbs
- Techniques for different products
  - Products with different textures
  - Layered items

**LEARNING TASKS**

4. Perform finishing and decorating techniques

**CONTENT**

- Selecting tools
- Piping
  - Borders
  - Flowers
  - Writing
- Techniques for different products
  - Royal icing
  - Ganache
  - Meringue

**Achievement Criteria**

Performance	The individual will assemble and decorate cakes and pastries to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Visual appeal</li> <li>• Taste</li> <li>• Symmetry</li> <li>• Consistency</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC): E DECORATE AND FINISH BAKED GOODS**

**Competency: E3 Prepare decorative pastes and garnishes**

### Objectives

To be competent in this area, the individual must be able to:

- Describe decorative pastes and garnishes.
- Describe the principles of preparing decorative pastes and garnishes.
- Prepare decorative pastes and garnishes.
- Cool and store decorative pastes and garnishes.

### LEARNING TASKS

1. Describe decorative pastes and garnishes

### CONTENT

- Types of decorative pastes
  - Marzipan
  - Modelling chocolate
  - Rolled fondant
- Types of garnishes
  - Basic techniques for shaping and moulding

2. Describe the principles of preparing decorative pastes and garnishes

- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment

3. Prepare decorative pastes and garnishes

- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking method
- Pinning
- Cutting
- Moulding
- Storage of prepared products
- Using commercial products

4. Cool and store decorative pastes and garnishes

- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare decorative pastes and garnishes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Visual appeal</li> <li>• Texture</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>
<b>Competency:</b>	<b>E4</b>	<b>Assemble and decorate tiered and wedding cakes</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe tiered and wedding cakes.
- Describe the principles of assembling and decorating tiered and wedding cakes.
- Assemble and decorate basic tiered and wedding cakes.

## LEARNING TASKS

1. Describe tiered and wedding cakes
- 2.. Describe the principles of assembling and decorating tiered and wedding cakes

## CONTENT

- Types
- Customer preferences and requests
- Finished product
  - Decorations
  - Traditional
  - Contemporary
  - Themes
- Architecture
  - Balance
  - Weight distribution
  - Symmetry
- Structural components
  - Pillars
  - Dowels
  - Stands
- Visual appeal
  - Colour combination
  - Shapes
  - Textures
- Taste
  - Flavour combinations
  - Harmony
  - Contrast
- Cutting
  - Procedure
  - Servings

**LEARNING TASKS**

3. Assemble and decorate basic tiered and wedding cakes

**CONTENT**

- Planning
  - Tiered blank (dummy) cake
  - Types
- Masking
- Finishing
- Techniques for different products
  - Royal icing
  - Buttercream

**Achievement Criteria**

Performance	The individual will assemble and decorate basic tiered and wedding cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Neatness</li> <li>• Symmetry</li> <li>• Quality of decoration</li> <li>• Creativity and originality</li> <li>• Visual appeal</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        **F     DESSERTS**  
**Competency:**     **F1    Prepare custards and mousses**

### Objectives

To be competent in this area, the individual must be able to:

- Describe custards and mousses.
- Describe the principles of preparing custards and mousses.
- Prepare custards and mousses.
- Cool and store custards and mousses.

### LEARNING TASKS

1. Describe custards and mousses

2. Describe the principles of preparing custards and mousses

3. Prepare custards and mousses

### CONTENT

- Types of custards and mousses
  - Review basic types
  - Chocolate mousse
  - Fruit mousse
  - Panna cotta
  - Bavarian cream
  - Lemon curd
- Function of ingredients
  - Function
  - Setting/gelling
  - Use of gelatine
- Formula balance
- Flavouring
- Mixing methods
- Cooking
- Baking
  - Temperatures
  - Water bath
- Freezing and defrosting
- Unmoulding
- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking or baking method
- Storage of prepared products
- Using commercial mixes/products



**LEARNING TASKS**

4. Cool and store custards and mousses

**CONTENT**

- Cooling
- Storing
- Slicing and portioning
- Freezing and unmoulding

**Achievement Criteria**

Performance	The individual will prepare custards and mousses to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        **F    DESSERTS**  
**Competency:**     **F2   Prepare plated desserts**

### Objectives

To be competent in this area, the individual must be able to:

- Describe basic hot plated desserts.
- Describe the principles of preparing basic hot plated desserts.
- Prepare basic hot plated desserts.

### LEARNING TASKS

1. Describe basic hot plated desserts
  
2. Describe the principles of preparing basic hot plated desserts
  
3. Prepare basic hot plated desserts

### CONTENT

- Types of basic hot plated desserts
  - Tatins
  - Clafoutis
  - Flambé and other hot fruit desserts
  
- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Selection of ingredients
- Using frozen, canned, dried, and fresh fruits
  
- Measure ingredients
- Prepare ingredients
- Prepare product
  - Mixing method
  - Cooking or baking method
  - Oven temperature
  - Testing for doneness
- Finishing and serving

### Achievement Criteria

Performance	The individual will prepare basic hot plated desserts to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

Line (GAC):	F	DESSERTS
Competency:	F3	Prepare ice creams and frozen desserts

## Objectives

To be competent in this area, the individual must be able to:

- Describe ice creams and sorbets.
- Describe the principles of preparing ice creams and sorbets.
- Prepare ice creams and sorbets.
- Freeze and store ice creams and sorbets.

## LEARNING TASKS

1. Describe ice creams and sorbets
2. Describe the principles of preparing ice creams and sorbets
3. Prepare ice creams and sorbets

## CONTENT

- Types of ice creams and sorbets
  - Ice cream
  - Gelato
  - Sorbet
  - Sherbet
  - Granite/Granita
- Function of ingredients
- Formula balance
  - Fat content
  - Sugar density
  - Stabilizers
- Preparation methods
- Cooking
- Freezing methods
  - Machine
  - Traditional
- Over run
- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking method
  - Temperature
- Cooling of base
- Maturing
- Using commercial mixes

**LEARNING TASKS**

4. Freeze and store ice creams and sorbets

**CONTENT**

- Freezing of base
- Storing
- Tempering

**Achievement Criteria**

Performance	The individual will prepare ice creams and sorbets to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Taste</li> <li>• Colour</li> <li>• Consistency</li> <li>• Texture</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        **F    DESSERTS**  
**Competency:**    **F4    Apply dessert presentation techniques**

### Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of plate presentation.
- Apply basic dessert presentation techniques.

### LEARNING TASKS

1. Describe the basic principles of plate presentation

### CONTENT

- Components
- Design
- Balance
  - Colour
  - Flavour
  - Texture
  - Symmetry
- Portioning
  - Size
  - Techniques
- Garnishes
  - Basic types
  - Coulis
  - Simple chocolate garnishes
  - Tuiles and other cookies
- Make up
  - Plate design
  - Order of assembly
  - Finishing
  - Holding for service

2. Apply basic dessert presentation techniques

- Select components
- Select accompaniments and garnishes
- Portion desserts
  - Slicing
  - Cutting
  - Scooping
  - Quenelles
  - Piping
- Garnish appropriately
- Serve at correct temperature

**Achievement Criteria**

Performance	The individual will apply basic dessert presentation techniques to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Appearance</li> <li>• Portion size</li> <li>• Neatness</li> <li>• Temperature</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>G</b>	<b>CHOCOLATE AND CONFECTIONERY</b>
<b>Competency:</b>	<b>G2</b>	<b>Prepare chocolate products and garnishes</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe basic chocolate processing techniques.
- Prepare basic chocolate products and garnishes.

