



PROGRAM OUTLINE

Baker

Implementation date: September 1, 2024

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BAKER PROGRAM OUTLINE

**APPROVED BY INDUSTRY
JANUARY 2024**

IMPLEMENTATION BEGINNING SEPTEMBER 1, 2024, AS PER TRANSITION PLAN

THIS BC PROGRAM HAS BEEN HARMONIZED AND IS BASED ON RSOS 2023

**Developed by
SkilledTradesBC
Province of British Columbia**

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Section 1

INTRODUCTION

Baker

Foreword

This revised Program Outline is intended as a guide for instructors, apprentices, and employers of apprentices as well as for the use of industry organizations, regulatory bodies, and provincial and federal governments. It reflects updated standards based on the 2023 Red Seal Occupational Standard (RSOS). It was developed by British Columbia industry and instructor subject matter experts.

Practical instruction by demonstration and student participation should be integrated with classroom sessions. Safe working practices, even though not always specified in each operation or topic, are an implied part of the program and should be stressed throughout the apprenticeship.

This Program Outline includes a list of recommended reference textbooks that are available to support the learning objectives and the minimum shop requirements needed to support instruction.

Competencies are to be evaluated through written exams and practical assessments. A passing grade is achieved by getting an overall mark of 70%. See the Assessment Guidelines in Section 4 for more details.

Achievement Criteria are included for those competencies that require a practical assessment. 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 learner's ability to apply the theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency. The conditions under which these performances will be observed and measured must be clear to the learner as well as the criteria by which the learner will be evaluated. The learner must also be given the evaluation criteria.

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 WorkSafe BC 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 themselves about the Occupational Health and Safety Regulation pertaining to their work.

Acknowledgements

Industry and Instructor Subject Matter Experts retained to assist in the development and review of this Program Outline:

- Daniel Capadouca Okanagan College
- Erica Lamouroux Freyja – The Croissant Story
- Esther Kosa Vancouver Community College
- Ken Harper Vancouver Island University
- Lori Cooke Uprising breads Bakery Ltd.

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Previous Contributors

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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
Program Credentialing Model	Communicates program length and structure, and all pathways to completion	Illustrates the length and structure of the program	Illustrates the length and structure of the program, and pathway to completion	Illustrates the challenger pathway to Certificate of Qualification
OAC	Communicates the competencies that industry has defined as representing the scope of the occupation	Displays the competencies that an apprentice is expected to demonstrate in order to achieve certification	Displays the competencies apprentices will achieve as a result of program completion	Displays the competencies challengers must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	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	Shows 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	Shows 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	Shows the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable 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
Assessment Guidelines	Shows the general areas of competency covered in each level of technical training, the theory and practical grading weight, and the calculation method for final percentage marks	Shows the general areas of competency covered in the technical training, the grading weight for each GAC, and the percentage of that time spent on theory versus practical application	Shows the general areas of competency covered in each level of technical training, the theory and practical grading weight, and the calculation method for final percentage marks	Shows the relative weightings of various general areas of competency within the occupation on which assessment is based

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	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
Appendix – Glossary of Acronyms			Defines program specific acronyms	

Section 2

PROGRAM OVERVIEW

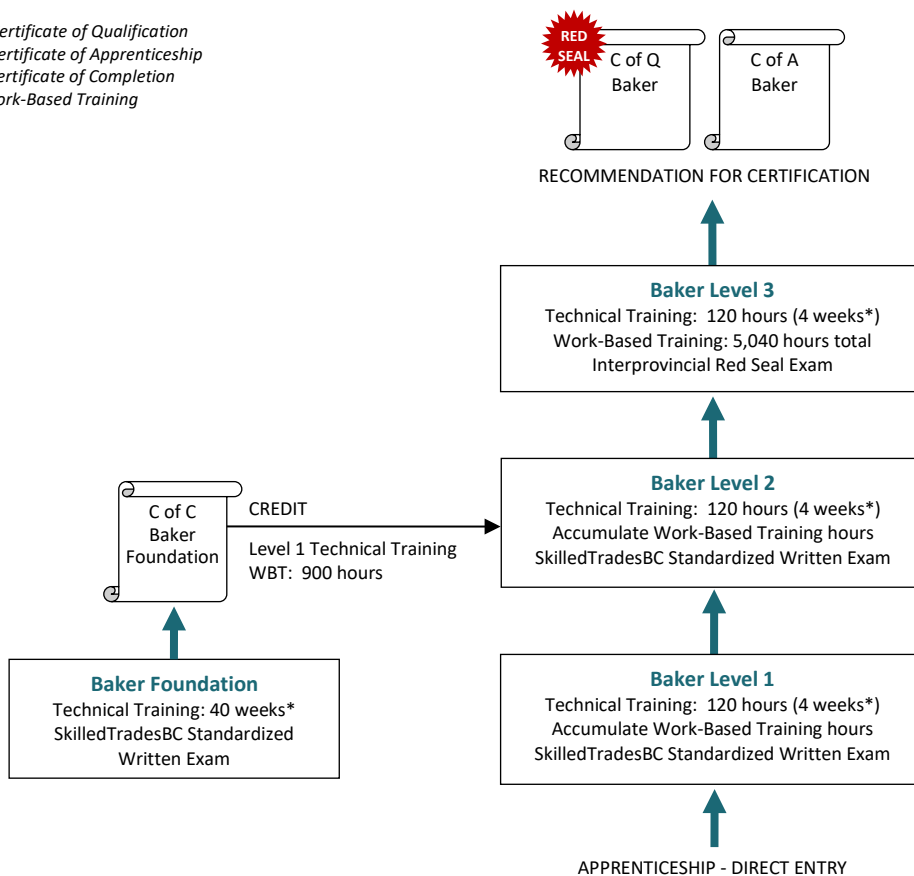
Baker

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*

CREDIT FOR PRIOR LEARNING

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

None

Occupational Analysis Chart

BAKER

Occupation Description:

Bakers prepare products such as fermented goods, cookies, quick breads, pastries, cakes, chocolates, confections and frozen desserts. Bakers prepare doughs and batters for baked goods according to formulations. They use mechanized and non-mechanized tools and equipment such as measuring devices, different types of pans, and weight scales in the production of baked goods. Some tools and equipment are digital or computerized. Bakers use bakery equipment such as ovens, fryers, mixers, dough handling equipment, refrigerators and freezers. Other specialized equipment includes chocolate tempering (crystalizing) machines, ice cream makers and depositors. Bakers are responsible for maintaining their tools and equipment in a clean, safe and sanitary manner.

PERFORM OCCUPATIONAL SKILL <div></div> A	Demonstrate workplace safety procedures <div></div> A1 <div>1</div>	Apply safe food handling practices <div></div> A2 <div>1</div>	Apply interpersonal skills <div></div> A3 <div>1</div> <div>3</div>	Use and maintain baking tools and equipment <div></div> A4 <div>1</div>	Plan and organize production <div></div> A5 <div>1</div> <div>3</div>	Manage bakery products and inventory <div></div> A6 <div>1</div> <div>3</div>
	Apply cost control procedures <div></div> A7 <div></div> <div>3</div>	Apply packaging and merchandizing procedures <div></div> A8 <div>1</div> <div>3</div>				
	APPLY FOOD SCIENCE <div></div> B	Use product and nutritional information <div></div> B1 <div></div> <div>2</div> <div>3</div>	Apply baking science and trade calculations <div></div> B2 <div>1</div>	Adapt baking practices to meet dietary requirements <div></div> B3 <div></div> <div>2</div> <div>3</div>		
PREPARE FERMENTED GOODS <div></div> C	Prepare basic doughs and products <div></div> C1 <div>1</div> <div>2</div>	Prepare laminated doughs and products <div></div> C2 <div>1</div> <div>2</div>	Prepare specialty doughs and products <div></div> C3 <div>1</div> <div>2</div>	Prepare natural ferments and Artisan breads <div></div> C4 <div></div> <div>2</div> <div>3</div>		

**Section 2
Program Overview**

PREPARE PASTRIES D	Prepare pies and tarts D1 1 2	Prepare laminated pastry doughs and products D2 1 2	Prepare speciality pastries D3 1 2 3	Prepare deep fried pastries and products D4 1 2
PREPARE CAKES AND COOKIES E	Prepare cookies, squares and bars E1 1 2	Prepare quick breads E2 1	Prepare cakes E3 1 2	Prepare specialty cakes and tortes E4 1 2
DECORATE AND FINISH BAKED GOODS F	Prepare icings, fillings, glazes, sauces and meringues F1 1 2	Prepare savoury fillings F2 1	Assemble and decorate cakes and sweet and savory pastries F3 1 2 3	Prepare decorative pastes and garnishes F4 2 3
				Assemble and decorate tiered and celebration cakes F5 3
PREPARE DESSERTS G	Prepare custards, puddings and mousses G1 1 2 3	Prepare plated desserts G2 2 3	Prepare ice creams and frozen desserts G3 1 3	Apply dessert presentation techniques G4 2 3
PREPARE CHOCOLATE AND CONFECTIONARY H	Demonstrate the principles of working with chocolate and confectionery H1 1	Prepare chocolate products and garnishes H2 2 3	Prepare confectionery products and garnishes H3 3	

Training Topics and Suggested Time Allocation

BAKER – LEVEL 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	PERFORM OCCUPATIONAL SKILLS	10%	20%	80%	100%
A1	Demonstrate workplace safety procedures		✓	✓	
A2	Apply safe food handling practices		✓	✓	
A3	Apply interpersonal skills		✓	✓	
A4	Use and maintain baking tools and equipment		✓	✓	
A5	Plan and organize production		✓	✓	
A6	Manage bakery products and inventory		✓	✓	
A8	Apply packaging and merchandizing procedures		✓	✓	
Line B	APPLY FOOD SCIENCE	10%	100%	0%	100%
B2	Apply baking science and trade calculations		✓		
Line C	PREPARE FERMENTED GOODS	15%	20%	80%	100%
C1	Prepare basic doughs and products		✓	✓	
C2	Prepare laminated doughs and products		✓	✓	
C3	Prepare specialty doughs and products		✓	✓	
Line D	PREPARE PASTRIES	20%	20%	80%	100%
D1	Prepare pies and tarts			✓	
D2	Prepare laminated pastry doughs and products		✓	✓	
D3	Prepare specialty pastries		✓	✓	
D4	Prepare deep fried pastries and products			✓	
Line E	PREPARE CAKES AND COOKIES	20%	20%	80%	100%
E1	Prepare cookies, squares and bars		✓	✓	
E2	Prepare quick breads		✓	✓	
E3	Prepare cakes		✓	✓	
E4	Prepare specialty cakes and tortes		✓	✓	
Line F	DECORATE AND FINISH BAKED GOODS	10%	20%	80%	100%
F1	Prepare icings, fillings, glazes, sauces and meringues		✓	✓	
F2	Prepare savoury fillings		✓	✓	
F3	Assemble and decorate cakes and sweet and savoury pastries		✓	✓	
Line G	PREPARE DESSERTS	10%	20%	80%	100%
G1	Prepare custards, puddings and mousses		✓	✓	
G3	Prepare ice creams and frozen desserts		✓	✓	
Line H	PREPARE CHOCOLATE AND CONFECTIONARY	5%	80%	20%	100%
H1	Demonstrate the principles of working with chocolate and confectionary		✓	✓	
Total Percentage for Baker Level 1		100%			

BAKER – LEVEL 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line B	APPLY FOOD SCIENCE	10%	100%	0%	100%
B1	Use product and nutritional information		✓		
B3	Adapt baking practices to meet dietary requirements		✓		
Line C	PREPARE FERMENTED GOODS	20%	10%	90%	100%
C1	Prepare basic doughs and products		✓	✓	
C2	Prepare laminated doughs and products		✓	✓	
C3	Prepare specialty doughs and products		✓	✓	
C4	Prepare natural ferments and Artisan breads		✓	✓	
Line D	PREPARE PASTRIES	20%	10%	90%	100%
D1	Prepare pies and tarts		✓	✓	
D2	Prepare laminated pastry doughs and products		✓	✓	
D3	Prepare specialty pastries		✓	✓	
D4	Prepare deep fried pastries and products		✓	✓	
Line E	PREPARE CAKES AND COOKIES	25%	10%	90%	100%
E1	Prepare cookies, squares and bars		✓	✓	
E3	Prepare cakes		✓	✓	
E4	Prepare specialty cakes and tortes		✓	✓	
Line F	DECORATE AND FINISH BAKED GOODS	10%	10%	90%	100%
F1	Prepare icings, fillings, glazes, sauces and meringues		✓	✓	
F3	Assemble and decorate cakes and sweet and savoury pastries		✓	✓	
F4	Prepare decorative pastes and garnishes		✓	✓	
Line G	PREPARE DESSERTS	10%	10%	90%	100%
G1	Prepare custards, puddings and mousses		✓	✓	
G2	Prepare plated desserts		✓	✓	
G4	Apply dessert presentation techniques		✓	✓	
Line H	PREPARE CHOCOLATE AND CONFECTIONARY	5%	10%	90%	100%
H2	Prepare chocolate products and garnishes		✓	✓	
Total Percentage for Baker Level 2		100%			