## LEARNING TASKS

1. Describe basic chocolate processing techniques
2. Prepare basic chocolate products and garnishes

## CONTENT

- Tools and equipment
- Melting and tempering
  - Melting points
  - Tempering techniques
  - Crystallization stages
  - Maintaining temperature
- Preparing ganache
  - Methods
  - Ratios
  - Additions and flavourings
- Selection of ingredients
- Selection of equipment
- Melt and crystallize product
- Prepare basic products and garnishes
  - Ganache
  - Piped garnishes
  - Medallions
  - Curls, cigarettes, fans
- Cooling
- Finishing and storing

### Achievement Criteria

Performance	The individual will prepare basic chocolate products and garnishes to an industry standard for quality and production time.
-------------	---

Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
------------	--

Criteria The individual will be evaluated on a grading sheet which reflects:

- Correct tempering
- Neatness
- Portion control
- Visual appeal
- Texture
- Taste
- Production time within industry expectations

## Objectives

- Describe basic confectionery products and garnishes.
- Prepare basic confectionery products and garnishes.

## CONTENT

1. Describe basic confectionery products and garnishes
  - Types
    - Caramel
    - Spun sugar
    - Other
  - Ingredients
  - Process
    - Temperature stages
  - Methods
    - Poured
    - Spun
    - Pulled
  - Safety
  - Tools and equipment
2. Prepare basic confectionery products and garnishes
  - Selection of ingredients
  - Selection of equipment
  - Boil to correct stage
  - Prepare basic products and garnishes
    - Caramel
    - Spun sugar
    - Simple garnishes
  - Cooling
  - Finishing and storing



**Achievement Criteria**

Performance	The individual will prepare basic confectionery products and garnishes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Neatness</li> <li>• Portion control</li> <li>• Visual appeal</li> <li>• Texture</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

# **Level 3**

## **Baker**

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A1   Demonstrate workplace safety procedures**

### Objectives

To be competent in this area, the individual must be able to:

- Access and interpret safety and emergency procedures.
- Apply personal safety practices.
- Apply workplace safety procedures.
- Identify supervisor's responsibilities for safety in the workplace.

### LEARNING TASKS

1. Access and interpret safety and emergency procedures
2. Apply personal safety practices

### CONTENT

- Review basic safety procedures
- Review site specific emergency procedures
- Personal protective equipment
  - Clothing
  - Footwear
  - Hand protection
  - Eye protection
- Safety practices for the bake shop
  - Lock-out procedures
  - Work safely
    - Equipment
    - Sharp utensils
    - Hot pans
  - Keep floors safe
  - Store supplies safely
  - Dispose of refuse properly
  - Proper lifting practices
- Equipment safety
  - Ventilation systems
  - Emergency shutdown systems
  - Guards and barriers
- Shop procedures
- Emergency phone numbers
- Fire and evacuation procedures
- First aid procedures
- Utility shut off procedures

3. Apply workplace safety procedures

**LEARNING TASKS**

4. Identify supervisor's responsibilities for safety in the workplace

**CONTENT**

Review WorkSafeBC supervisor and employer responsibilities

- Monitor safety of team members
- Joint Occupational Health and Safety Committee role
- Available training
  - Supervising for Safety
- Reporting procedures

**Achievement Criteria**

**Performance** The individual will apply safety standards as required to industry and regulatory standards.

**Conditions** The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE).

The competency will be observed and assessed by the instructor during technical training.

**Criteria** The individual will be evaluated on a grading sheet which reflects:

- Correct PPE
- Follows safe work practices
- Correct footwear and uniform
- Correct handling of hazardous materials
- Cleans up spills
- Handles hot pans appropriately
- Carries and stores knives and tools appropriately

<b>Line (GAC):</b>	<b>A</b>	<b>OCCUPATIONAL SKILLS</b>
<b>Competency:</b>	<b>A2</b>	<b>Apply safe food handling practices</b>

## Objectives

To be competent in this area, the individual must be able to:

- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.
- Describe the principles of a food safety plan.
- Prepare a food safety plan.

## LEARNING TASKS

1. Apply general food handling and storage procedures

## CONTENT

- Food handling procedures
    - Receiving
    - Storage
    - Labelling
  - Temperature controls
  - Storage and labelling procedures
  - Inventory control - First In First Out (FIFO)
  - Food safety plans
  - Maintenance of refrigeration equipment
  - Contaminated foods
  - Identification
  - Disposal
  - Cross contamination
- 
- Avoiding cross contamination
  - Spills
  - Keeping floor clear
  - Cleaning and sanitizing procedures and schedules
    - Cleaning and sanitizing products
    - Cleaning shelves and floor
    - Cleaning and maintaining equipment
    - Cleaning schedule
  - Recognizing and handling infestation and contamination, including bacteria, fungi, and mould
  - Checking equipment for cracks and defaults

2. Apply workplace sanitation procedures

**LEARNING TASKS**

3. Apply personal hygiene procedures

**CONTENT**

- Importance of personal hygiene
- Personal health and wellness
  - Preventative approach
- Hand washing procedures
- Acceptable clothing
  - Types
  - Cleanliness
- Footwear
  - Types
  - Cleanliness
- Head covering
- Jewellery and make up
- Avoiding cross contamination

4. Describe the principles of a food safety plan

- Overview and purpose
- HACCP principles
- Food Safety Plan
  - Critical steps
  - Control points
  - Safe practices
- Available training (FOODSAFE Level 2)

5. Prepare a food safety plan

- Design a food safety plan

**Achievement Criteria**

Performance	The individual will exercise safe food handling procedures as required to industry and regulatory standards.
Conditions	The individual will be given a work station and appropriate tools and equipment. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Hands washed before starting work and between tasks</li> <li>• Hair covered or tied back appropriately</li> <li>• Perishable products stored at correct temperatures</li> <li>• Product covered and stored in appropriate location</li> <li>• Cleans and sanitizes between tasks</li> <li>• Correct temperatures for cooking, holding, and re-heating</li> </ul>

**Line (GAC):**       A    OCCUPATIONAL SKILLS

**Competency:**            **A3    Apply interpersonal skills**

## Objectives

To be competent in this area, the individual must be able to:

- Maintain professional interactions with co-workers and business colleagues.
- Describe teambuilding and leadership skills.
- Describe conflict resolution techniques.
- Describe effective problem-solving and decision-making.

## LEARNING TASKS

## CONTENT

- |    |  |  |
|----|--|--|
| 1. | Maintain professional interactions with co-workers and business colleagues | <ul style="list-style-type: none"> <li>• Interaction with co-workers</li> <li>• Conflict resolution procedures</li> <li>• Business relationships</li> <li>• Networking</li> <li>• Professional development</li> <li>• Keeping current with industry</li> <li>• Company policies and procedures</li> </ul>  |
| 2. | Describe teambuilding and leadership skills                                | <ul style="list-style-type: none"> <li>• Overview of the team within the food services industry</li> <li>• Characteristics of effective working groups</li> <li>• Roles of group members</li> <li>• Barriers to group performance</li> <li>• Leadership styles</li> <li>• Delegation and follow up</li> <li>• Feedback and constructive criticism</li> </ul> |
| 3. | Describe conflict resolution techniques                                    | <ul style="list-style-type: none"> <li>• Overview</li> <li>• Effective conflict resolution</li> <li>• Conflict resolution process</li> <li>• Dealing with anger</li> <li>• Handling customer complaints</li> </ul>   |

**LEARNING TASKS**

4. Describe effective problem-solving and decision-making

**CONTENT**

- Types of decision-makers
- Method
  - Identify the problem
  - Search for alternatives
  - Weigh the alternatives
  - Make a choice
  - Implement the decision
  - Evaluate the outcome
- Creative and critical thinking

**Achievement Criteria**

Performance	The individual will demonstrate effective interpersonal skills.
Conditions	The individual will be given guidelines for interpersonal communication in the bake shop. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Communicates effectively with others</li> <li>• Uses appropriate language and tone of voice</li> <li>• Maintains composure</li> <li>• Demonstrates respect for others</li> <li>• Follows policies and procedures</li> </ul>



**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A4   Use and maintain baking tools and equipment**

**Objectives**

To be competent in this area, the individual must be able to:

- Identify specialty baking tools and equipment.
- Demonstrate the efficient use of tools and equipment.
- Select and use bakery tools and equipment.
- Adapt production to accommodate available tools and equipment.

**LEARNING TASKS**

**CONTENT**

- |  |  |
|--|--|
| 1    Identify specialty baking tools and equipment                 | <ul style="list-style-type: none"> <li>• Specialty hand tools</li> <li>• Specialty equipment</li> <li>• Specific cleaning and maintenance requirements</li> </ul>  |
| 2.   Demonstrate the efficient use of tools and equipment          | <ul style="list-style-type: none"> <li>• Proper technique</li> <li>• Correct body position</li> <li>• Increasing production speed with consistent results</li> </ul>   |
| 3.   Select and use bakery tools and equipment                     | <ul style="list-style-type: none"> <li>• Selection</li> <li>• Matching tool or equipment to task</li> <li>• Cleaning and storage</li> <li>• Communicating any concerns</li> </ul>  |
| 4.   Adapt production to accommodate available tools and equipment | <ul style="list-style-type: none"> <li>• Adapting to available equipment</li> <li>• Consistent results</li> <li>• Intended outcome</li> <li>• Safety procedures followed</li> <li>• No damage to tools or equipment</li> </ul> |

<b>Line (GAC):</b>	<b>A</b>	<b>OCCUPATIONAL SKILLS</b>
<b>Competency:</b>	<b>A5</b>	<b>Use product and nutritional information</b>

## Objectives

To be competent in this area, the individual must be able to:

- Calculate the nutritional properties of baking ingredients and finished products.
- Identify nutritional requirements and regulations in the bake shop.

## LEARNING TASKS

1. Calculate the nutritional properties of baking ingredients and finished products
2. Identify nutritional requirements and regulations in the bake shop

## CONTENT

- Product information
  - Supplier data
  - Labels
  - Nutritional databases
- 
- Trans fats
    - Regulations
    - Requirements
  - Sodium
    - Regulations
    - Requirements
  - Allergens
    - Regulations
    - Requirements
  - Labelling claims
    - Low fat
    - Fat free
    - Organic
    - Natural
  - Compliance and enforcement
  - Penalties
  - Formulating for nutritional requirements
  - How to calculate data for nutritional labels

Line (GAC):	A	OCCUPATIONAL SKILLS
Competency:	A6	Apply baking science and trade calculations

## Objectives

To be competent in this area, the individual must be able to:

- Describe advanced scientific principles used in baking.
- Describe the function of specialty ingredients in baking.
- Apply mathematical principles in the baking industry.
- Create, modify and adjust formulas and recipes.
- Develop, use and follow formulas and recipes.
- Identify and evaluate faults in baking.

## LEARNING TASKS

1. Describe advanced scientific principles used in baking
2. Describe the function of ingredients in baking
3. Apply mathematical principles in the baking industry

## CONTENT

- Review of basic principles
  - Gelatinization
  - Hydrocolloids
  - Crystallization
  - Spherification
  - Molecular gastronomy
  - Low temperature cooking and sous-vide
  - Leaveners
  - Salt
  - Sweeteners
  - Enzymes
  - Flours
  - Eggs and substitutes
  - Dairy products and substitutes
  - Fats
  - Thickeners
  - Water
  - Nuts and seeds
  - Whole grains
  - Fresh and dried fruit and vegetables
  - Meat products
- 
- Creating formulas using Baker's percentage
  - Specific gravity calculations
  - Determining product requirements based on purchase orders and customer requirements

**LEARNING TASKS**

4. Create, modify and adjust formulas and recipes

**CONTENT**

- Creating formulas and recipes from scratch
- Adjust recipes and formulas for additions and substitutions
- Cautions when modifying formulas and recipes with additions and substitutions

5. Develop, use and follow formulas and recipes

- Determining method and sequence for new recipe or formula
- Modifying method or sequence for additions or substitutions
- Calculating required yield
- Identifying and correcting faults
- Determining cause and effect based on finished product
- Reviewing and revising recipes and formulas

6. Identify and evaluate faults in baking

- Identification of faults
  - Colour
  - Size
  - Shape
  - Texture
  - Flavour
- Identification of causes
  - Formula balance
  - Method
  - Effects of root cause
- Responding to faults

**Achievement Criteria**

Performance	The individual will create, adjust and modify recipes with consistent results to industry standards.
Conditions	The individual will be given criteria for a formula or recipe, ingredients and appropriate measuring equipment. The competency will be observed and assessed by the instructor during technical training.
Criteria	The individual will be evaluated on a grading sheet which reflects: <ul style="list-style-type: none"> <li>• Correct formula balance</li> <li>• Correct production methods</li> <li>• Final product outcome within industry standards</li> <li>• Yield accurate</li> </ul>

**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A7   Plan and organize production**

### Objectives

To be competent in this area, the individual must be able to:

- Demonstrate organization and time management in the bake shop.
- Prepare a production schedule for a team.

### LEARNING TASKS

1. Demonstrate organization and time management in the bake shop

### CONTENT

- Mise en place accurate
- Individual work plan in place
- Organized work station
- Cleaning and organizing between tasks
- Keeping the area free of clutter
- Prioritizing work assignments
- Developing and maintaining production speed
- Multi-tasking
- Clarifying instructions with supervisor

2. Prepare a production schedule for a team

- Principles of a production schedule
  - Bakery layout
  - Equipment capacities
  - Staffing needs
  - Product scheduling
  - Production sheet (quantity)
  - Efficient use of time
- Products produced according to schedule
- All tasks completed within time limit

### Achievement Criteria

Performance	The individual will prepare a production schedule for a bakery shift.
Conditions	<p>The individual will be given a list of available equipment, layout, staff and production requirements.</p> <p>The competency will be observed and assessed by the instructor during technical training.</p>
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Correct allocation of staff to tasks</li> <li>• Proper use of time</li> <li>• Efficient use of equipment</li> <li>• Tasks completed within time limit</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**      **A8    Manage bakery products and inventory**

**Objectives**

To be competent in this area, the individual must be able to:

- Describe basic inventory procedures.
- Take a basic inventory.
- Extend a basic inventory.
- Apply ordering and purchasing procedures.

**LEARNING TASKS**

**CONTENT**

- |   |  |
|---|--|
| 1.    Describe basic inventory procedures | <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Count</li> <li>• Inventory record keeping</li> <li>• Computer use</li> <li>• Commonly available software products</li> <li>• Pricing and costing for physical inventory</li> <li>• Inventory turnover</li> </ul> |
| 2.    Take a basic inventory              | <ul style="list-style-type: none"> <li>• Physical inventory</li> <li>• Directions followed correctly</li> <li>• Inventory is appropriately done</li> <li>• Work was well organized with safe work habits</li> </ul>  |
| 3.    Extend a basic inventory            | <ul style="list-style-type: none"> <li>• Use appropriate tools (spreadsheet)</li> <li>• Categorize inventory</li> <li>• Calculate value of inventory</li> </ul>  |

**LEARNING TASKS**

4. Apply ordering and purchasing procedures

**CONTENT**

- Determine quantities
  - Par levels
  - Order cycles
  - Availability
- Determine purchase factors
  - Cost of ingredients
  - Quantity of ingredients
  - Quality of ingredients
- Follow ordering procedures
  - Order sheets
  - Purchase orders
  - Standing orders

**Achievement Criteria**

Performance The individual will conduct and extend an inventory to an industry standard for accuracy.