BAKER – LEVEL 3

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	PERFORM OCCUPATIONAL SKILLS	10%	10%	90%	100%
A3	Apply interpersonal skills		✓	✓	
A5	Plan and organize production		✓	✓	
A6	Manage bakery products and inventory		✓	✓	
A7	Apply cost control procedures		✓	✓	
A8	Apply packaging and merchandizing procedures		✓	✓	
Line B	APPLY FOOD SCIENCE	10%	100%	0%	100%
B1	Use product and nutritional information		✓		
B3	Adapt baking practices to meet dietary requirements		✓		
Line C	PREPARE FERMENTED GOODS	20%	10%	90%	100%
C4	Prepare natural ferments and Artisan breads		✓	✓	
Line D	PREPARE PASTRIES	20%	10%	90%	100%
D3	Prepare specialty pastries		✓	✓	
Line F	DECORATE AND FINISH BAKED GOODS	15%	10%	90%	100%
F3	Assemble and decorate cakes and sweet and savoury pastries		✓	✓	
F4	Prepare decorative pastes and garnishes		✓	✓	
F5	Assemble and decorate tiered and celebration cakes		✓	✓	
Line G	PREPARE DESSERTS	15%	10%	90%	100%
G1	Prepare custards, puddings and mousses		✓	✓	
G2	Prepare plated desserts		✓	✓	
G3	Prepare ice creams and frozen desserts		✓	✓	
G4	Apply dessert presentation techniques		✓	✓	
Line H	PREPARE CHOCOLATE AND CONFECTIONARY	10%	10%	90%	100%
H2	Prepare chocolate products and garnishes		✓	✓	
H3	Prepare confectionery products and garnishes		✓	✓	
Total Percentage for Baker Level 3		100%			

Section 3

PROGRAM CONTENT

Baker

Level 1

Baker

Line (GAC):	A	PERFORM 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
2. Identify and describe workplace hazards
3. Describe basic emergency procedures

CONTENT

- Purpose
- Responsibilities
 - Employer
 - Employee
- Compensation and benefits
 - Workers who are covered
 - Workers who are not covered
 - Compensated injuries and job-related illness
 - Circumstances for compensation
 - Benefits
- Joint occupational health and safety committees
- Contravention of regulations
- Reporting accidents
- Types of hazards
 - Environmental
 - Physical
 - Mechanical
- Workplace Hazardous Materials Information System (WHMIS)
 - Symbols
 - Reading labels
 - Employer is to provide training
- Material Safety Data Sheets (SDS)
- Types of workplace emergencies
 - Fire
 - Earthquake
 - Evacuation
 - Medical
- Workplace procedures
 - Emergency drills

LEARNING TASKS

4. Describe fire safety procedures and regulations
5. Apply personal safety practices

CONTENT

- Muster stations
- Emergency exits
- Components that produce fire
 - Fuel
 - Heat
 - Oxygen
- Types of fires and extinguishers
 - Classes of fires
 - Fire extinguishers
 - Selection
 - Servicing
- Fire safety precautions
 - Flammable liquids or gases
 - Paper and wood products
 - Oily cloths
 - Equipment maintenance
- Types of accidents and causes
 - Cuts
 - Burns
 - Falls
 - Strains and sprains
- Accident prevention
- Strains and repetitive motion injuries
 - Identification
 - Early reporting
 - Preventative practices
- Personal protective equipment (PPE)
 - Clothing
 - Footwear
 - Hand protection
 - Eye protection
- Safety practices for the workplace
 - Equipment lock-out procedures
 - Cleaning chemicals
 - Safety training
 - Equipment
 - Sharp utensils
 - Hot pans
 - Other
 - Hazard free work areas
 - Supply storage
 - Waste disposal procedures

LEARNING TASKS

CONTENT

6. Apply workplace safety procedures

- Lifting procedures
- Equipment safety
 - Ventilation systems
 - Emergency shutdown systems
 - Guards and barriers
 - Other
- Workplace 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
 - First Aid supply inventory
- Utilities
 - Electrical
 - Electric shock prevention
 - Wiring examination
 - Lock-out procedures
 - Water supply
 - Shut-off procedures
 - Gas supply
 - Valve shut off
 - Pilot light
 - Problem identification
 - Other services

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

- WorkSafeBC supervisor and employer responsibilities
- Joint Occupational Health and Safety Committee role
- Training
- Safety supervision
- Reporting procedures

Line (GAC): **A PERFORM 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
- Describe the principles of a food safety plan
- Prepare a food safety plan

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

- Food safety regulations
 - Provincial
 - Regional
 - Municipal
- FOODSAFE Level 1 certification
- Definitions
- Temperature records
- Corrective actions
- Sources of cross-contamination
 - Bacterial
 - Viral
 - Parasitic
 - Fungal
- Allergies and intolerances
- Food handling procedures
 - Receiving
 - Storage
 - Labelling
- Temperature controls
- Inventory control
 - First In First Out (FIFO)
- Food safety plans
- Equipment
 - Maintenance
 - Sanitation
- Contaminated foods
 - Documentation

LEARNING TASKS

CONTENT

5. Apply workplace sanitation procedures

- Isolation
- Disposal
- Cross contamination
- Cleaning, sanitizing and maintenance procedures and schedules
 - Products
 - Surfaces
 - Equipment
 - Schedule
- Infestation and contamination
 - Bacterial
 - Fungal
 - Viral
 - Parasitic

6. Apply personal hygiene procedures

- Personal
 - Hygiene
 - Health and wellness
 - Hand washing procedures
- Clothing
 - Types
 - Cleanliness
- Footwear
 - Types
 - Cleanliness
- Head covering
- Jewelry and make-up
- Nails
- Scents
- Cross contamination

7. Describe the principles of a food safety plan

- Overview and purpose
- HACCP principles
- Food Safety Plan
 - Critical steps
 - Control points
 - Safe practices
- Additional training

8. Prepare a food safety plan

- Design a food safety plan
 - Provincial, regional or municipal requirements
 - Critical steps
 - HACCP
 - Safe practices

Line (GAC): **A PERFORM 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
- Apply customer service and communication techniques
- Maintain professional interactions with co-workers and business colleagues

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
 - Professionalism
 - Work ethic
 - Accountability
 - Responsibility
 - Time management
 - Attendance and punctuality
 - Competency
- Industry expectations
- Performance evaluation
- Workplace policies and procedures
- Types of communication
 - Verbal
 - Non-verbal
 - Technology
- Codes of conduct
 - Workplace policies
- Perspectives
 - Diversity
 - Cultural
 - Religion
 - Political
 - Other

LEARNING TASKS

4. Apply customer service and communication techniques

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

CONTENT

- Communication skills
 - Speaking and listening
 - Trade language
 - Reading and comprehension
 - Writing
 - Body language
 - Customer relations
- Product knowledge
- Phone etiquette
- Taking orders
- Workplace policies and procedures
- Escalation of incidents
- Workplace policies and procedures
- Conflict resolution procedures
- Business relationships
 - Suppliers
 - Industry
 - Networking
- Professional development
- Keeping current with industry trends

Line (GAC):	A	PERFORM 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 common types of tools and equipment and their uses
- Identify specialty tools and equipment
- Describe the maintenance and safety precautions of tools and equipment
- Demonstrate the efficient use of tools and equipment
- Select and use tools and equipment
- Adapt production to accommodate available tools and equipment

LEARNING TASKS

1. Identify types of tools and equipment and purpose
2. Describe the maintenance and safety precautions of tools and equipment
3. Demonstrate the efficient use of tools and equipment

CONTENT

- Tools
- Major equipment
 - Mixers
 - Ovens
 - Stoves
 - Proofers
 - Sheeters
 - Bun dividers
 - Grinders
 - Bread slicers
 - Labelling equipment
 - Attachments
 - Other
- Small equipment
 - Pans and cookware
 - Food processors
 - Mixers
 - Scales
 - Other
- Specialty tools and equipment
- Purpose
- Computers, smartphones, and tablets
- General guidelines
- General safety precautions
- Cleaning and storage
- Maintenance
- Equipment lock-out procedures
- Techniques
- Ergonomics

LEARNING TASKS

4. Select and use tools and equipment

5. Adapt production to accommodate available tools and equipment

CONTENT

- Tools and equipment
- Safety
- Basic knife skills
- Cleaning, maintenance and storage

- Identification of available equipment
- Safety procedure
- Intended outcome
- Consistency
- Flexibility
- Maintenance

Line (GAC): **A PERFORM OCCUPATIONAL SKILLS**
Competency: **A5 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
- Demonstrate organization and time management in the bakes shop
- Prepare an individual production schedule and work plan

LEARNING TASKS

1. Identify the basic principles of organization

2. Demonstrate the basic principles of time management

3. Interpret and follow work plans and production schedules

4. Prepare an individual production schedule and work plan

CONTENT

- Mise en place principles
 - Prep lists
 - Work plan
 - Tools and equipment
 - Workstation organization
- Cleaning and organizing between tasks
- Prioritization of work assignments
- Developing and maintaining production speed
 - Ergonomics
 - Efficiency of movement
- Multi-tasking
- Clarifying instructions
- Reading documents
- Task sequence identification
- Following instructions
- Clarify instructions
- Principles of a production schedule and work plan
 - Efficient use of time
 - Availability of equipment
 - Requirements of recipe or formula
- Products produced according to schedule
- All tasks completed within time limit

Line (GAC):	A	PEFORM OCCUPATIONAL SKILLS
Competency:	A6	Manage bakery products and inventory

Objectives

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

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

LEARNING TASKS

1. Describe receiving procedures
2. Describe ordering and purchasing procedures
3. Identify storage temperatures and procedures
4. Identify waste management procedures

CONTENT

- Interpreting invoices/purchasing orders
- Receiving practices
 - Return policies
 - Damaged items
 - Expiration dates
- Communicating shortages
- Quantities
 - Par levels
 - Order cycles
 - Availability
- Purchase factors
 - Cost of ingredients
 - Quantity of ingredients
 - Quality of ingredients
- Ordering procedures
 - Order sheets
 - Purchase orders
 - Standing orders
- Goods
 - Refrigerated
 - Frozen
 - Dry
- FIFO
- Labelling
- Types of waste
 - Organics/compostable product
 - Recyclable products
 - Oils/fats
 - Others
- Usage and waste management

LEARNING TASKS

5. Apply receiving, storage and waste management procedures

CONTENT

- Reduce
- Re-use
- Recycle
- Workplace procedures
- Waste removal schedule
- Product inspection
- Storage
- Labelled
- Waste minimized
- Procedures followed

Line (GAC):	A	PERFORM OCCUPATIONAL SKILLS
Competency:	A8	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 the basic labelling requirements
- Describe the basic principles of retail sales and merchandizing

LEARNING TASKS

1. Identify types of packaging

CONTENT

- Types
 - Bags
 - Boxes
 - Containers
- Materials
 - Permeable
 - Non-permeable
 - Paper
 - Plastic
 - Biodegradable
- Selection
- Benefits
- Displays
 - Counter
 - Showcase
 - Bread rack
 - Shelf
- Product arrangement
 - Strategies
- Stock rotation
- Regulations
- Requirement of label
- Nutritional label
- Interpretation of nutritional labels
- Labelling resources

2. Describe the principles of retail display

3. Describe basic labelling requirements

Line (GAC):	B	APPLY FOOD SCIENCE
Competency:	B2	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
- Demonstrate the correct use of the Metric and Imperial /US measuring systems.
- Apply mathematical principles
- Create, convert, modify and adjust formulas and recipes
- Develop, use and follow formulas and recipes
- Identify and evaluate faults in baking

LEARNING TASKS

1. Describe scientific principles used in baking

CONTENT

- Scientific principles and processes
 - Aeration
 - Emulsification
 - Caramelization
 - Maillard reaction
 - Fermentation
 - Gelatinization
 - Crystallization
 - Coagulation
 - Staling
 - Hydrocolloids
 - Low temperature cooking and sous-vide
 - Others
- Leavening
 - Chemical
 - Physical
 - Mechanical
 - Organic
- Types of heat transfer methods
 - Conventional
 - Convection
 - Induction
 - Radiation
- Effects of heat on food
 - Nutrients
 - Fat content
 - Moisture
 - Flavour
 - Aroma
 - Texture

LEARNING TASKS

CONTENT

- Colour
 - Cooling and freezing
 - Adjusting for high altitude
 - Specific gravity
 - Adjusting for ingredient substitutions and additions
- 2. Describe the function of ingredients in baking
 - Flour and grains
 - Sugar
 - Eggs
 - Dairy
 - Eggs substitutes
 - Dairy substitutes
 - Liquids
 - Fats
 - Leaveners
 - Spices and flavourings
 - Salt
 - Thickeners
 - Chocolate and cocoa
 - Nuts and seeds
 - Fruits
 - Meat products and alternatives
- 3. Apply mathematical principles
 - Types of measurements
 - Weight
 - Volume
 - Number or count
 - Baker's percentage
 - Calculating ingredient and dough temperature
- 4. Demonstrate the use of the Metric and Imperial/US measuring systems
 - Units of measurement
 - Mass (weight)
 - Capacity (volume)
 - Temperature
 - Length (distance)
 - Metric system
 - Imperial /US systems
 - Conversion
 - Within the Metric system
 - Between Metric and Imperial/US measurement systems

LEARNING TASKS

CONTENT

5. Convert and adjust formulas and recipes

- Between units in the Imperial/US systems
- Conversion factor and percentage method
 - Conversion factors
 - Formula and recipe adjustments using conversion factors
 - Formula and recipe adjustments using percentage
- Cautions when converting formulas and recipes
 - Domestic vs commercial recipes and formulas
 - Large multiples
 - Yield and size
 - Equipment selection

6. Use and follow formulas and recipes

- Following sequence
- Accurate yield

7. Identify and evaluate faults in baking

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

8. Use and follow formulas and recipes

- Responding to faults
- Formulas and recipes
 - Use
 - Follow
- Cautions
 - Formula and recipe modification with additions and substitutions
 - Identification and correction of faults

9. Develop, modify and adjust formulas and recipes

- Review and revision of recipes and formulas
- Determination of method and sequence for new recipe or formula
- Recipe and formula adjustments with additions and substitutions
- Modification method or sequence for additions or substitutions

LEARNING TASKS

CONTENT

- Required yield calculations
- Cause and effect based on finished product
- Identification and correction faults

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C1	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
2. Describe the principles of preparing basic doughs

CONTENT

- Lean straight doughs
 - Basic rolls and buns
 - Pan bread
 - French bread
- Basic sweet dough
 - Basic rolls and buns
 - Cinnamon buns
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Machine selection
- Mixing objectives
 - Ingredient distribution
 - Gluten development
 - Time
- Dough considerations
 - Friction theory
 - Required dough temperature (RDT)
 - Required water temperature (RWT)
 - Final dough temperature (FDT)/Actual dough temperature (ADT)
- Theory of fermentation and proofing
 - Retarding
 - Proofing
 - Time
 - Temperature
 - Humidity
- Freezing and par-baking
 - Thawing

LEARNING TASKS

CONTENT

3. Scale and mix basic doughs

- Storage
- Faults and causes
- Calculation
 - Ingredient
 - Dough temperature
 - Friction theory
- Bread formula
- Dough mixing
 - Time
 - Machine speed
 - Gluten development

4. Perform make-up of basic doughs and products

- Primary fermentation
- Degassing
- Dough portioning
- Bench dough
 - Intermediate proofing
- Dough shaping
 - Hand
 - Machine

5. Finish and bake basic dough products

- Panning
- Final proofing
- Pre-bake finishes
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time
 - Testing for doneness

6. Cool, slice and package basic dough products

- De-pan product
- Cool products
- Operation of slicer
- Product packaging
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance The learner will be able to prepare basic breads and rolls to an industry standard for quality and production time

Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment.
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C2	Prepare laminated doughs and products

Objectives

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

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

LEARNING TASKS

1. Describe croissants and danish
2. Describe the principles of preparing croissants and danish
3. Scale and mix croissants and danish

CONTENT

- Dough
 - Croissant
 - Danish
- Products
 - Basic croissants
 - Basic danish
- Ingredient
 - Functions
 - Temperature
- 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
 - Retarding
 - Proofing
 - Time
 - Temperature
 - Humidity
- Convenience products
- Faults and causes
- Ingredient measurements
- Mix dough procedure
 - Method
 - Time

LEARNING TASKS

CONTENT

- | | |
|---|--|
| | <ul style="list-style-type: none"> ○ Roll-in fat and folding techniques <ul style="list-style-type: none"> – Sheeters – Rolling pin • Storage of prepared dough <ul style="list-style-type: none"> ○ For immediate use ○ For later use |
| 4. Perform make-up of croissants and danish | <ul style="list-style-type: none"> • Techniques • Traditional croissants and danish • Storage |
| 5. Finish and bake croissants and danish | <ul style="list-style-type: none"> • Final proofing <ul style="list-style-type: none"> ○ Time ○ Temperature ○ Humidity • Pre-bake finishes • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness |
| 6. Cool and package croissants and danish | <ul style="list-style-type: none"> • Finishing • Cool products <ul style="list-style-type: none"> ○ Process ○ Optimal temperature • Package product <ul style="list-style-type: none"> ○ Shelf life ○ Label • Storage |

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to prepare croissants and danish to an industry standard for quality and production time |
| Conditions | The learner will be given recipes, a workstation, and appropriate ingredients and tools and equipment. |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation |

- Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C3	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

2. Describe the principles of preparing basic specialty doughs

3. Scale and mix basic specialty doughs

CONTENT

- Products
 - Bagel
 - Flat breads
 - Focaccia
 - Calzone
 - Pizza
 - Pretzels
 - Other
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
 - Retarding
 - Proofing
 - Time
 - Temperature
 - Humidity
- Machine selection
- Mixing objectives
 - Ingredient distribution
 - Gluten development
 - Time
- Convenience products
- Faults and causes
- Calculation
 - Ingredients
 - Dough temperature

LEARNING TASKS

CONTENT

- | | |
|---|---|
| | <ul style="list-style-type: none"> ○ Friction theory • Bread formula • Dough mixing <ul style="list-style-type: none"> ○ Time ○ Machine speed ○ Gluten development ○ Addition of inclusions |
| 4. Perform make-up of basic specialty doughs and products | <ul style="list-style-type: none"> • Primary fermentation • Retarding • Degassing • Dough portioning • Intermediate proofing • Dough shaping <ul style="list-style-type: none"> ○ Hand ○ Machine • Panning |
| 5. Finish and bake basic specialty dough products | <ul style="list-style-type: none"> • Final proofing • Pre-bake finishes • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness |
| 6. Cool, slice and package basic specialty dough products | <ul style="list-style-type: none"> • Cool products <ul style="list-style-type: none"> ○ Process ○ Temperature • Product packaging <ul style="list-style-type: none"> ○ Shelf life ○ Label • Storage |

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to prepare basic specialty fermented breads and products to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct |

- Safety
 - Personal hygiene
 - Sanitation
 - Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC): D PREPARE PASTRIES

Competency: D1 Prepare pies and tarts

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
- Short doughs
- Crumb crusts
- Basic fruit fillings
 - Cooked
 - Fruit method
 - Juice method
 - Uncooked
 - Old-fashioned
- Custards
 - Baked
 - Unbaked
 - Cream
 - Chiffon
- Toppings and finishings
 - Baked
 - Unbaked
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing methods
- Equipment considerations
- Procedures
 - Resting
- Storage
- Faults and causes
- Ingredients

LEARNING TASKS

CONTENT

4. Perform make-up of basic pies and tarts

- Calculations
- Measurements
- Mixing method
- Storage
- Equipment selections
 - Pie press
 - Sheeter
 - Rolling pin
- Procedures
 - Shape
 - Form
 - Pre-bake
 - Docking
- Portioning
- Toppings and finishings
- Finishing
 - Pre-bake
 - Bake

5. Finish and bake basic pies and tarts

Achievement Criteria

Performance	The learner will be able to prepare basic pies and tarts to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment.
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	D	PREPARE PASTRIES
Competency:	D2	Prepare laminated pastry doughs and pastry products

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 basic laminated pastry doughs
- Scale and mix basic laminated pastry doughs
- Perform make-up of basic laminated pastry dough products
- Bake and finish basic laminated dough products

LEARNING TASKS

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

CONTENT

- Variations
 - Classic puff pastry
 - Quick puff pastry
- Products
 - Assorted make-ups and shapes
 - Turnovers
 - Savoury straws
 - Pockets
 - Sausage rolls
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Laminations principles
 - Roll in fat
 - Single folds
 - Double folds
 - Resting
 - Rotation
- Temperature
 - Dough
 - Roll-in fat
- Frozen convenience products
- Storage
- Faults and causes
- Measure ingredients
- Mix dough
 - Mixing method
 - Roll-in fat
 - Folding techniques

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>4. Perform make-up of basic laminated pastry dough products</p> <p>5. Bake and finish basic laminated dough products</p> | <ul style="list-style-type: none"> • Equipment selection <ul style="list-style-type: none"> ○ Rolling pin ○ Sheeter • Storage <ul style="list-style-type: none"> ○ For immediate use ○ For later use • Equipment selection • Dough thickness • Techniques <ul style="list-style-type: none"> ○ Cutting ○ Fillings ○ Sealing • Storage • Pre-bake finishes • Vent • Bake products <ul style="list-style-type: none"> ○ Oven consideration <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness • Finishing • Storage |
|---|--|

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to prepare basic laminated pastry products to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment. |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour |

Section 3
Program Content – Level 1

- Texture, grain and crumb
- Taste and aroma
- Consistency of product

Line (GAC): **D PREPARE PASTRIES**
Competency: **D3 Prepare specialty pastries**

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
- Bake and finish 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

5. Bake and finish choux paste products

CONTENT

- Characteristics
- Products
 - Cream puffs
 - Éclairs
 - Profiteroles
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Preparation method
- Finishing
- Storage
- Faults and causes
- Ingredient measurement
- Paste preparation
- Storage
- Use of piping bag
- Make-up techniques
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time
 - Testing for doneness
- Fillings
- Finishing
- Storage

LEARNING TASKS

6. Cool and package choux paste products.

CONTENT

- Cool products
 - Process
 - Temperature
- Product packaging
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance	The learner will be able to prepare choux paste products to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	D	PREPARE PASTRIES
Competency:	D4	Prepare deep fried pastries and products

Objectives

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

- Describe donuts
- Describe the principles of preparing donuts
- Scale and mix donuts
- Perform make-up of donuts
- Finish donuts

LEARNING TASKS

1. Describe donuts
2. Describe the principles of preparing donuts
3. Scale and mix donuts
4. Perform make-up of donuts
5. Finish donuts

CONTENT

- Characteristics
- Products
 - Cake donuts
 - Yeast donuts
 - Convenience products
- Ingredient
 - Function
 - Temperature
- Formula balance
- Mixing method
- Portion
- Make-up procedure
- Frying method
 - Safety review
 - Frying fats
 - Frying temperatures
 - Frying procedures
- Finishing
- Storage
- Faults and causes
- Measure ingredients
- Mixing methods
- Make-up procedure
 - Cake
 - Yeast
- Frying
- Finishing
- Storage

Achievement Criteria

Performance	The learner will be able to prepare donuts and fritters to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	E	PREPARE CAKES AND COOKIES
Competency:	E1	Prepare cookies, squares and bars

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

CONTENT

- Categories of cookies
 - Drop
 - Piped
 - Rolled
 - Bar
 - Icebox
 - Moulded
 - Stencil
- Products
- Characteristics
- Types of squares and bars
 - Nanaimo bars
 - Brownies
 - Date squares
 - Lemon squares
 - Fruit squares
 - Other
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing methods
 - One stage
 - Creaming
 - Foaming
 - Sanding
- Layering
- Portioning methods
- Faults and causes

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

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>3. Scale and mix basic cookies, squares and bars</p> | <ul style="list-style-type: none"> • Ingredient measurement • Mixing procedure <ul style="list-style-type: none"> ○ Method ○ Time • Storage <ul style="list-style-type: none"> ○ For immediate use ○ For later use • Convenience products |
| <p>4. Perform make-up of basic cookies, squares and bars</p> | <ul style="list-style-type: none"> • Make up techniques • Considerations <ul style="list-style-type: none"> ○ Thickness ○ Consistency ○ Temperature • Storage |
| <p>5. Finish basic cookies, squares and bars</p> | <ul style="list-style-type: none"> • Pre-bake finishes • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Double panning ○ Testing for doneness • Finishing |
| <p>6. Cool and package basic cookies, squares and bars</p> | <ul style="list-style-type: none"> • Cooling • Package product <ul style="list-style-type: none"> ○ Shelf life ○ Label • Storage |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to prepare basic cookies, squares and bars to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation |

- Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC):	E	PREPARE CAKES AND COOKIES
Competency:	E2	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
2. Describe the principles of preparing quick breads
3. Scale and mix quick breads

CONTENT

- Types
 - Muffins/loaves
 - Scones/biscuits
 - Waffles/pancakes
- Characteristics
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing methods
 - Biscuit
 - Muffin
 - Creaming
- Portioning methods
 - Rolled
 - Drop
 - Hand-formed
 - Cut
- Pan preparation
 - Muffin
 - Loaf
 - Sheet
- Additions and inclusions
 - Types
 - Timing
 - Methods
- Faults and causes
- Ingredient measurement
- Mixing procedure

LEARNING TASKS

CONTENT

- | | |
|---|---|
| <p>4. Perform make-up of quick breads</p> <p>5. Finish quick breads</p> <p>6. Cool and package quick breads</p> | <ul style="list-style-type: none"> ○ Mixing method ○ Time ○ Inclusions • Storage <ul style="list-style-type: none"> ○ For immediate use ○ For later use • Convenience products • Make up techniques • Considerations <ul style="list-style-type: none"> ○ Thickness ○ Consistency • Storage • Pre-bake finishes • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness • Finishing • Cooling • Package product <ul style="list-style-type: none"> ○ Shelf life ○ Label • Storage |
|---|---|

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to prepare quick breads to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume |

Section 3
Program Content – Level 1

- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Consistency of product

Line (GAC): E PREPARE CAKES AND COOKIES

Competency: E3 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

CONTENT

1. Describe basic cakes
 - Types
 - High fat
 - Pound and loaf
 - Butter cake
 - High-ratio
 - Fruit cake
 - Convenience products
 - Characteristics
2. Describe the principles of preparing basic cakes
 - Ingredient
 - Functions
 - Temperature
 - Formula balance
 - Equipment preparation
 - Ingredient temperature
 - Volume of batter
 - Mixing methods
 - Creaming
 - One stage
 - Two stage
 - Pan preparation
 - Cake
 - Sheet
 - Loaf
 - Faults and causes
3. Scale and mix basic cakes
 - Ingredient measurements
 - Mix batter
 - Method
 - Time
 - Convenience products