Conditions The individual will be given appropriate tools, equipment and access to a bake shop and storeroom.

The competency will be observed and assessed by the instructor during technical training.

Criteria The individual will be evaluated on a grading sheet which reflects:

- Accurate count
- Accurate value
- Correct categories

**Line (GAC):**        **A    OCCUPATIONAL SKILLS**  
**Competency:**     **A9   Apply cost control procedures**

### Objectives

To be competent in this area, the individual must be able to:

- Describe the principles of costing in the bake shop.
- Price bakery products.
- Calculate labour costs.

### LEARNING TASKS

### CONTENT

- |  |  |
|--|--|
| 1. Describe the principles of costing in the bake shop | <ul style="list-style-type: none"> <li>• Costing elements               <ul style="list-style-type: none"> <li>○ Ingredients</li> <li>○ Labour</li> <li>○ Packing</li> <li>○ Overhead</li> <li>○ Profit</li> </ul> </li> <li>• Formulas for costing product</li> <li>• Pricing pre-purchased product (markup)</li> </ul> |
| 2. Price bakery products                               | <ul style="list-style-type: none"> <li>• Apply costing principles</li> <li>• Accurate sale price</li> <li>• Determine profit</li> </ul>  |
| 3. Calculate labour costs                              | <ul style="list-style-type: none"> <li>• Productivity</li> <li>• Net work hours</li> <li>• Scheduling</li> <li>• Leveraging employee strengths</li> </ul>  |



**Line (GAC):**           **A    OCCUPATIONAL SKILLS**  
**Competency:**       **A10   Apply packaging and merchandizing procedures**

### **Objectives**

To be competent in this area, the individual must be able to:

- Describe wholesale and retail sales principles.
- Describe marketing and branding principles.
- Identify labelling and packaging requirements.

### **LEARNING TASKS**

1. Describe wholesale and retail sales principles

2. Describe marketing and branding principles

3. Identify labelling and packaging requirements

### **CONTENT**

- Order taking
  - Phone
  - In-person
  - Online
- Order filling
- Packaging and labelling
- Invoicing
- Delivery
- Marketing
  - Brand identity
  - Brand standards
  - Marketing for margin
- Promotional strategies
  - Traditional advertising
  - Social media
  - Promotions and specials
- Packaging requirements
  - Purpose
  - Selection
- When is label required
- Information required on a nutritional label
- Strategic placement of label

**Line (GAC):**            **B    FERMENTED GOODS**  
**Competency:**        **B3   Prepare specialty doughs and products**

### Objectives

To be competent in this area, the individual must be able to:

- Describe advanced specialty doughs and products.
- Describe the principles of preparing advanced specialty doughs.
- Scale and mix basic advanced specialty doughs.
- Perform make-up of advanced specialty doughs and products.
- Finish and bake advanced specialty dough products.
- Cool and package advanced specialty dough products.

### LEARNING TASKS

1. Describe advanced specialty doughs and products

### CONTENT

- Advanced doughs
  - Stollen
  - Panettone
  - Gugelhopf
  - Pumpernickel
  - Sprouted grain breads
  - Other advanced sweet doughs
- Doughs for special diets
  - Gluten free
  - Low sodium
- Dough for showpieces (dead dough)

2. Describe the principles of preparing advanced specialty doughs

- Function of ingredients
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
  - Proofing time
  - Heat and humidity
- Machine selection
- Principal objectives of mixing
  - Ingredient distribution
  - Gluten development (window test)
  - Mixing time
  - Clean-up stage
- Using frozen or par-baked products

**LEARNING TASKS**

**CONTENT**

- |  |   |
|--|---|
| 3. Scale and mix basic advanced specialty doughs             | <ul style="list-style-type: none"> <li>• Calculate ingredient measurement</li> <li>• Calculate dough temperature using friction theory</li> <li>• Measure ingredients for use in bread formulae</li> <li>• Mix dough                             <ul style="list-style-type: none"> <li>○ Time</li> <li>○ Machine speed</li> <li>○ Testing for gluten development</li> </ul> </li> </ul>                                |
| 4. Perform make-up of advanced specialty doughs and products | <ul style="list-style-type: none"> <li>• Primary fermentation</li> <li>• Degassing</li> <li>• Scale dough</li> <li>• Bench dough (intermediate proofing)</li> <li>• Mold dough                             <ul style="list-style-type: none"> <li>○ Hand mold</li> <li>○ Use of rolling pin</li> <li>○ Operate sheeters</li> </ul> </li> <li>• Making fillings for specialty sweet doughs</li> <li>• Panning</li> </ul> |
| 5. Finish and bake advanced specialty dough products         | <ul style="list-style-type: none"> <li>• Final proofing</li> <li>• Pre-bake finishes and garnishes</li> <li>• Bake products                             <ul style="list-style-type: none"> <li>○ Select oven</li> <li>○ Oven controls</li> <li>○ Setting temperatures</li> <li>○ Baking times</li> <li>○ Testing for doneness</li> </ul> </li> </ul>  |
| 6. Cool and package advanced specialty dough products        | <ul style="list-style-type: none"> <li>• Prepare fresh fruits for garnishing</li> <li>• Glazing and finishing</li> <li>• Cool products                             <ul style="list-style-type: none"> <li>○ Process</li> <li>○ Optimal temperature</li> </ul> </li> <li>• Package product                             <ul style="list-style-type: none"> <li>○ Shelf life</li> <li>○ Label</li> </ul> </li> </ul>       |

**Achievement Criteria**

Performance	The individual will prepare specialty fermented breads and products to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

Line (GAC):	B	FERMENTED GOODS
Competency:	B4	Prepare natural ferments and Artisan breads

## Objectives

To be competent in this area, the individual must be able to:

- Describe doughs and products made with natural ferments and pre-ferments.
- Describe the principles of preparing doughs with natural ferments and pre-ferments.
- Scale and mix doughs with natural ferments and pre-ferments.
- Perform make-up of doughs and products with natural ferments and pre-ferments.
- Finish and bake products with natural ferments and pre-ferments.
- Cool, slice and package products with natural ferments and pre-ferments.

## LEARNING TASKS

1. Describe doughs and products made with natural ferments and pre-ferments
2. Describe the principles of preparing doughs with natural ferments and pre-ferments
3. Scale and mix doughs with natural ferments and pre-ferments

## CONTENT

- Sourdoughs and Levain
- Delayed sponge methods and pre-ferments
- Products
  - Sourdough breads and rolls
  - Braided
  - Other variety breads
- Function of ingredients
- Formula balance
- Starters, sponges and pre-ferments
  - Nurture to full development
  - Calculate amount required
- Dough temperature
- Mixing time
- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
  - Time
  - Machine speed
  - Testing for gluten development

**LEARNING TASKS**

4. Perform make-up of doughs and products with natural ferments and pre-ferments
  
5. Finish and bake products with natural ferments and pre-ferments
  
6. Cool, slice and package products with natural ferments and pre-ferments

**CONTENT**

- Primary fermentation
- Folding and degassing
- Scale dough
- Bench dough (intermediate proofing)
- Hand mould dough
  - Braiding
  - Specialty designs
  - Advanced scoring and shaping
- Panning
- Retarding
- Final proofing
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Steam
  - Baking times
  - Testing for doneness
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Operate slicer
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare products with natural ferments and pre-ferments to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture, grain and crumb</li> <li>• Taste and aroma</li> <li>• Evenness of bake</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>C</b>	<b>PASTRIES</b>
<b>Competency:</b>	<b>C3</b>	<b>Prepare specialty pastries</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe specialty pastries and products.
- Describe the principles of preparing specialty pastries.
- Perform make-up of specialty pastries.
- Finish and bake specialty pastries.
- Cool and package basic specialty pastries.

## LEARNING TASKS

1. Describe specialty pastries and products
2. Describe the principles of preparing specialty pastries
3. Perform make-up of specialty pastries

## CONTENT

- Traditional strudel
- Phyllo products
- Other ethnic and specialty products
- Products
  - Strudel
  - Spanakopita
  - Baklava
- Function of ingredients
- Formula balance
- Working with Phyllo dough
- Stretching
- Fillings
- Using frozen or par-baked products
- Techniques for various products
  - Cutting
  - Fillings
  - Seal
  - Other techniques
- Store and freeze for future bake-off

**LEARNING TASKS**

4. Finish and bake specialty pastries

**CONTENT**

- Pre-bake finishes
- Garnish
- Vent
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness

5 Cool and package basic specialty pastries

- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare specialty pastries to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Crust</li> <li>• Symmetry</li> <li>• Evenness of bake</li> <li>• Taste</li> <li>• Texture</li> <li>• Production time within industry expectations</li> </ul>



**Line (GAC):**            **D    CAKES AND COOKIES**  
**Competency:**        **D4   Prepare specialty cakes and tortes**

### Objectives

To be competent in this area, the individual must be able to:

- Describe specialty cakes.
- Describe the principles of preparing specialty cakes.
- Scale and mix specialty cakes.
- Perform make-up of specialty cakes.
- Finish specialty cakes.
- Cool, store and package specialty cakes.

### LEARNING TASKS

1. Describe specialty cakes

### CONTENT

- Types of specialty cakes
  - Sacher
  - Flourless
  - Other
- Characteristics of specialty cakes

2. Describe the principles of preparing specialty cakes

- Function of ingredients
- Formula balance
- Temperature of ingredients
- Volume of batter
- Mixing methods
  - Creaming
  - One stage
- Layering
- Pan preparation

3. Scale and mix specialty cakes

- Measure ingredients
- Mix batter
  - Mixing method
  - Timing of mixing
- Storage of prepared batter
  - For immediate use
  - Freezing for later use
- Using commercial mixes

**LEARNING TASKS**

4. Perform make-up of specialty cakes

5. Finish specialty cakes

6. Cool, store and package specialty cakes

**CONTENT**

- Techniques for various products
- Scaling/portioning
- Store for future bake-off
  
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
- Finishing and glazing
  
- Cooling
- Storing
- Package product
  - Shelf life
  - Label

**Achievement Criteria**

Performance	The individual will prepare specialty cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Appearance</li> <li>• Texture</li> <li>• Taste</li> <li>• Shrinkage</li> <li>• Evenness</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>
<b>Competency:</b>	<b>E1</b>	<b>Prepare icings, fillings, glazes and meringues</b>

### Objectives

To be competent in this area, the individual must be able to:

- Describe specialty icings, fillings, glazes and meringues.
- Describe the principles of preparing specialty icings, fillings, glazes and meringues.
- Prepare specialty icings, fillings, glazes and meringues.
- Cool and store specialty icings, fillings, glazes and meringues.

### LEARNING TASKS

1. Describe specialty icings, fillings, glazes and meringues
2. Describe the principles of preparing specialty icings, fillings, glazes and meringues
3. Prepare specialty icings, fillings, glazes and meringues
4. Cool and store specialty icings, fillings, glazes and meringues

### CONTENT

- Review icings, glazes and meringues
- Types of icings, fillings and glazes
  - Mirroir
- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking method
- Storage of prepared products
  - For immediate use
  - Freezing for later use
- Using commercial mixes
- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare specialty icings, fillings, glazes and meringues to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Viscosity</li> <li>• Taste</li> <li>• Colour</li> <li>• Consistency</li> <li>• Texture</li> <li>• Stability</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>
<b>Competency:</b>	<b>E2</b>	<b>Assemble and decorate cakes and pastries</b>

## Objectives

To be competent in this area, the individual must be able to:

- Perform cutting techniques.
- Perform filling procedures.
- Perform coating techniques.
- Perform finishing and decorating techniques.

## LEARNING TASKS

1. Perform cutting techniques
2. Perform filling procedures
3. Perform coating techniques

## CONTENT

- Cutting tools
  - Cutting methods
  - Techniques for different products
    - Various slices
    - Various petit fours sec and glace
  - Selecting tools
  - Select method
    - Piping
    - Spreading
    - Pouring
  - Techniques for different products
- 
- Selecting tools
  - Select method
  - Techniques for different products
    - Rolled fondant
    - Ganache
    - Fondant dipped
    - Chocolate dipped
    - Glacage

**LEARNING TASKS**

4. Perform finishing and decorating techniques

**CONTENT**

- Selecting tools
- Piping
  - Borders
  - Flowers
  - Writing
- Techniques for different products
  - Royal icing
  - Ganache
  - Meringue
  - Mirroir
  - Garnishes
- Finishes
  - Imprints
  - Stencils
  - Transfer sheets
  - Spraying/airbrush
  - Flooding

**Achievement Criteria**

Performance	The individual will assemble and decorate specialty cakes, pastries, and petit fours to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Consistency and application of glazes</li> <li>• Taste</li> <li>• Colour</li> <li>• Consistency               <ul style="list-style-type: none"> <li>○ Size</li> <li>○ Proportion</li> </ul> </li> <li>• Texture</li> <li>• Stability</li> <li>• Design</li> <li>• Visual appeal</li> <li>• Production time within industry expectations</li> </ul>

<b>Line (GAC):</b>	<b>E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>
<b>Competency:</b>	<b>E3</b>	<b>Prepare decorative pastes and garnishes</b>

## Objectives

To be competent in this area, the individual must be able to:

- Describe decorative pastes and garnishes.
- Describe the principles of preparing decorative pastes and garnishes.
- Prepare decorative pastes and garnishes.
- Cool and store decorative pastes and garnishes.

## LEARNING TASKS

1. Describe decorative pastes and garnishes

## CONTENT

- Types of decorative pastes
  - Marzipan
  - Modelling chocolate
  - Rolled fondant
- Types of garnishes
  - Review basic techniques
  - Flowers
  - Figures
  - Decorations

- Describe the principles of preparing decorative pastes and garnishes

- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Colouring and painting
- Flavouring
- Textures

**LEARNING TASKS**

3. Prepare decorative pastes and garnishes

**CONTENT**

- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking method
- Pinning
- Cutting
- Moulding
- Storage of prepared products
- Using commercial products

4. Cool and store decorative pastes and garnishes

- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare decorative pastes and garnishes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Visual appeal</li> <li>• Texture</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>



<b>Line (GAC):</b>	<b>E</b>	<b>DECORATE AND FINISH BAKED GOODS</b>
<b>Competency:</b>	<b>E4</b>	<b>Assemble and decorate tiered and wedding cakes</b>

### Objectives

To be competent in this area, the individual must be able to:

- Describe tiered and wedding cakes.
- Describe the principles of assembling and decorating tiered and wedding cakes.
- Assemble and decorate basic tiered and wedding cakes.