LEARNING TASKS

4. Perform make-up of basic cakes
5. Finish basic cakes
6. Cool and store basic cakes

CONTENT

- Make up techniques
- Scaling/portioning
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time
 - Testing for doneness
- Cooling
- Storage

Achievement Criteria

Performance	The learner will be able to prepare basic cakes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	E	PREPARE CAKES AND COOKIES
Competency:	E4	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
 - Baked
 - Basque
 - Unbaked
 - Other
- Characteristics
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing methods
- Volume of batter
- Pan preparation
- Preparation of bases
 - Short crust
 - Crumb crust
 - Other
- Faults and causes
- Ingredient measurement
- Mixing procedure
 - Method
 - Time
- Storage of prepared batter
 - For immediate use
 - For later use
- Convenience products
- Make up techniques
- Scaling/portioning

LEARNING TASKS

5. Finish cheesecakes

6. Cool and store cheesecakes

CONTENT

- Storage
- Unbaked
 - Assembly
 - Storage
- Baked
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Water bath (bain-marie)
 - Time
 - Testing for doneness
- Finishing
- Cooling
- Package product
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance	The learner will be able to prepare cheesecakes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F1	Prepare icings, fillings, glazes, sauces and meringues

Objectives

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

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

LEARNING TASKS

1. Describe basic icings, fillings, glazes, sauces and meringues

CONTENT

- Types of basic icings
 - Whipped cream
 - Buttercreams
 - Royal icing
 - Fudge
- Types of basic glazes
 - Fondant glaze
 - Convenience products
- Types of basic sauces
 - Fruit purée
 - Compote
 - Crème anglaise
 - Chocolate sauce/ganache
- Types of meringues
 - Baked/unbaked
 - French
 - Swiss
 - Italian
- Ingredients
 - Functions
 - Temperature
- Equipment
 - Temperature
 - Cleanliness
- Formula balance
- Cooking methods
- Mixing methods
 - Consistency
 - Texture
 - Stability
- Faults and causes

- Describe the principles of preparing basic icings, fillings, glazes, sauces and meringues

LEARNING TASKS

3. Prepare basic icings, fillings, glazes, sauces and meringues

CONTENT

- Ingredient
 - Measurements
 - Temperature
 - Equipment
 - Temperature
 - Cleanliness
 - Product preparation
 - Cooking method
 - Mixing method
 - Time
 - Storage
 - For immediate use
 - For later use
 - Convenience products
4. Cool and store basic icings, fillings, glazes, sauces and meringues
- Cooling
 - Storage
 - Preparation of stored product for use

Achievement Criteria

Performance The learner will be able to prepare basic icings, fillings, glazes, sauces and meringues to an industry standard for quality and production time

Conditions The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment

Criteria The learner will be evaluated on

- Occupational Skills
 - Conduct
 - Safety
 - Personal hygiene
 - Sanitation
 - Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC): **F DECORATE AND FINISH BAKED GOODS**
Competency: **F2 Prepare savoury fillings**

Objectives

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

- Describe savoury fillings
- Describe the principles of preparing savoury fillings
- Describe the preparation of savoury fillings
- Describe cooling and storing of savoury fillings

LEARNING TASKS

1. Describe savoury fillings

CONTENT

- Types of savoury fillings
 - Vegetables
 - Meat
 - Cheese
 - Seafood
 - Eggs
 - Other
- Types of savoury products
 - Sausage rolls
 - Quiche
 - Croissants
 - Spanakopita
 - Gougères
 - Biscuits
 - Other

2. Describe the principles of preparing savoury fillings

- Ingredients
- Functions
- Temperature
- Formula balance
- Cooking methods
- Faults and causes

3. Describe the preparation of savoury fillings

- Ingredient
 - Measurements
 - Temperature
- Product preparation
- Storage
 - For immediate use
 - For later use
- Convenience products

4. Describe cooling and storing of savoury fillings

- Cooling
- Storage

LEARNING TASKS

CONTENT

- Preparing stored product for use

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F3	Assemble and decorate cakes and sweet and savoury pastries

Objectives

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

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

LEARNING TASKS

1. Describe the principles of assembling and decorating cakes and sweet and savoury pastries
2. Perform basic cutting techniques
3. Perform basic filling procedures

CONTENT

- Doughs
- Fillings
- Architecture
 - Even sides
 - Even layers
 - Flat top
 - Symmetry
- Visual appeal
 - Colour combination
 - Shapes
 - Textures
- Taste
 - Flavour combinations
 - Harmony
 - Contrast
- Products
 - Cakes
 - Pastries
- Cutting tools
- Cutting methods
 - Slicing
 - Trimming
- Faults and causes
- Tools selection
- Methods
 - Piping
 - Spreading
- Products
 - Buttercream
 - Whipped cream
 - Pastry cream

LEARNING TASKS

4. Perform basic finishing and decorating techniques

CONTENT

- Savoury fillings
- Fruit fillings
- Other
- Selecting tools
- Methods
 - Masking
 - Dipping
 - Pouring
 - Dusting
 - Piping
 - Rolling
 - Glazing
 - Other
- Products
 - Buttercream
 - Whipped cream
 - Glazes
 - Meringue
 - Sugar
 - Other

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to assemble and decorate basic cakes and sweet and savoury pastries to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> ● Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management ● Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product |

Line (GAC):	G	PREPARE DESSERTS
Competency:	G1	Prepare custards, puddings and mousses

Objectives

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

- Describe basic custards, pudding and mousses
- Describe the principles of preparing basic custards, puddings and mousses
- Prepare basic custards, puddings and mousses
- Cool and store basic custards, puddings and mousses

LEARNING TASKS

1. Describe basic custards, puddings and mousses

2. Describe the principles of preparing basic custards and puddings

3. Describe the principles of preparing basic mousses

CONTENT

- Types of basic custards and puddings
 - Stirred
 - Baked
- Types of basic mousses
 - Chocolate mousse
 - Fruit mousse
- Ingredients
 - Temperature
 - Functions
 - Setting/gelling
 - Coagulation
- Formula balance
- Flavouring
- Cooking methods
- Mixing methods
- Baking considerations
 - Temperatures
 - Water bath
- Faults and causes
- Ingredients
 - Temperature
 - Functions
 - Setting/gelling
 - Coagulation
- Formula balance
- Flavouring
- Cooking methods
 - Temperatures
- Mixing methods
 - Whip
 - Fold

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 4. Prepare basic custards, puddings and mousses | <ul style="list-style-type: none"> • Handling methods <ul style="list-style-type: none"> ○ Refrigerate ○ Freeze ○ Unmould ○ Defrost • Ingredient measurements • Product preparation <ul style="list-style-type: none"> ○ Mixing method ○ Cooking or baking method • Storage of prepared products • Commercial mixes and products |
| 5. Cool and store basic custards, puddings and mousses | <ul style="list-style-type: none"> • Cooling • Storing • Unmoulding |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to prepare basic custards, puddings and mousses to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product |

Line (GAC):	G	PREPARE DESSERTS
Competency:	G3	Prepare ice creams and frozen desserts

Objectives

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

- Prepare frozen ice cream and sorbet

LEARNING TASKS

1. Describe ice cream and sorbet
2. Describe the principles of preparing ice cream and sorbet
3. Prepare ice cream and sorbet

CONTENT

- Categories of ice cream and sorbet
 - Churned
 - Still-frozen
- Types of ice creams and sorbets
 - Ice cream
 - Sorbet
- Preparation methods
 - Cooking methods
- Equipment preparation
 - Selection
 - Sanitation
 - Temperature
 - Other
- Ingredient
 - Functions
 - Temperature
- Formula balance
 - Fat content
 - Water content
 - Sugar density
 - Stabilizers
 - Inclusions/textures
 - Alcohol
- Freezing methods
 - Traditional
 - Advanced machinery
 - Liquid nitrogen
- Overrun
- Storage consideration
 - Temperature
- Faults and causes
- Measurement
 - Ingredients
 - Components

LEARNING TASKS

CONTENT

4. Freeze and store ice cream and sorbet

- Equipment preparation
 - Sanitation
 - Temperature
- Product preparation
 - Cooking method
 - Mixing method
 - Temperature
- Base
 - Cooling
 - Maturing
- Commercial mixes
- Processing methods
- Storage
- Service

Achievement Criteria

Performance	The learner will be able to prepare ice cream and sorbet to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	H	PREPARE CHOCOLATE AND CONFECTIONERY
Competency:	H1	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

LEARNING TASKS

1. Describe chocolate and cocoa products

2. Describe the principles of working with chocolate

3. Describe the principles of working with sugar

4. Prepare simple chocolate and sugar

CONTENT

- History and processing
- Types
 - Couverture
 - Compound/coating
- Varieties
 - Dark
 - Milk
 - White
- Cocoa products
 - Powder
 - Butter
 - Nibs
- Melting and tempering methods
- Techniques
 - Dipping
 - Moulding
 - Enrobing
 - Spraying
 - Other
- Faults and causes
- Equipment
 - Selection
 - Sanitation
- Types of sugar
- Temperature stages
- Safety
- Crystallization
- Cooking process
- Syrups
- Caramel
- Chocolate for dipping

LEARNING TASKS

CONTENT

- Basic writing techniques
 - Cornet preparation

Achievement Criteria

Performance	The learner will be able to prepare basic chocolate and sugar to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Level 2

Baker

Line (GAC):	B	APPLY FOOD SCIENCE
Competency:	B1	Use product and nutritional information

Objectives

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

- Describe the basic nutritional elements and properties of food
- Describe the basic principles of taste and flavour

LEARNING TASKS

1. Describe the basic nutritional elements and properties of food
2. Describe the basic principles of taste and flavour

CONTENT

- Main categories of nutrients
 - Carbohydrates
 - Proteins
 - Fats
 - Vitamins and minerals
- Types of nutrients
 - Micro
 - Macro
- Nutritional properties and importance to health
- Allergens
- Elements of taste
 - Sweet
 - Sour
 - Bitter
 - Spicy
 - Salty
 - Umami
- Reasons for seasoning and flavouring
- Texture
- Temperature
- Spices
- Faults and causes

Line (GAC):	B	APPLY FOOD SCIENCE
Competency:	B3	Adapt baking practices to meet dietary requirements

Objectives

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

- 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. Describe food allergies and intolerances

CONTENT

- Allergies, intolerances, sensitivities
- Reactions
- High risk allergens and modified diets
 - Tree nuts/peanuts
 - Wheat/gluten
 - Dairy/lactose
 - Seafood/shellfish
 - Soy
 - Egg
 - Others
- Vegetarian
 - Semi vegetarian
 - Ovo-Lacto diet
 - Pure vegetarian or vegan diet
 - Others
- Religious and ethnic based diets
- Medical and health based diets
 - Diabetic
 - Low sodium
 - Low fat
 - Low cholesterol
 - Others
- Gluten free options
- Dairy and egg substitutes
- Fat substitutes or alternatives
- Sugar substitutes and alternatives
- Vegetarian fats
- Vegan options
- “Hidden” ingredients
- Communication
- Cross contamination mitigation methods

2. Describe a variety of special diets

3. Identify ingredients appropriate for special diets, allergies, and intolerances

4. Prepare products appropriate for special diets, allergies, and intolerances

LEARNING TASKS

CONTENT

- Sanitation
- Tools and equipment handling procedure
- Product labelling and signage

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C1	Prepare basic doughs and products

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

CONTENT

- Straight dough additions and substitutions
 - Flours
 - Grains
 - Dried fruit and vegetables
 - Cheese and dairy
 - Convenience products
 - Other
- Products
 - Rye bread
 - Baguettes
 - Multi-grain breads
 - Breads with inclusions
 - Rolls and buns
 - Other
- Ingredients
 - Functions
 - Temperature
- Formula
 - Balance
 - Adjustments for additions and substitutions
- Pre-conditioning
 - Soaking
- Dough temperature
- Mixing
 - Procedure
 - Time
 - Addition of inclusions
- Retarding

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

LEARNING TASKS

CONTENT

3. Scale and mix basic doughs with additions and substitutions

- Freezing and par-baking
 - Formulation
 - Thawing
 - Storage
- Faults and causes
- Calculations
 - Ingredient
 - Dough temperature
 - Friction theory
- Bread formula
- Dough mixing
 - Time
 - Machine speed
 - Gluten development
 - Addition of inclusions

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

- Primary fermentation
- Degassing
- Dough portioning
- Bench dough
 - Intermediate proofing
- Dough shaping
 - Hand
 - Machine
- Panning

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

- Final proofing
- Pre-bake finishes
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time

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

- Testing for doneness
- De-pan product
- Cool products
- Operation of slicer
- Product packaging
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance	The learner will be able to prepare basic breads with additions and substitutions, to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment.
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C2	Prepare laminated doughs and products

Objectives

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

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

LEARNING TASKS

1. Describe advanced croissants and danish
2. Describe the principles of preparing advanced croissants and danish
3. Scale and mix advanced croissant and danish pastry doughs
4. Perform make-up of advanced croissants and danish