### LEARNING TASKS

1. Describe tiered and wedding cakes

2.. Describe the principles of assembling and decorating tiered and wedding cakes

3. Assemble and decorate tiered and wedding cakes

### CONTENT

- Review types
- Review finished product
  - Decorations
  - Traditional
  - Contemporary
  - Themes
- Architecture
  - Balance
  - Weight distribution
  - Symmetry
- Visual appeal
  - Colour combination
  - Shapes
  - Textures
- Taste
  - Flavour combinations
  - Harmony
  - Contrast
- Planning
  - Single layer real cake
  - Use of inserts in dummy cakes
- Cutting
- Filling
- Masking
- Finishing
- Techniques for different products
  - Rolled fondant
  - Royal icing
  - Marzipan

**Achievement Criteria**

Performance	The individual will assemble and decorate tiered and wedding cakes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Neatness</li> <li>• Symmetry</li> <li>• Quality of decoration</li> <li>• Creativity and originality</li> <li>• Visual appeal</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**           **F     DESSERTS**  
**Competency:**       **F1    Prepare custards and mousses**

### Objectives

To be competent in this area, the individual must be able to:

- Describe custards and mousses.
- Describe the principles of preparing custards and mousses.
- Prepare custards and mousses.
- Cool and store custards and mousses.

### LEARNING TASKS

1. Describe custards and mousses

2. Describe the principles of preparing custards and mousses

3. Prepare custards and mousses

4. Cool and store custards and mousses

### CONTENT

- Types of custards and mousses
  - Sabayon
  - Pate a Bombe
  - Marquis
  - Cremeux
  - Aspuma
- Function of ingredients
  - Function
  - Setting/gelling
- Formula balance
- Mixing methods
- Cooking
- Baking
  - Temperatures
  - Water bath
- Advanced aeration techniques
  - Canisters and cartridges
- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking or baking method
- Storage of prepared products
- Freezing and thawing
- Unmoulding
- Cooling
- Storing

**Achievement Criteria**

Performance	The individual will prepare custards and mousses to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Volume</li> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**        **F    DESSERTS**  
**Competency:**     **F2   Prepare plated desserts**

### Objectives

To be competent in this area, the individual must be able to:

- Describe specialty hot plated desserts.
- Describe the principles of preparing specialty hot plated desserts.
- Prepare specialty hot plated desserts.

### LEARNING TASKS

1. Describe specialty hot plated desserts

2. Describe the principles of preparing specialty hot plated desserts

3. Prepare specialty hot plated desserts

### CONTENT

- Types of specialty hot plated desserts
  - Souffles
  - Crepes
  - Composed desserts
- Function of ingredients
- Formula balance
- Mixing methods
- Cooking methods
- Selection of ingredients
- Temperature of equipment and ingredients
- Cleanliness of equipment
- Measure ingredients
- Prepare ingredients
- Prepare product
  - Mixing method
  - Cooking or baking method
  - Oven temperature
  - Testing for doneness
- Finishing and serving
- Timing of service

**Achievement Criteria**

Performance	The individual will prepare specialty hot plated desserts to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Texture</li> <li>• Taste</li> <li>• Doneness</li> <li>• Production time within industry expectations</li> </ul>

Line (GAC):	F	DESSERTS
Competency:	F3	Prepare ice creams and frozen desserts

## Objectives

To be competent in this area, the individual must be able to:

- Describe parfaits and frozen desserts.
- Describe the principles of preparing parfaits and frozen desserts.
- Prepare parfaits and frozen desserts.
- Freeze and store parfaits and frozen desserts.

## LEARNING TASKS

1. Describe parfaits and frozen desserts
2. Describe the principles of preparing parfaits and frozen desserts
3. Prepare parfaits and frozen desserts

## CONTENT

- Types of parfaits and frozen desserts
  - Sundaes/coupes
  - Bombes
  - Baked Alaska
  - Granites
  - Frozen souffles
  - Frozen sabayon
- Function of ingredients
- Formula balance
- Preparation methods
- Layering
- Colour and texture
- Cooking
- Freezing
  - Machine
  - Traditional
  - Liquid nitrogen
- Over run
- Measure ingredients
- Prepare product
  - Mixing method
  - Timing of mixing
  - Cooking or baking method
- Cooling of base
- Freezing of bases
- Assembly of layers

**LEARNING TASKS**

4. Freeze and store parfaits and frozen desserts

**CONTENT**

- Freezing of final product
- Assembly of layers
- Storing
- Tempering

**Achievement Criteria**

Performance	The individual will prepare parfaits and frozen desserts to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Taste</li> <li>• Colour</li> <li>• Consistency</li> <li>• Texture</li> <li>• Visual appeal</li> <li>• Symmetry</li> <li>• Production time within industry expectations</li> </ul>



**Line (GAC):**        **F    DESSERTS**  
**Competency:**    **F4    Apply dessert presentation techniques**

### Objectives

To be competent in this area, the individual must be able to:

- Describe the basic principles of plate presentation.
- Apply basic dessert presentation techniques.

### LEARNING TASKS

1. Describe the principles of plate presentation

### CONTENT

- Components
  - Handling components with different serving temperatures
- Design
- Balance
  - Colour
  - Flavour
  - Texture
  - Symmetry
- Portion size
- Garnishes
  - Chocolate
  - Glazed and candied fruit
  - Coulis and other sauces
  - Tuiles and other cookies
  - Creams
  - Sugar
- Make up
  - Plate design
  - Order of assembly
  - Finishing
  - Holding for service
  - A la minute timing
  - Service speed

2. Apply dessert presentation techniques

- Select components
- Select accompaniments and garnishes
- Portion desserts
- Garnish appropriately
- Serve at correct temperature

**Achievement Criteria**

Performance	The individual will apply dessert presentation techniques to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Colour</li> <li>• Appearance</li> <li>• Portion size</li> <li>• Neatness</li> <li>• Temperature</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **G    CHOCOLATE AND CONFECTIONERY**  
**Competency:**        **G2   Prepare chocolate products and garnishes**

### Objectives

To be competent in this area, the individual must be able to:

- Describe chocolate processing techniques.
- Prepare chocolate products and garnishes.

### LEARNING TASKS

1. Describe chocolate processing techniques

### CONTENT

- Tools and equipment
- Review melting and tempering
  - Melting points
  - Tempering techniques
  - Crystallization stages
  - Maintaining temperature
- Dipping procedures
  - Preparation of goods to be dipped
- Moulding
  - Preparation
  - Procedures
- Assembling
  - Specialty pieces
  - Truffles
  - Simple chocolates
- Using chocolate for writing
- Finishing techniques
  - Textures
  - Flocking
  - Colouring
- Selection of ingredients
- Selection of equipment
- Melt and crystallize product
- Prepare chocolate products and garnishes
  - Moulded chocolates
  - Truffles
  - Plaques
  - Small showpieces
- Cooling
- Finishing and storing

2. Prepare chocolate products and garnishes

**Achievement Criteria**

Performance	The individual will prepare basic chocolate products and garnishes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Correct tempering</li> <li>• Neatness</li> <li>• Portion control</li> <li>• Visual appeal</li> <li>• Texture</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

**Line (GAC):**            **G    CHOCOLATE AND CONFECTIONERY**  
**Competency:**        **G3   Prepare confectionery products and garnishes**

### Objectives

To be competent in this area, the individual must be able to:

- Describe basic confectionery products and garnishes.
- Prepare basic confectionery products and garnishes.

### LEARNING TASKS

1. Describe confectionery products and garnishes

### CONTENT

- Types
  - Candying
  - Peel
  - Fudge
  - Pate de fruits
  - Marshmallows
- Methods
  - Basic pulling
  - Decoration moulding
  - Blowing
- Process
  - Temperature stages
- Safety
- Tools and equipment

2. Prepare confectionery products and garnishes

- Selection of ingredients
- Selection of equipment
- Boil to correct stage
- Prepare basic products and garnishes
  - Caramels and candies
  - Candied peel
  - Fudge
  - Pate de fruits
  - Marshmallows
  - Pulled and blown sugar
- Cooling
- Finishing and storing

**Achievement Criteria**

Performance	The individual will prepare confectionery products and garnishes to an industry standard for quality and production time.
Conditions	The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria	<p>The individual will be evaluated on a grading sheet which reflects:</p> <ul style="list-style-type: none"> <li>• Neatness</li> <li>• Portion control</li> <li>• Visual appeal</li> <li>• Texture</li> <li>• Taste</li> <li>• Production time within industry expectations</li> </ul>

# **Section 4**

## **TRAINING PROVIDER STANDARDS**

## **Facility Requirements**

### **Classroom Area**

- Desks and chairs for a class of apprentices
- Screen and projector
- High speed internet access

### **Shop Area**

- 200 m<sup>2</sup> kitchen with tile floor

### **Lab Requirements**

- H/VAC System
- Dry storage rooms
- Janitorial room
- Access to retail sales area
- Walk-in fridge
- Walk-in freezer
- Stand alone fridge
- Stand alone freezer
- Sanitizing sink
- Hand sinks
- Instructor demo table with mirror
- Work stations
- Electrical outlets (Multi)
- Work benches (Wood and SS)
- Ingredient shelves/cabinets
- Ingredient bins
- SS racks for tools and pans
- Pan racks
- Plastic proofing jackets
- Bread racks
- Oven rack

### **Student Facilities**

- Student change rooms
- Washrooms
- Lockers



**Instructor's Office Space**

- Office furniture and electronics
- Computer and monitor, printer
- File cabinet, shelving, desk and drawers
- Camera

**Other**

- Personal Protection Equipment
- Goggles
- First aid and safety equipment
- Fire suppression equipment

## **Tools and Equipment**

### **Shop Equipment**

#### ***Required***

- Spiral bread mixer 50 L
- 60 L mixer
- 20 L vertical mixers
- Grater attachment
- 10 L mixers
- Bench mixers
- Deck oven with steam, peel, brush
- Convection oven, stacking
- Stove (Four burner) with oven
- Sheeter reversible
- Sheeter/moulder
- Bun divider/rounder
- Air brush
- Air gun
- Compressor
- Bread slicer
- Label printer
- Doughnut fryer
- Robot coupe
- Digital scales
- Balance scales
- Overwrapper
- Tart press
- Microwave

#### ***Recommended***

- Combi oven
- Steam kettle

**Shop (Facility) Tools*****Standard Tools***

- Turntables
- Dry transit cabinets
- Scales
- Maple cutting boards
- Muffin pans 2 dozen
- Muffin pans 1 dozen
- Silpats
- Bar mixer
- Waffle iron
- Rolling pins
- Pie pins
- Stainless steel bowls
- Stainless steel pots – various sizes
- Copper pots
- Seives
- China caps
- Measuring cups
- Strainers
- Plastic storage containers 6 L
- Plastic storage containers 4 L
- Steel bun pans 16 x 24
- 1/2 sheet aluminium pans
- Flan shells
- Tart shells
- Donut screens
- 6 in. cake pans or 7in. or 8 in. (to be determined)
- 6 in. cake rings s.s. or 7 in. or 8in. (to be determined)
- Full slab cake frames
- 1/2 slab cake frames
- 1/4 slab cake frames
- Four strap bread pans
- Pullman loaf pans
- Marble slabs
- Ramekins

***Specialty Tools***

- Chocolate warmers
- Chocolate moulds
- Sugar lamps and equipment
- Metal rod sets for caramel
- Chocolate shaver
- Japonais mats
- Textured mats for decorative sponge
- Decorative sponge comb
- Petit four shell sets
- Cutter sets – round, crinkle, star, half moon, square, clove
- Flexipan dessert moulds – heart, oval hexagon, tower, etc.

**Student Tools (supplied by student)*****Required***

- Hat and hair nets
- Calculator
- Disposable plastic piping bags, small and medium
- The Professional Bakers' Manual or appropriate program materials
- Three-ring binder, containing lined paper pad for notes
- Plastic page holders (optional)
- Tool box/lock
- Combination or key lock for locker
- Bench scraper
- Ruler (centimetres and inches)
- One to two pairs of scissors, small and medium or large
- One to two wooden spoons or rubber spatulas, medium and large (preferably heat resistant)
- Dough thermometer (digital)
- 10 in. French knife
- 12 in. - 14 in. serrated knife
- 8 in. straight spatula
- 4 in. paring knife
- Pastry or pizza wheel
- Hand wire whisk (balloon)
- 8 in.- 10in. offset spatula
- 4 in. -6 in. offset spatula
- 4 in. - 6 in. straight spatula
- 1 1/2 in. diameter rose nail
- Decorating comb, plastic or aluminium
- Two or three piping bags, small to large

- Two or three decorating bags (smaller sizes #12 - #16 Ateco)
- Piping tips as follows: (large tips)
  - Round (#4, #6, #8); Star (#4, #6, #8); and
- Decorating tips as follows: (small tips)
  - Star (#30); Round (#3, #7, #10); Star (#24, #30); Basket weave (#48); Lily of the valley (#79); rose tips (#102, #104)
- Three Dipping forks (1 x 2-prong, 1 x 3-prong and 1 x circle)

***Recommended***

- Full set of decorating tips (27 tips in one box)

## Reference Materials

### Required Reference Materials

- Professional Bakers' Manual (George Rudolph, Ken Sohm et al 2001)  
Crown Publication Services (BC) Product #7960003524 (print) #7630000027 (digital)
- Professional Baking (Wayne Gisslen)  
John Wiley & Sons ISBN : 978-1-118-08374-1
- How Baking Works (Paula Figoni)  
John Wiley & Sons ISBN : 978-0-470-39267-6

### Recommended Resources

- go2hr [www.go2hr.ca](http://www.go2hr.ca)
- SkilledTradesBC [www.skilledtradesbc.ca](http://www.skilledtradesbc.ca)
- Inter-Provincial Red Seal Program [www.red-seal.ca](http://www.red-seal.ca)
- Baking Association of Canada [www.baking.ca](http://www.baking.ca)

### Suggested Texts

- On Baking (Sarah R. Labensky, Eddy van Damme, Priscilla Martel)  
Pearson Canada ISBN-10: 0131579231
- Professional Cake Decorating, 2nd Edition (Toba M. Garrett)  
John Wiley & Sons ISBN: 978-0-470-38009-3
- Bread Bakers Apprentice (Peter Reinhart)  
Ten Speed Press ISBN: 978-1580082686
- Bread: A Baker's Book of Techniques and Recipes (Jeffrey Hamelman)  
John Wiley & Sons ISBN : 978-1-118-13271-5
- The Professional Pastry Chef: Fundamentals of Baking and Pastry (Bo Friberg)  
John Wiley & Sons ISBN: 978-0-471-35925-8
- Advanced Professional Pastry Chef (Bo Friberg)  
John Wiley & Sons ISBN: 978-0-471-35926-5
- In the Hands of a Baker (Culinary Institute of America)  
John Wiley & Sons ISBN : 978-0-470-58785-0
- The New Food Lover's Companion (Ron Herbst, Sharon Tyler Herbst)  
Barron's ISBN: 978-1438001630

**NOTE:**

This list of Reference Materials is for training providers. Apprentices should contact their preferred training provider for a list of recommended or required texts for this program.