CONTENT

- Dough
 - Croissant
 - Danish
- Products
 - Filled
 - Topped
 - Double baked
- Types
 - Bi-colour
- Ingredient functions
- Formula balance
 - Adjustment for fillings and additions
- Theory of fermentation and proofing
 - Retarding
 - Proofing time
 - Heat and humidity
- Faults and causes
- Ingredient measurements
- Mix dough procedure
 - Mixing method
 - Time
 - Roll-in fat and folding techniques
 - Sheeters
 - Rolling pin
- Storage of prepared dough
 - For immediate use
 - For later use
- Techniques
- Shaping

LEARNING TASKS

CONTENT

- | | |
|---|---|
| 5. Finish and bake advanced croissants and danish | <ul style="list-style-type: none"> • Bi-colour • Cross-lamination • Storage • Final proofing <ul style="list-style-type: none"> ○ Proofing time ○ Heat and humidity • Pre-bake finishes • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness |
| 6. Cool and package advanced croissant and danish | <ul style="list-style-type: none"> • Finishing • Cool products • Package product <ul style="list-style-type: none"> ○ Shelf life ○ Label • Storage |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to prepare advanced croissants and danish pastry products to an industry standard for quality and production time |
| Conditions | The learner will be given recipes, a workstation, and appropriate ingredients and tools and equipment |
| Criteria | The learner will be evaluated on <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product |

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C3	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
2. Describe the principles of preparing advanced specialty doughs

CONTENT

- Enriched doughs
- Advanced doughs
 - Stollen
 - Panettone
 - Gugelhupf
 - Pumpernickel
 - Sprouted grain breads
 - Other
- Products
 - Brioche
 - Hot cross buns
 - Yeasted coffee cakes
 - Challah
 - Other
- Doughs for special diets
 - Gluten free
- Dough for showpieces
- Convenience products
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Dough temperature
- Theory of fermentation and proofing
 - Retarding
 - Proofing
 - Time
 - Temperature
 - Humidity

LEARNING TASKS

CONTENT

3. Scale and mix advanced specialty doughs

- Machine selection
- Mixing objectives
 - Ingredient distribution
 - Gluten development
 - Time
- Convenience products
- Faults and causes
- Calculations
 - Ingredients
 - Dough temperature
 - Friction theory
- Bread formula
- Dough mixing
 - Time
 - Machine speed
 - Gluten development
 - Addition of inclusions

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

- Primary fermentation
- Retarding
- Degassing
- Dough portioning
- Intermediate proofing
- Dough shaping
 - Hand
 - Machine

5. Finish and bake advanced specialty dough products

- Panning
- Final proofing
- Pre-bake finishes
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time

6. Cool, slice and package advanced specialty dough products

- Testing for doneness
- Cool products
- Product packaging
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • Prepare enriched specialty fermented breads and products to an industry standard for quality and production time • Prepare specialty fermented breads and products to an industry standard for quality and production time
Conditions	<p>The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment</p>
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C4	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 dough products with natural ferments and pre-ferments
- Cool, slice and package 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

CONTENT

- Straight dough
- Delayed methods and pre-ferments
 - Poolish
 - Biga
 - Autolyse
- Products
 - Sourdough
 - Baguette
 - Other
- Convenience products
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Machine selection
- Starters, sponges and pre-ferments
 - Nurturing
 - Calculations
- Mixing objectives
 - Ingredient distribution
 - Gluten development
 - Time
- Dough considerations
 - Friction theory
 - RDT
 - RWT
 - FDT/ADT
- Fermentation time
- Storage

LEARNING TASKS

3. Scale and mix doughs with natural ferments and pre-ferments

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

- Faults and causes

- Calculations
 - Ingredient
 - Dough temperature
 - Friction theory
- Bread formula
- Dough mixing
 - Time
 - Machine speed
 - Gluten development
- Primary fermentation
- Degassing
- Dough portioning
- Intermediate proofing
- Dough shaping
 - Hand
 - Machine
- Panning
- Final proofing
- Pre-bake finishes
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time
 - Testing for doneness
- De-pan product
- Cool products
- Slicer
- Product packaging
 - Shelf life
 - Label
- Storage

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to prepare dough products with natural ferments and pre-ferments, to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |

Criteria	The learner will be evaluated on
	<ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC): **D PREPARE PASTRIES**
Competency: **D1 Prepare pies and tarts**

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

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

3. Scale and mix specialty pie and tart doughs

4. Perform make-up of specialty pies and tarts

CONTENT

- Specialty pie and tart doughs
 - Additions and substitutions
- Tarts and flans
- Savories
 - Quiche
 - Meat pies
 - Vegetarian fillings
 - Other
- Baked/unbaked fillings
 - Ganache
 - Curd
 - Other
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing methods
- Equipment considerations
- Procedures
 - Resting
- Storage
- Faults and causes
- Ingredients
 - Calculations
 - Measurements
- Mixing method
- Storage
- Equipment selections
 - Pie press
 - Sheeter

LEARNING TASKS

CONTENT

5. Finish and bake specialty pies and tarts

- Rolling pin
- Procedures
 - Shape
 - Form
 - Pre-bake
 - Docking
- Portioning
- Toppings and finishings
- Finishing
 - Pre-bake
 - Bake

Achievement Criteria

Performance	The learner will be able to prepare specialty pies and tarts to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> ● Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management ● Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	D	PREPARE PASTRIES
Competency:	D2	Prepare laminated pastry doughs and products

Objectives

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

- Describe advanced laminated pastry doughs and products
- Describe the principles of preparing advanced laminated pastry doughs
- Scale and mix advanced laminated pastry doughs
- Perform make-up of advanced laminated pastry dough products
- Finish and bake advanced laminated dough products

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 1. Describe advanced laminated pastry doughs and products | <ul style="list-style-type: none"> • Variations <ul style="list-style-type: none"> ○ Reversed puff pastry ○ Other • Products <ul style="list-style-type: none"> ○ Strudel ○ Cream horns ○ Louvers ○ Palmiers ○ Vol au vent/patty shells ○ Other |
| 2. Describe the principles of preparing advanced laminated pastry doughs | <ul style="list-style-type: none"> • Ingredient <ul style="list-style-type: none"> ○ Functions ○ Temperature • Formula balance • Laminations principles <ul style="list-style-type: none"> ○ Roll in fat ○ Single folds ○ Double folds ○ Resting ○ Rotation • Temperature <ul style="list-style-type: none"> ○ Dough ○ Roll-in fat ○ Frozen convenience products • Storage • Faults and causes |
| 3. Scale and mix advanced laminated pastry doughs | <ul style="list-style-type: none"> • Ingredient measurements • Mix dough <ul style="list-style-type: none"> ○ Mixing method ○ Roll-in fat |

LEARNING TASKS

CONTENT

- | | |
|--|---|
| | <ul style="list-style-type: none"> ○ Folding techniques • Equipment selection <ul style="list-style-type: none"> ○ Rolling pin ○ Sheeter • Storage <ul style="list-style-type: none"> ○ For immediate use ○ For later use |
| 4. Perform make-up of advanced laminated pastry dough products | <ul style="list-style-type: none"> • Equipment selection • Dough thickness • Techniques <ul style="list-style-type: none"> ○ Cutting ○ Fillings ○ Sealing • Storage |
| 5. Finish and bake advanced laminated dough products | <ul style="list-style-type: none"> • Pre-bake finishes • Vent • Bake products <ul style="list-style-type: none"> ○ Oven consideration <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness • Finishing • Storage |

Achievement Criteria

- | | |
|-------------|--|
| Performance | The learner will be able to prepare laminated pastry products to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape |

- Colour
- Texture, grain and crumb
- Taste and aroma
- Consistency of product

Line (GAC): **D PREPARE PASTRIES**
Competency: **D3 Prepare speciality pastries**

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 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

4. Bake and finish specialty pastries

CONTENT

- Products
 - Linzer
 - Frangipane
 - Advanced choux pastry
 - Paris-Brest
 - Croquembouche
 - Other
 - Other
- Ingredient functions
- Formula balance
- Fillings
- Equipment preparation
- Faults and causes
- Techniques for various products
 - Fillings
 - Portioning
 - Other techniques
- Store and freeze for future bake-off
- Pre-bake finishes
 - Craquelin for choux
 - Other
- Bake products
 - Oven considerations
 - Selection
 - Controls
 - Temperatures
 - Time
 - Testing for doneness
- Garnish

LEARNING TASKS

5. Cool and package specialty products

CONTENT

- Storage
- Finishing
- Cool products
- Package product
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance The learner will be able to prepare specialty pastries to an industry standard for quality and production time

Conditions The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment

Criteria The learner will be evaluated on

- Occupational Skills
 - Conduct
 - Safety
 - Personal hygiene
 - Sanitation
 - Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC):	D	PREPARE PASTRIES
Competency:	D4	Prepare deep fried pastries and products

Objectives

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

- Describe crullers, fritters and others
- Describe the principles of preparing crullers, fritters and others
- Scale and mix crullers, fritters and others
- Perform make-up of crullers, fritters and others
- Finish crullers, fritters and others

LEARNING TASKS

1. Describe crullers, fritters and others
2. Describe the principles of preparing crullers, fritters and others
3. Scale and mix crullers, fritters and others
4. Perform make-up of crullers, fritters and others
5. Finish crullers, fritters and others

CONTENT

- Characteristics
- Products
 - French crullers
 - Fritters
 - Convenience products
 - Others
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing method
- Frying considerations
 - Safety reviews
 - Fat selection
 - Temperatures
- Finishing
- Storage
- Faults and causes
- Measure ingredients
- Mixing methods
- Portion
- Make-up procedure
- Frying
- Finishing
- Storage

Achievement Criteria

Performance	The learner will be able to prepare crullers, fritters and other to an industry standard for quality and production time
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Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC): E PREPARE CAKES AND COOKIES

Competency: E1 Prepare cookies, squares and bars

Objectives

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

- Describe advanced cookies
- Describe the principles of preparing advanced cookies
- Scale and mix advanced cookies
- Perform make-up of advanced cookies
- Finish advanced cookies
- Cool and package advanced cookies

LEARNING TASKS

1. Describe advanced cookies
2. Describe the principles of preparing advanced cookies
3. Scale and mix advanced cookies
4. Perform make-up of advanced cookies

CONTENT

- Types of cookies
 - Macarons
 - Sandwich
 - Ladyfingers
 - Meringues
 - Other
- Characteristics
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Mixing methods
 - One stage
 - Creaming
 - Foaming
 - Sanding
- Layering
- Portioning methods
- Faults and causes
- Ingredient measurement
- Mixing procedure
 - Method
 - Time
- Storage
 - For immediate use
 - For later use
- Convenience products
- Techniques
- Considerations

LEARNING TASKS

CONTENT

5. Finish advanced cookies

- Thickness
- Consistency
- Temperature
- Storage
- Pre-bake finishes
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time
 - Double panning
 - Testing for doneness
- Finishing
- Cooling
- Package product
 - Shelf life
 - Label
- Storage

6. Cool and package advanced cookies

Achievement Criteria

Performance	The learner will be able to prepare advanced cookies to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC): E PREPARE CAKES AND COOKIES

Competency: E3 Prepare cakes

Objectives

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

LEARNING TASKS

1. Describe cakes

CONTENT

- Types
 - Straight sponge
 - Genoise
 - Angel food
 - Chiffon
 - Separated egg sponges
 - Japonais
 - Other
- Characteristics
- Ingredient
 - Functions
 - Temperature
- Altitude adjustments
- Formula balance
- Equipment preparation
- Volume of batter
- Mixing methods
 - Foaming
 - One stage
 - Two stage
- Pan preparation
 - Cake
 - Sheet
 - Tube
 - Other
- Faults and causes
- Ingredient measurements
- Mix batter
 - Method

2. Describe the principles of preparing cakes

- ### 3. Scale and mix cakes

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <ul style="list-style-type: none"> 4. Perform make-up of cakes 5. Finish cakes 6. Cool and store cakes | <ul style="list-style-type: none"> ○ Time • Convenience products • Techniques • Scaling/portioning • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness • Cooling • Storage |
|---|--|

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to prepare cakes to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product |

Line (GAC):	E	PREPARE CAKES AND COOKIES
Competency:	E4	Prepare specialty cakes and tortes

Objectives

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

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

LEARNING TASKS

1. Describe specialty cakes and tortes
2. Describe the principles of preparing specialty cakes and tortes

CONTENT

- Types
 - Sacher
 - Opera
 - Flourless
 - Other
- Characteristics
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Volume of batter
- Mixing methods
 - Combination
 - Creaming
 - One stage
- Layering
- Pan preparation
- Faults and causes
- Ingredient measurement
- Mixing procedure
 - Method
 - Time
- Storage
 - For immediate use
 - For later use
- Convenience products
- Techniques
- Scaling/portioning

LEARNING TASKS

CONTENT

Finish specialty cakes and tortes

- Storage
- Bake products
 - Oven
 - Selection
 - Controls
 - Temperatures
 - Time
 - Testing for doneness

Cool, store and package specialty cakes and tortes

- Finishing
- Cooling
- Package product
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance	The learner will be able to prepare specialty cakes and tortes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F1	Prepare icings, fillings, glazes, sauces and meringues

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

CONTENT

- Types of specialty icings
 - Marshmallow
- Types of specialty fillings
 - Ganache
- Types of specialty glazes
 - Mirror glaze
 - Ganache
- Gelée
- Ingredients
 - Functions
 - Temperature
- Equipment
 - Temperature
 - Cleanliness
- Formula balance
- Cooking methods
- Mixing methods
 - Consistency
 - Texture
 - Stability
- Faults and causes
- Ingredient
 - Measurements
 - Temperature
- Equipment
 - Temperature
 - Cleanliness
- Product preparation
 - Cooking method
 - Mixing method
 - Time

LEARNING TASKS

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

CONTENT

- Storage
 - For immediate use
 - For later use
- Convenience products
- Cooling
- Storage
- Preparing stored product for use

Achievement Criteria

Performance	The learner will be able to prepare specialty icings, fillings, glazes and meringues to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F3	Assemble and decorate cakes and sweet and savoury pastries

Objectives

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

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

LEARNING TASKS

1. Perform filling procedures

CONTENT

- Tools selection
- Method
 - Piping
 - Spreading
 - Layering
 - Other
- Products
 - Ganache
 - Mousse
 - Creams and curds
 - Savoury fillings
 - Other

2. Perform coating techniques

- Tools selection
- Methods
- Products
 - Textures
 - Glazes
 - Other

3. Perform finishing and decorating techniques

- Tools selection
- Methods
 - Textures
 - Combing
 - Coating
 - Nuts
 - Crumbs
 - Shavings
 - Other
 - Piping
 - Borders
 - Flowers
 - Writing
 - Other

LEARNING TASKS

CONTENT

- Components
 - Icings
 - Ganache
 - Meringue
 - Glazes

Achievement Criteria

Performance	The learner will be able to assemble and decorate specialty cakes and pastries to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F4	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
2. Describe the principles of preparing decorative pastes and garnishes
3. Prepare decorative pastes and garnishes

CONTENT

- Types of decorative pastes
 - Tuiles
 - Marzipan
 - Modelling chocolate
 - Rolled fondant
 - Other
- Types of garnishes
 - Flowers
 - Figures
 - Decorations
 - Chocolate
 - Sugar
 - Caramel
 - Isomalt
 - Other
- Ingredient
 - Functions
 - Temperature
- Equipment
 - Temperature
 - Cleanliness
- Formula balance
- Cooking methods
- Mixing methods
- Colouring and painting
- Textures
- Faults and causes
- Ingredient measurement
- Product preparation
 - Cooking method
 - Mixing method

LEARNING TASKS

CONTENT

4. Cool and store decorative pastes and garnishes

- Shaping
 - Sheeting
 - Pinning
 - Cutting
 - Moulding
 - Other
- Storage
- Convenience products
- Cooling
- Storage
- Prepare stored product for use

Achievement Criteria

Performance	The learner will be able to prepare decorative pastes and garnishes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	G	PREPARE DESSERTS
Competency:	G1	Prepare custards, puddings and mousses

Objectives

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

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

LEARNING TASKS

1. Describe types of custards, puddings and mousses
2. Describe the principles of preparing custards, puddings and mousses
3. Prepare basic custards, puddings and mousses

CONTENT

- Types of custards
 - Bread pudding
 - Rice pudding
 - Crème brûlée
 - Pot de crème
 - Lemon curd
- Types of mousses
 - Bavarian
 - Other
- Ingredients
 - Temperature
 - Function
 - Setting/gelling
 - Coagulation
- Formula balance
- Flavouring
- Cooking methods
- Mixing methods
- Baking consideration
 - Temperatures
 - Water bath
- Finishing methods
 - Refrigerate
 - Freeze
 - Unmould
 - Defrost
- Faults and causes
- Ingredient measurements
- Product preparation
 - Mixing method
 - Cooking or baking method

LEARNING TASKS

4. Cool and store basic custards, and puddings and mousses

CONTENT

- Storage of prepared products
- Convenience products
- Cooling
- Storing
- Unmoulding

Achievement Criteria

Performance	The learner will be able to prepare custards, puddings and mousses to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	G	PREPARE DESSERTS
Competency:	G2	Prepare plated desserts

Objectives

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

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

LEARNING TASKS

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

CONTENT

- Types of basic plated desserts
 - Hot
 - Cold
- Components
 - Selection
 - Functions
 - Temperature
 - Balance
- Faults and causes
- Component
 - Portioning
 - Size
 - Techniques
 - Preparation
- Finishing touches
- Service
 - Timing
 - Temperature

Achievement Criteria

Performance	The learner will be able to prepare basic plated desserts to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy

- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Consistency of product

Line (GAC):	G	PREPARE DESSERTS
Competency:	G4	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
2. Apply basic dessert presentation techniques

CONTENT

- Components selection
- Balance
 - Flavour
 - Texture
 - Temperature
- Portioning
 - Size
 - Techniques
- Sauces
- Garnishes
- Design
- Make-up
 - Order of assembly
 - Finishing
 - Holding for service
- Faults and causes
- Selection
 - Component
 - Secondary component
 - Sauce
 - Garnishes
- Portioning
- Service

Achievement Criteria

Performance	The learner will be able to prepare basic dessert presentation techniques to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety

- Personal hygiene
 - Sanitation
 - Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC):	H	PREPARE CHOCOLATE AND CONFECTIONERY
Competency:	H2	Prepare chocolate products and garnishes

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
- Ingredient
 - Selection
 - Functions
 - Temperature
- Melting and tempering methods
- Preparing ganache
 - Methods
 - Ratios
 - Additions and flavourings
 - Other
- Faults and causes
- Ingredient
 - Selection
 - Functions
 - Temperature
- Tools and equipment selection
- Melting and crystallizing of product
- Basic products and garnishes preparation
 - Ganache
 - Piped garnishes
 - Medallions
 - Curls, cigarettes, fans
 - Other
- Cooling
- Finishing
- Storage

Achievement Criteria

Performance	The learner will be able to prepare basic chocolate and garnishes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment

Criteria	The learner will be evaluated on
	<ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Level 3

Baker

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

Objectives

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

- Describe teambuilding and leadership skills
- Describe conflict resolution techniques
- Describe effective problem-solving and decision-making
- Demonstrate knowledge of strategies for learning skills in workplace
- Demonstrate knowledge of strategies for teaching workplace skills

LEARNING TASKS

CONTENT

- | | |
|--|---|
| 1. Describe teambuilding and leadership skills | <ul style="list-style-type: none"> • Communication • Roles of group members • Barriers to group performance • Leadership styles • Delegation and follow up • Feedback and constructive criticism |
| 2. Describe conflict resolution techniques | <ul style="list-style-type: none"> • Communication • Conflict resolution process • Emotional management • Mental health • Customer complaints • Delegation and follow up |
| 3. Describe effective problem-solving and decision-making techniques | <ul style="list-style-type: none"> • Problem identification • Alternative solutions • Alternative considerations • Decision making • Evaluation • Creative and critical thinking |
| 4. Describe strategies for learning skills in workplace | <ul style="list-style-type: none"> • Types of learners • Tools • Methods • Resources • Workplace standards |
| 5. Describe strategies for teaching workplace skills | <ul style="list-style-type: none"> • Communication techniques <ul style="list-style-type: none"> ○ Goals ○ Types of learners ○ Challenges • Demonstration <ul style="list-style-type: none"> ○ Techniques |

LEARNING TASKS

CONTENT

- Knowledge
- Workplace systems and standards
- Task list efficiency
- Monitoring
- Constructive feedback

Line (GAC): A PERFORM OCCUPATIONAL SKILLS

Competency: A5 Plan and organize production

Objectives

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

- Prepare a production schedule for the team

LEARNING TASKS

1. Prepare a production schedule for a team

CONTENT

- Principles of a production schedule
 - Bakery layout
 - Equipment capacities
 - Staffing needs
 - Inventory management
 - Product schedule
 - Production sheet
 - Efficiency

Line (GAC):	A	PERFORM OCCUPATIONAL SKILLS
Competency:	A6	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
- Describe inventory procedures
- Take inventory
- Apply ordering and purchasing procedures

LEARNING TASKS

1. Describe inventory control procedures
2. Describe ordering and purchasing procedures

CONTENT

- Requirements
 - Size of business
 - Sales volume
 - Number of products
 - Frequency of orders
 - Production schedule
 - Workplace policies
- Tracking systems
 - Sales records
 - Daily count sheets
 - Universal product code (UPC) labels
- Types of product in inventory
 - Raw ingredients
 - Convenience products
 - Production stock, work in progress
 - Finished products
- Par levels
- Order cycles
- Purchase factors
 - Availability
 - Cost of ingredients
 - Quantity of ingredients
 - Quality of ingredients
- Ordering procedures
 - Order sheets
 - Purchase orders
 - Standing orders
- Procedures
 - Receiving
 - Storage
 - FIFO

LEARNING TASKS

3. Describe inventory procedures

4. Take inventory

5. Apply ordering and purchasing procedures

CONTENT

- Purpose
- Inventory
 - Count
 - Turnover
 - Pricing and costing
 - Directions followed
- Technology
- Procedure followed
- Inventory accuracy and efficiency
- Quantities
 - Par levels
 - Order cycles
 - Availability
- Purchase factors
 - Cost of ingredients
 - Quantity of ingredients
 - Quality of ingredients
- Ordering procedures
 - Order sheets
 - Purchase orders
 - Standing orders

Line (GAC): A PERFORM OCCUPATIONAL SKILLS

Competency: **A7 Apply cost control procedures**

Objectives

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

- Describe the basic principles of cost control
- Describe the principles of product costing
- Calculate the cost of a recipe and individual products
- Calculate labour costs
- Price products

LEARNING TASKS

1. Describe the principles of cost control
2. Describe the principles of product costing
3. Calculate the cost of a recipe and individual products
4. Calculate labour costs
5. Price products

CONTENT

- Costing elements
 - Ingredients
 - Labour
 - Packaging
 - Overhead
 - Accurate yield
 - Wastage
 - Measurement
 - Portion control
 - Profit
- Formulas for costing product
- Ingredient costs
 - As purchased (AP)
 - Edible portion (EP)
- Ingredient amounts
- Recipe yield
- Industry and product standards
- Wastage
- Costing principles
- Cost calculations
- Total cost of recipe
- Cost per unit
- Productivity
- Scheduling
- Pricing principles
 - Food
 - Labour
 - Overhead
- Sale price
 - Wholesale

LEARNING TASKS

CONTENT

- Retail
- Profit

Line (GAC):	A	PERFORM OCCUPATIONAL SKILLS
Competency:	A8	Apply packaging and merchandizing procedures

Objectives

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

- Set up a retail display
- Describe wholesale and retail sales principles
- Describe marketing and branding principles
- Identify labelling and packaging requirements

LEARNING TASKS

1. Describe the principles of retail sales and merchandizing
2. Set up a retail display
3. Describe wholesale and retail sales principles
4. Describe marketing and branding principles

CONTENT

- Brand loyalty and awareness
- Current trends
- Sustainability
- Customer appeal
- Demographics
- Market awareness
- Product variety
- Product placement
- Impulse buying
- Shop layout
- Supplementary products and services
- Displays
 - Counter
 - Showcase
 - Bread rack
 - Shelf
- Packaging
- Labelling
- Display cards
- Pricing
- Order taking
 - Phone
 - In-person
 - Online
- Order filling
- Packaging and labelling
- Invoicing
- Delivery
- Marketing
 - Brand identity

LEARNING TASKS

5. Identify labelling and packaging requirements

CONTENT

- Brand standards
- Marketing for margin
- Promotional strategies
 - Print advertising
 - Packaging
 - Social media
 - Online advertising
 - Promotions and specials
 - Delivery vehicle
 - Other
- Packaging requirements
 - Purpose
 - Selection
- Labelling requirements
 - Single point
 - Multi-point
- Nutritional label requirements
- Strategic placement of label

Line (GAC):	B	APPLY FOOD SCIENCE
Competency:	B1	Use product and nutritional information

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

LEARNING TASKS

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

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
 - Nut free
 - Gluten free
 - Vegan
 - Non-Genetically Modified (GMO)
- Compliance and enforcement
- Nutritional requirements formulation
- Data for nutritional labels calculations

Line (GAC):	B	APPLY FOOD SCIENCE
Competency:	B3	Adapt baking practices to meet dietary requirements

Objectives

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

- Describe modifications to a preparation area
- Identify and document dietary requirements

LEARNING TASKS

1. Describe modifications to a preparation area

2. Identify and document dietary requirements

CONTENT

- Communication
- Ingredient selection
- Storage
- Dietary requirements and restrictions
- Tools and equipment considerations
- Storage
- Sanitation
- Labelling
- Layout of area
- Cross contamination mitigation
- Ventilation
- Dietary requirements and restrictions
- Labelling
- Ingredient list
- Nutritional information
- Storage

Line (GAC):	C	PREPARE FERMENTED GOODS
Competency:	C4	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