## **Instructor Requirements**

### **Occupation Qualification**

The instructor must possess:

- Baker - Certificate of Qualification with the Interprovincial Red Seal Endorsement or equivalent

### **Work Experience**

A minimum of 10 years' experience working in the industry, of which three years have been in a supervisory capacity.

### **Instructional Experience and Education**

The instructor must:

- Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor's Diploma Program or equivalent. (If in progress, a maximum of two years to completion.)

# **Appendix A**

## **ASSESSMENT GUIDELINES**



**Program: Baker**

Training providers delivering Baker apprenticeship in-school technical training are required to enter the following information in SkilledTradesBC Portal for each apprentice:

An in-school mark in the form of a percentage

The in-school percentage score for each level is the result of a combination of theory and practical assessments. This percentage score is then combined with the SkilledTradesBC Standard Level Examination to determine a final percentage score for the level.

**Training Provider Component: In-School Technical Training**

Calculation tables showing the subject competencies, level percentage weightings and level examination weightings are shown in the Grading Sheet: Subject Competencies and Weightings section of this document.

Baker Level 1 & 2 in-school percentage scores are calculated by:

- totaling the level *theory* competency results as noted in the competencies and weightings tables and multiplying the total by 30% to produce a weighted *theory* percentage score;
- totaling the level *practical* competency results as noted in the competencies and weightings tables and multiplying the total by 70% to produce a weighted *practical* percentage score;
- adding the weighted theory and practical competency results together to determine the final in-school percentage score.

This final percentage score is entered into SkilledTradesBC Portal.

**SkilledTradesBC Component: SkilledTradesBC Standardized Level Examinations - Level 1 & 2**

The training provider calculates the final percentage score by blending the standardized exam percentage score and the in-school technical training percentage score. In-school technical training (combined theory & practical) is weighted at 80% and the SkilledTradesBC standardized exam is weighted at 20%.

The training provider reports the blended result to SkilledTradesBC and it is recorded into Direct Access.

A blended percentage score of 70% or greater is required to pass the level.

**In-school Component - Proprietary Examinations – Level 3**

Until further notice, Training Providers delivering the Baker program will continue using their institution's proprietary examinations in the calculation of the apprentices' achievement for Level 3. The percentage weighting of these exams is 30% of the final in-school technical training percentage score.

Refer to the Grading Sheet Subject Competencies and Weightings Table to determine the calculation process for completing a final Level 3 percentage score. The final blended percentage score for Level 3 is to be reported to SkilledTradesBC and must be 70% or greater to pass the level.

**Interprovincial Red Seal**

In order to achieve certification with the Red Seal Endorsement, Baker apprentices are required to write the Baker Interprovincial Red Seal exam after completing all levels of in-school technical training. Apprentices must have passed all levels of in-school technical training or be approved challengers to sit the exam. A score of 70% or greater is required for a pass.

Interprovincial Red Seal exams should be requested by training providers via the usual SkilledTradesBC procedure.

SkilledTradesBC will administer and invigilate Interprovincial Red Seal exams and score and record exam results in SkilledTradesBC Portal.

**Grading Sheet: Subject Competency and Weightings**

PROGRAM: IN-SCHOOL TRAINING: ITA DIRECT ACCESS CODE:		BAKER LEVEL 1 0146BA	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	Occupational Skills	20%	20%
B	Fermented Goods	20%	20%
C	Pastries	15%	15%
D	Cakes and Cookies	20%	20%
E	Decorate and Finish Baked Goods	15%	15%
F	Desserts	5%	5%
G	Chocolate and Confectionery	5%	5%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Calculated by the Training Provider</b> <b>Baker</b> in-school theory & practical subject competency weighting		30%	70%
<b>Training Provider enters final in-school mark score into SkilledTradesBC Portal</b>		Calculation of final in-school percentage	

<b>Calculated by SkilledTradesBC: In-school Mark</b> SkilledTradesBC Portal calculates the percentage weighting once the in-school percentage score is entered. Combined theory and practical subject competency multiplied by	80%
<b>Calculated by SkilledTradesBC: Standard Level Exam Mark</b> SkilledTradesBC Portal will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by	20%
<b>Calculated by SkilledTradesBC: Final Mark</b> The final mark for determining credit is calculated by SkilledTradesBC Portal.	FINAL%

<b>PROGRAM:</b>		<b>BAKER</b>	
<b>IN-SCHOOL TRAINING:</b>		<b>LEVEL 2</b>	
<b>ITA DIRECT ACCESS CODE:</b>		<b>0146BA</b>	
<b>LINE</b>	<b>SUBJECT COMPETENCIES</b>	<b>THEORY WEIGHTING</b>	<b>PRACTICAL WEIGHTING</b>
A	Occupational Skills	10%	10%
B	Fermented Goods	20%	20%
C	Pastries	15%	15%
D	Cakes and Cookies	20%	20%
E	Decorate and Finish Baked Goods	15%	15%
F	Desserts	10%	10%
G	Chocolate and Confectionery	10%	10%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Calculated by the Training Provider</b> <b>Baker</b> in-school theory & practical subject competency weighting		30%	70%
<b>Training Provider enters final in-school mark into SkilledTradesBC Portal</b>		Calculation of final in-school percentage	

<b>Calculated by SkilledTradesBC: In-school Mark</b> SkilledTradesBC Portal calculates the percentage weighting once the in-school mark is entered. Combined theory and practical subject competency multiplied by	80%
<b>Calculated by SkilledTradesBC: Standard Level Exam Percentage Score</b> SkilledTradesBC Portal will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by	20%
<b>Calculated by SkilledTradesBC: Final Percentage Score</b> The final mark for determining credit is calculated by SkilledTradesBC Portal.	FINAL%

<b>PROGRAM:</b>		<b>BAKER</b>	
<b>IN-SCHOOL TRAINING:</b>		<b>LEVEL 3</b>	
<b>ITA DIRECT ACCESS CODE:</b>		<b>0146BA</b>	
<b>LINE</b>	<b>SUBJECT COMPETENCIES</b>	<b>THEORY WEIGHTING</b>	<b>PRACTICAL WEIGHTING</b>
A	Occupational Skills	15%	15%
B	Fermented Goods	20%	20%
C	Pastries	10%	10%
D	Cakes and Cookies	15%	15%
E	Decorate and Finish Baked Goods	20%	20%
F	Desserts	10%	10%
G	Chocolate and Confectionery	10%	10%
	<b>Total</b>	<b>100%</b>	<b>100%</b>
<b>Calculated by the Training Provider</b> <b>Baker</b> in-school theory & practical subject competency weighting		30%	70%
<b>Training Provider enters final in-school mark into SkilledTradesBC Portal</b>		Calculation of final in-school percentage	

All apprentices who have completed all levels of the Baker program with a FINAL level mark of 70% or greater will write the Interprovincial Red Seal examination as their final assessment.

SkilledTradesBC will enter the apprentices' Baker Interprovincial examination mark in SkilledTradesBC Portal. A minimum mark of 70% on the examination is required for a pass.