CONTENT

- Sponge dough
- Delayed sponge methods and pre-ferments
 - Poolish
 - Biga
 - Levain
 - Pâte fermentée
 - Autolyse
- Products
 - Sourdough
 - Ciabatta
 - Other
- Convenience products
- Ingredient
 - Functions
 - Temperature
- Formula balance
- Machine selection
- Starters, sponges and pre-ferments
 - Nurturing
 - Calculations
- Mixing objectives
 - Ingredient distribution
 - Gluten development
 - Time
- Dough considerations
 - Friction theory
 - RDT
 - RWT
 - FDT/ADT
- Fermentation time

LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>3. Scale and mix doughs with natural ferments and pre-ferments</p> | <ul style="list-style-type: none"> • Storage • Faults and causes • Calculation <ul style="list-style-type: none"> ○ Ingredient ○ Friction theory • Bread formula • Dough mixing <ul style="list-style-type: none"> ○ Time ○ Machine speed ○ Gluten development ○ Stretch and fold |
| <p>4. Perform make-up of doughs and products with natural ferments and pre-ferments</p> | <ul style="list-style-type: none"> • Primary fermentation • Degassing • Dough portioning • Intermediate proofing • Dough shaping <ul style="list-style-type: none"> ○ Hand • Panning |
| <p>5. Finish and bake products with natural ferments and pre-ferments</p> | <ul style="list-style-type: none"> • Final proofing • Pre-bake finishes • Bake products <ul style="list-style-type: none"> ○ Oven <ul style="list-style-type: none"> – Selection – Controls – Temperatures – Time ○ Testing for doneness |
| <p>6. Cool, slice and package products with natural ferments and pre-ferments</p> | <ul style="list-style-type: none"> • De-pan product • Cool products • Slicer • Product packaging <ul style="list-style-type: none"> ○ Shelf life ○ Label • Storage |

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to prepare products with natural ferments and pre-ferments to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |

Criteria	The learner will be evaluated on
	<ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC): **D PREPARE PASTRIES**
Competency: **D3 Prepare specialty pastries**

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 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

4. Bake and finish specialty pastries

5. Cool and package specialty pastries.

CONTENT

- Products
 - Strudel
 - Traditional
 - Puff pastry
 - Phyllo
 - Spanakopita
 - Baklava
 - Other
- Ingredient functions
- Formula balance
- Preparation procedure
- Fillings
- Convenience products
- Faults and causes
- Techniques
 - Fillings
 - Portioning
 - Other techniques
- Bake products
 - Oven consideration
 - Selection
 - Controls
 - Temperature
 - Time
 - Testing for doneness
- Finishing
- Storage
- De-pan product
- Cool products

LEARNING TASKS

CONTENT

- Slicer
- Product packaging
 - Shelf life
 - Label
- Storage

Achievement Criteria

Performance	The learner will be able to prepare specialty pastries to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F3	Assemble and decorate cakes and sweet and savoury pastries

Objectives

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

- Perform coating techniques
- Perform finishing and decorating techniques

LEARNING TASKS

1. Perform coating techniques

CONTENT

- Tools selection
- Method
- Components
 - Whipped ganache
 - Fondant
 - Rolled
 - Liquid
 - Chocolate
 - Glacage
- Tools selection
- Method
- Components
 - Icings
 - Whipped ganache
 - Meringue
 - Miroir
 - Garnishes
- Finishes
 - Imprints
 - Stencils
 - Transfer sheets
 - Spraying/airbrush
 - Flooding

- ## 2. Perform finishing and decorating techniques

Achievement Criteria

Performance	The learner will be able to assemble and decorate specialty cakes and pastries to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene

- Sanitation
 - Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F4	Prepare decorative pastes and garnishes

Objectives

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

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

LEARNING TASKS

1. Describe advanced decorative pastes and garnishes
2. Describe the principles of preparing advanced decorative pastes and garnishes
3. Prepare advanced decorative pastes and garnishes

CONTENT

- Types of decorative pastes
 - Gum paste
 - Pastillage
 - Croquant
 - Other
- Types of garnishes
 - Flowers
 - Figures
 - Decorations
 - Showpieces
 - Other
- Ingredient
 - Functions
 - Temperature
- Equipment
 - Temperature
 - Cleanliness
- Formula balance
- Cooking methods
- Mixing methods
- Colouring and painting
- Textures
- Faults and causes
- Ingredient measurement
- Product preparation
 - Cooking method
 - Mixing method
- Shaping
 - Sheetting
 - Pinning
 - Cutting

LEARNING TASKS

CONTENT

- | | |
|--|--|
| 4. Cool and store advanced decorative pastes and garnishes | <ul style="list-style-type: none"> ○ Moulding ○ Other • Storage • Convenience products • Cooling • Storage • Prepare stored product for use |
|--|--|

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will be able to prepare advanced decorative pastes and garnishes to an industry standard for quality and production time |
| Conditions | The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment |
| Criteria | <p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product |

Line (GAC):	F	DECORATE AND FINISH BAKED GOODS
Competency:	F5	Assemble and decorate tiered and celebration cakes

Objectives

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

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

LEARNING TASKS

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

CONTENT

- Types
- Customer preferences and requests
- Finished product
 - Decorations
 - Flowers
 - Handmade
 - Fresh
 - Traditional
 - Contemporary
 - Convenience products
- 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
- Faults and causes

LEARNING TASKS

3. Assemble and decorate tiered and celebration cakes

CONTENT

- Planning
 - Environmental considerations
 - Cake types
 - Fake/faux
 - Real
 - Structural support
 - Transportation
 - Other
- Cutting
- Filling
- Masking
- Finishing
- Components
 - Rolled fondant
 - Icings
 - Marzipan
 - Airbrush
 - Glazes

Achievement Criteria

Performance	The learner will be able to assemble and decorate tiered and celebration cakes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	G	PREPARE DESSERTS
Competency:	G1	Prepare custards, puddings and mousses

Objectives

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

- Describe advanced custards, puddings and mousses
- Describe the principles of preparing advanced custards, puddings and mousses
- Prepare advanced custards, puddings and mousses
- Cool and store advanced custards, puddings and mousses

LEARNING TASKS

1. Describe advanced custards, puddings and mousses
2. Describe the principles of preparing advanced custards, pudding and mousses
3. Prepare advanced custards, puddings and mousses

Cool and store advanced custards, puddings and mousses

CONTENT

- Types of custards, pudding and mousses
 - Sabayon
 - Pâte a Bombe
 - Crèmeux
 - Entremets
- Ingredients
 - Temperature
 - Function
 - Setting/gelling
 - Coagulation
- Formula balance
- Cooking methods
- Mixing methods
- Baking considerations
 - Water bath
 - Steam
 - Other
- Advanced aeration techniques
 - Canisters and cartridges
 - Other
- Faults and causes
- Ingredient measurements
- Product preparation
 - Cooking or baking methods
 - Mixing method
- Storage of prepared products
- Handling methods
- Cooling
- Storing

Achievement Criteria

Performance	The learner will be able to prepare advanced custards, puddings and mousses to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	G	PREPARE DESSERTS
Competency:	G2	Prepare plated desserts

Objectives

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

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

LEARNING TASKS

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

CONTENT

- Types of specialty plated desserts
 - Composed desserts
 - Multi-temperature components
 - Texture
 - Souffles
 - Other
- Components
 - Espuma
 - Spherification
 - Other
- Components
 - Selection
 - Textures
 - Temperature
 - Balance
- Faults and causes
- Components
 - Portioning
 - Preparation
- Finishing touches
- Service
 - Timing
 - Temperature

Achievement Criteria

Performance	The learner will be able to prepare specialty plated desserts to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct

- Safety
 - Personal hygiene
 - Sanitation
 - Time management
- Product Assessment
 - Yield accuracy
 - Volume
 - Shape
 - Colour
 - Texture, grain and crumb
 - Taste and aroma
 - Consistency of product

Line (GAC):	G	PREPARE DESSERTS
Competency:	G3	Prepare ice creams and frozen desserts

Objectives

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

- Prepare frozen desserts

LEARNING TASKS

1. Describe frozen desserts
2. Describe the principles of preparing frozen desserts

CONTENT

- Categories of frozen desserts
 - Churned
 - Still-frozen
- Types of ice creams and sorbets
 - Ice cream
 - Gelato
 - Sorbet
 - Sherbet
 - Yogurt
 - Other
- Types of frozen desserts
 - Sundaes/coupees
 - Bombes
 - Baked Alaska
 - Granite/granita
 - Frozen souffles
 - Frozen sabayon
 - Parfaits
 - Other
- Preparation methods
 - Cooking methods
 - Layering
- Equipment preparation
 - Selection
 - Sanitation
 - Temperature
 - Other
- Ingredient
 - Functions
 - Temperature
- Formula balance
 - Fat content
 - Water content
 - Sugar density
 - Stabilizers

LEARNING TASKS

CONTENT

3. Prepare frozen desserts

- Inclusions/textures
- Alcohol
- Cooking methods
- Freezing methods
 - Traditional
 - Advanced machinery
 - Liquid nitrogen
- Overrun
- Storage consideration
 - Temperature
- Faults and causes
- Measurement
 - Ingredients
 - Components
- Equipment preparation
 - Sanitation
 - Temperature
- Product preparation
 - Cooking method
 - Mixing method
 - Temperature
- Base
 - Cooling
 - Maturing
- Commercial mixes
- Processing methods
- Storage
- Service

4. Freeze and store frozen desserts

Achievement Criteria

Performance	The learner will be able to prepare frozen desserts to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment

- Yield accuracy
- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Consistency of product

Line (GAC): **G PREPARE DESSERTS**
Competency: **G4 Apply dessert presentation techniques**

Objectives

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

- Describe the principles of advanced plate presentation
- Apply advanced dessert presentation techniques

LEARNING TASKS

1. Describe the principles of advanced plate presentation

CONTENT

- Components selection
- Balance
 - Flavour
 - Texture
 - Temperature
- Portioning
 - Size
 - Techniques
- Sauces
- Garnishes
 - Chocolate
 - Glazed and candied fruit
 - Tuiles and other cookies
 - Sugar
 - Other
- Design
 - Plate selection
- Make-up
 - Order of assembly
 - Finishing touches
 - Holding for service
 - A la minute timing
 - Service speed
- Faults and causes
- Selection
 - Component
 - Secondary component
 - Sauce
 - Garnishes
- Portioning
- Service

2. Apply advanced dessert presentation techniques

Achievement Criteria

Performance	The learner will be able to apply advanced dessert presentation techniques to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	H	PREPARE CHOCOLATE AND CONFECTIONERY
Competency:	H2	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
- Ingredient
 - Selection
 - Functions
 - Temperature
- Melting and tempering methods
- Techniques
 - Dipping procedures
 - Product preparation
 - Moulding
 - Preparation
 - Procedures
 - Fillings
 - Assembling
 - Specialty pieces
 - Truffles
 - Solid pieces
 - Chocolate writing
- Finishing techniques
 - Textures
 - Air-brushing
 - Colouring
- Ingredients
 - Selection
 - Functions
 - Temperature
- Tools and equipment selection
- Melt and crystallizing of product
- Products and garnishes preparation
 - Dipped
 - Piped
 - Moulded chocolates
 - Truffles

2. Prepare chocolate products and garnishes

LEARNING TASKS

CONTENT

- Plaques
- Small showpieces
- Other
- Cooling
- Finishing
- Storage

Achievement Criteria

Performance	The learner will be able to prepare chocolate and garnishes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Line (GAC):	H	PREPARE CHOCOLATE AND CONFECTIONERY
Competency:	H3	Prepare confectionery products and garnishes

Objectives

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

- Describe confectionery products and garnishes
- Prepare confectionery products and garnishes

LEARNING TASKS

1. Describe sugar garnishes

2. Prepare sugar garnishes

Describe confectionery products

CONTENT

- Ingredient selection
- Safety
- Tools and equipment
- Process
 - Temperature stages
 - Caramel
 - Other
- Methods
 - Poured
 - Spun
 - Pulled
 - Blown
 - Other
- Ingredient selection
- Tools and equipment selection
- Temperature stages
- Prepare garnishes
- Cooling
- Finishing
- Storage
- Types
 - Caramels and candies
 - Candied peel
 - Fudge
 - Pâte de fruits
 - Marshmallows
 - Other
- Ingredient selection
- Safety
- Tools and equipment
- Temperature stages
- Techniques
 - Basic pulling

LEARNING TASKS

Prepare confectionery products

CONTENT

- Moulding
- Other
- Ingredient selection
- Tools and equipment selection
- Temperature stages
- Prepare confectionery products
- Cooling
- Finishing
- Storage

Achievement Criteria

Performance	The learner will be able to prepare confectionery products and garnishes to an industry standard for quality and production time
Conditions	The learner will be given formulas, a workstation, appropriate ingredients and tools and equipment
Criteria	<p>The learner will be evaluated on</p> <ul style="list-style-type: none"> • Occupational Skills <ul style="list-style-type: none"> ○ Conduct ○ Safety ○ Personal hygiene ○ Sanitation ○ Time management • Product Assessment <ul style="list-style-type: none"> ○ Yield accuracy ○ Volume ○ Shape ○ Colour ○ Texture, grain and crumb ○ Taste and aroma ○ Consistency of product

Section 4

ASSESSMENT GUIDELINES

Assessment Guidelines – Level 1

Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		BAKER LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	PERFORM OCCUPATIONAL SKILLS	15%	0%
B	APPLY FOOD SCIENCE	5%	0%
C	PREPARE FERMENTED GOODS	15%	20%
D	PREPARE PASTRIES	20%	25%
E	PREPARE CAKES AND COOKIES	20%	25%
F	DECORATE AND FINISH BAKED GOODS	10%	15%
G	PREPARE DESSERTS	10%	10%
H	PREPARE CHOCOLATE AND CONFECTIONARY	5%	5%
	Total	100%	100%
In-school theory/practical subject competency weighting		30%	70%
Final in-school percentage score		IN-SCHOOL %	

In-school Percentage Score Combined theory and practical subject competency multiplied by	80%
Standardized Level Exam Percentage Score The exam score is multiplied by	20%
Final Percentage Score	FINAL%

Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		BAKER LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
B	APPLY FOOD SCIENCE	5%	0%
C	PREPARE FERMENTED GOODS	15%	15%
D	PREPARE PASTRIES	20%	20%
E	PREPARE CAKES AND COOKIES	25%	25%
F	DECORATE AND FINISHED BAKED GOODS	10%	10%
G	PREPARE DESSERTS	15%	15%
H	PREPARE CHOCOLATE AND CONFECTIONARY	10%	15%
	Total	100%	100%
In-school theory/practical subject competency weighting		30%	70%
Final in-school percentage score		IN-SCHOOL %	

In-school Percentage Score Combined theory and practical subject competency multiplied by	80%
Standardized Level Exam Percentage Score The exam score is multiplied by	20%
Final Percentage Score	FINAL%

Assessment Guidelines – Level 3

Level 3 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		BAKER LEVEL 3	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	PERFORM OCCUPATIONAL SKILLS	10%	0%
B	APPLY FOOD SCIENCE	10%	0%
C	PREPARE FERMENTED GOODS	10%	10%
D	PREPARE PASTRIES	10%	10%
F	DECORATE AND FINISH BAKED GOODS	15%	25%
G	PREPARE DESSERTS	25%	30%
H	PREPARE CHOCOLATE AND CONFECTIONARY	20%	25%
	Total	100%	100%
In-school theory/practical subject competency weighting		30%	70%
Training Provider enters final in-school mark into SkilledTradesBC Portal		Calculation of final in-school percentage	

Section 5

TRAINING PROVIDER STANDARDS

Facility Requirements

Classroom Area

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

Shop Area

- 200m² kitchen with tile floor

Lab Requirements

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

Student Facilities

- Lockers
- Student change rooms
- Washrooms

Instructor's Office Space

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

Other

- Fire suppression equipment
- First aid and safety equipment
- Goggles
- PPE

Tools and Equipment

Shop Equipment

Required

- 10 L mixers
- 20 L vertical mixers
- 60 L mixer
- Bench mixers
- Bun divider/rounder
- Convection oven
- Deck oven with steam
- Grater attachment
- Sheeter
- Spiral bread mixer 50 L
- Stove with oven
- Proofer
- Label printer
- Compressor
- Air gun
- Fryer
- Microwave
- Digital scales
- Food processor
- Bread slicer
- Overwrapper
- Air brush
- Balance scales

Recommended

- Combi oven
- Steam kettle

Shop (Facility) Tools

Standard Tools

- Immersion blender
- China caps
- Copper pots
- Measuring cups
- Muffin pans
- Cutting boards
- Pie shells
- Rolling pins
- Scales
- Sieves
- Silicon mats
- Stainless steel bowls
- Stainless steel pots – various sizes
- Turntables
- Waffle iron
- Bar mixer
- Cake frames (assorted sizes)
- Plastic storage containers (assorted sizes)
- Ramekins
- Aluminium pans (assorted sizes)
- Tart shells
- Cake rings (assorted sizes)
- Cake pans (assorted sizes)
- Donut screens
- Four strap bread pans
- Flan shells
- Strainers
- Pullman loaf pans
- Marble slabs
- Steel bun pans

Specialty Tools

- Chocolate warmers
- Chocolate moulds
- Sugar lamps and equipment
- Metal rod sets for caramel
- Chocolate shaver
- Textured mats for decorative sponge
- Decorative sponge comb
- Silicone moulds – various shapes
- Cutter sets – various shapes

Student Tools (supplied by student)

Required

- Bench scraper
- Calculator
- Knife guards (various sizes)
- Pastry brush
- Plastic bowl scraper
- Digital thermometer
- Hat and hair nets
- Scissors
- Wooden spoons
- Serrated knife
- Ruler (centimetres and inches)
- Microplane
- Three Dipping forks (1 x 2-prong, 1 x 3-prong and 1 x circle)
- Peeler
- Serrated paring knife
- Decorating and piping tips (various shapes and sizes) and couplers
- Straight spatula
- Cutters (round and fluted shaped)
- Digital scale
- Offset spatula
- Rubber spatula
- Piping bags (disposable, reusable, various sizes)
- French knife
- Decorating comb
- Digital timer
- Whisk
- Measuring spoons
- Paring knife
- Pastry or pizza wheel

Reference Materials

Required

- Professional Baking (Wayne Gisslen)
John Wiley & Sons ISBN : 978-1-118-08374-1

Recommended

- go2hr www.go2hr.ca
- SkilledTradesBC www.skilledtradesbc.ca
- Inter-Provincial Red Seal Program www.red-seal.ca
- Baking Association of Canada www.baking.ca

Suggested

- Advanced Bread and Pastry
Michael Suas (Cengage Learning) ISBN: 978-1-418-01169-7
- On Baking (Sarah R. Labensky, Eddy van Damme, Priscilla Martel)
Pearson Canada ISBN-10: 0-131-57923-1
- The Pastry Chef's Companion: A Comprehensive Resource Guide for the Baking and Pastry Professional
Rinsky & Rinsky ISBN: 978-0-470-22729-9
- The Flavour Bible: The Essential Guide to Culinary Creativity
Page and Dornenburg ISBN-10: 0316118400
- How Baking Works (Paula Figoni)
John Wiley & Sons ISBN : 978-0-470-39267-6
- Professional Cake Decorating, 2nd Edition (Toba M. Garrett)
John Wiley & Sons ISBN: 978-0-470-38009-3
- Professional Bakers' Manual (George Rudolph, Ken Sohm et al 2001)
Crown Publication Services (BC) Product #7960003524 (print) #7630000027 (digital)
- 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

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 of experience working in the industry as a journeyperson.

Instructional Experience and Education

It is preferred that the instructor also possesses one of the following:

- 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.)

Appendices

**Appendix A
Acronyms**

ADT	Actual dough temperature
FDT	Final dough temperature
FIFO	First In First Out
GMO	Non-genetically modified
HACCP	Hazard Analysis Critical Control Points
PPE	Personal protective equipment
RDT	Required dough temperature
RWT	Required water temperature
SDS	Safety Data Sheets
UPC	Universal product code
WHMIS	Workplace Hazardous Materials Information System

Appendix B Summary of Achievement Criteria

Achievement Criteria are included for competencies that require a practical assessment. 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 learner's ability to apply the theory to practice. It is important that these performances be observable and measurable and that they reflect the skills spelled out in the competency. The conditions under which these performances will be observed and measured must be clear to the learner as well as the criteria by which the learner will be evaluated. The learner must also be given the evaluation criteria.

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.

The following tables summarize the practical assessments for each level. **For details, please refer to the Achievement Criteria following the competency in the Program Content section.**

BAKER – LEVEL 1 SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	ACHIEVEMENT CRITERIA TASK
C1 Prepare basic doughs and products	The learner will be able to prepare basic breads and rolls to an industry standard for quality and production time
C2 Prepare laminated doughs and products	The learner will be able to prepare croissants and danish to an industry standard for quality and production time
C3 Prepare specialty doughs and products	The learner will be able to prepare basic specialty fermented breads and products to an industry standard for quality and production time
D1 Prepare pies and tarts	The learner will be able to prepare basic pies and tarts to an industry standard for quality and production time
D2 Prepare laminated pastry doughs and pastry products	The learner will be able to prepare basic laminated pastry products to an industry standard for quality and production time
D3 Prepare specialty pastries	The learner will be able to prepare choux paste products to an industry standard for quality and production time
D4 Prepare deep fried pastries and products	The learner will be able to prepare donuts to an industry standard for quality and production time
E1 Prepare cookies, squares and bars	The learner will be able to prepare basic cookies, squares and bars to an industry standard for quality and production time
E2 Prepare quick breads	The learner will be able to prepare quick breads to an industry standard for quality and production time
E3 Prepare cakes	The learner will be able to prepare basic cakes to an industry standard for quality and production time
E4 Prepare specialty cakes and tortes	The learner will be able to prepare cheesecakes to an industry standard for quality and production time

F1	Prepare icings, fillings, glazes, sauces and meringues	The learner will be able to prepare basic icings, fillings, glazes, sauces and meringues to an industry standard for quality and production time
F3	Assemble and decorate cakes and sweet and savoury pastries	The learner will be able to assemble and decorate basic cakes and pastries to an industry standard for quality and production time.
G1	Prepare custards and mousses	The learner will be able to prepare basic custards to an industry standard for quality and production time
G3	Prepare ice cream and sorbet	The learner will be able to prepare ice cream and sorbet to an industry standard for quality and production time
H1	Demonstrate the principles of working with chocolate and confectionery	The learner will be able to basic chocolate and sugar products to an industry standard for quality and production time

**BAKER – LEVEL 2
SUMMARY OF ACHIEVEMENT CRITERIA**

SUBJECT COMPETENCY	ACHIEVEMENT CRITERIA TASK
C1 Prepare basic doughs and products	The learner will be able to prepare basic breads with additions and substitutions, to an industry standard for quality and production time
C2 Prepare laminated doughs and products	The learner will be able to prepare advanced croissants and danish pastry products to an industry standard for quality and production time
C3 Prepare specialty doughs and products	The learner will be able to prepare enriched specialty fermented breads and products to an industry standard for quality and production time The learner will be able to prepare specialty fermented breads and products to an industry standard for quality and production time
C4 Prepare natural ferments and Artisan breads	The learner will be able to prepare dough products with natural ferments and pre-ferments, to an industry standard for quality and production time
D1 Prepare pies and tarts	The learner will be able to prepare specialty pies and tarts to an industry standard for quality and production time
D2 Prepare laminated pastry doughs and products	The learner will be able to prepare laminated pastry products to an industry standard for quality and production time
D3 Prepare specialty pastries	The learner will be able to prepare specialty pastries to an industry standard for quality and production time
D4 Prepare deep fried pastries and products	The learner will be able to prepare cruller, fritters and other to an industry standard for quality and production time
E1 Prepare cookies, squares and bars	The learner will be able to prepare advanced cookies to an industry standard for quality and production time
E3 Prepare cakes	The learner will be able to prepare cakes to an industry standard for quality and production time
E4 Prepare specialty cakes and tortes	The learner will be able to prepare specialty cakes and tortes to an industry standard for quality and production time

F1 Prepare icings, fillings, glazes, sauces and meringues	The learner will be able to prepare specialty icings, fillings, glazes and meringues to an industry standard for quality and production time
F3 Assemble and decorate cakes and sweet and savoury pastries	The learner will be able to assemble and decorate specialty cakes and pastries to an industry standard for quality and production time
F4 Prepare decorative pastes and garnishes	The learner will be able to prepare decorative pastes and garnishes to an industry standard for quality and production time
G1 Prepare custards and mousses	The learner will be able to prepare custards, puddings and mousses to an industry standard for quality and production time
G2 Prepare plated desserts	The learner will be able to prepare basic hot plated desserts to an industry standard for quality and production time
G4 Apply dessert presentation techniques	The learner will be able to prepare basic dessert presentation techniques to an industry standard for quality and production time
H2 Prepare chocolate products and garnishes	The learner will be able to basic chocolate and garnishes to an industry standard for quality and production time

BAKER – LEVEL 3 SUMMARY OF ACHIEVEMENT CRITERIA	
SUBJECT COMPETENCY	ACHIEVEMENT CRITERIA TASK
C4 Prepare natural ferments and Artisan breads	The learner will be able to prepare products with natural ferments and pre-ferments to an industry standard for quality and production time
D3 Prepare specialty pastries	The learner will be able to prepare specialty pastries to an industry standard for quality and production time
F3 Assemble and decorate cakes and sweet and savoury pastries	The learner will be able to assemble and decorate specialty cakes and pastries to an industry standard for quality and production time
F4 Prepare decorative pastes and garnishes	The learner will be able to prepare advanced decorative pastes and garnishes to an industry standard for quality and production time
F5 Assemble and decorate tiered and celebration cakes	The learner will be able to assemble and decorate tiered and wedding cakes to an industry standard for quality and production time
G1 Prepare custards, puddings and mousses	The learner will be able to prepare advanced custards, puddings and mousses to an industry standard for quality and production time
G2 Prepare plated desserts	The learner will be able to prepare specialty plated desserts to an industry standard for quality and production time
G3 Prepare ice creams and frozen desserts	The learner will be able to prepare frozen desserts to an industry standard for quality and production time
G4 Apply dessert presentation techniques	The learner will be able to apply advanced dessert presentation techniques to an industry standard for quality and production time
H2 Prepare chocolate products and garnishes	The learner will be able to prepare chocolate and garnishes to an industry standard for quality and production time

H3 Prepare confectionery products and garnishes	The learner will be able to prepare confectionery products and garnishes to an industry standard for quality and production time
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