MEATCUTTER
PROGRAM OUTLINE

APPROVED
2009

Developed by
Industry Training Authority
Province of British Columbia
# TABLE OF CONTENTS

Section 1 INTRODUCTION ................................................................................................................ 4  
   Foreword ........................................................................................................................... 5  
   Acknowledgements ............................................................................................................... 6  
   How to Use this Document ................................................................................................. 7  

Section 2 PROGRAM OVERVIEW .................................................................................................... 9  
   Program Credentialing Model ............................................................................................ 10  
   Occupational Analysis Chart ............................................................................................ 12  
   Training Topics and Suggested Time Allocation ............................................................... 16  

Section 3 PROGRAM CONTENT .................................................................................................... 18  
   Level 1 Meatcutter ........................................................................................................... 19  
   Level 2 Meatcutter ........................................................................................................... 68  

Section 4 TRAINING PROVIDER STANDARDS ......................................................................... 118  
   Sponsor’s Requirements ..................................................................................................... 119  
   Tools and Equipment .......................................................................................................... 121  
   Reference Materials .......................................................................................................... 124  
   Instructor Requirements .................................................................................................... 125  
   Glossary of Verbs Used in the Program Outline ............................................................... 126  

Appendices .................................................................................................................................... 130  
   Appendix A Assessment Guidelines ................................................................................... 131
Section 1
INTRODUCTION

Meatcutter
Foreword

This Program Outline is intended as a guide for instructors of the ITA Accredited Meatcutter Apprenticeship program. 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. It is the responsibility of employers to ensure safety training for the apprentices working on their worksites.

The “course content” portion of each subject is there as a guide only, and is not intended to be exhaustive.

A glossary of verbs is included at the end of the Program Outline. It is there to clarify the intent of the “objective” and “key competency” statements.

The Program Outline was prepared with the advice and assistance of industry representatives and in cooperation with the Industry Training Authority.

SAFETY ADVISORY

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

The Program Outline was prepared with the advice and direction of an industry steering committee convened initially by the go2. Members include:

- Paul Benson
- Ian Chisnall
- Mark Hills
- Bruce Jackson
- Ken Jakes
- Gord Johnson
- Bob Johnston
- Steve Pearce
- Peter Pidhirniak
- Dr. David Twynam
- Bonnie Windsor

The Industry Training Authority would like to acknowledge the dedication and hard work of all the industry representatives appointed to identify the training requirements of the Meatcutter occupation.
## How to Use this Document

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

<table>
<thead>
<tr>
<th>Section</th>
<th>Training Providers</th>
<th>Employers/Sponsors</th>
<th>Apprentices</th>
<th>Challengers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Credentialing Model</strong></td>
<td>Communicate program length and structure, and all pathways to completion</td>
<td>Understand the length and structure of the program</td>
<td>Understand the length and structure of the program, and pathway to completion</td>
<td>Understand challenger pathway to Certificate of Qualification</td>
</tr>
<tr>
<td><strong>OAC</strong></td>
<td>Communicate the competencies that industry has defined as representing the scope of the occupation</td>
<td>Understand the competencies that an apprentice is expected to demonstrate in order to achieve certification</td>
<td>View the competencies they will achieve as a result of program completion</td>
<td>Understand the competencies they must demonstrate in order to challenge the program</td>
</tr>
<tr>
<td><strong>Training Topics and Suggested Time Allocation</strong></td>
<td>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</td>
<td>Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application</td>
<td>Understand the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application</td>
<td>Understand the relative weightings of various competencies of the occupation on which assessment is based</td>
</tr>
<tr>
<td><strong>Program Content</strong></td>
<td>Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measureable achievement criteria for objectives with a practical component</td>
<td>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</td>
<td>Provides detailed information on program content and performance expectations for demonstrating competency</td>
<td>Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels</td>
</tr>
<tr>
<td>Section</td>
<td>Training Providers</td>
<td>Employers/ Sponsors</td>
<td>Apprentices</td>
<td>Challengers</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Training Provider Standards</td>
<td>Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program</td>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>
Section 2
PROGRAM OVERVIEW
Meatcutter
Program Overview

Program Credentialing Model

Apprenticeship Pathway
This graphic provides an overview of the Meatcutter apprenticeship pathway.

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

CROSS-PROGRAM CREDITS
Individuals who hold the credentials below are entitled to receive partial credit toward the completion requirements of this program

None

*Cuggested duration based on 30-hour week*
Challenge Pathway
This graphic provides an overview of the Meatcutter challenge pathway.

\[ C \text{ of } Q = \text{Certificate of Qualification} \]

- **Completion Requirements**: ITA Certificate of Qualification Exam
- **Prerequisites**: Approved challenge application, including:
  - Trade-Related Work Experience: 6,750 hours
  - FOODSAFE Level 1 certificate

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

- None
# Occupational Analysis Chart

## MEATCUTTER

<table>
<thead>
<tr>
<th>BLOCK</th>
<th>SUBJECT</th>
<th>KEY COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCCUPATIONAL SKILLS</td>
<td>Trade Knowledge</td>
<td>Describe personal attributes and professionalism in the workplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe roles and responsibilities in the workplace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe meatcutting occupations and necessary skill diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe meatcutting training programs and certification pathways</td>
</tr>
<tr>
<td></td>
<td>Safety Standards</td>
<td>Describe workplace hazards (WHMIS) (prerequisite)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe general safety and lifting practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe shop safety and lockout practices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe basic first aid procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe basic fire and emergency procedures and regulations</td>
</tr>
<tr>
<td></td>
<td>Sanitary Standards</td>
<td>Describe the use of personal safety equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe WorkSafeBC regulations in the workplace</td>
</tr>
<tr>
<td></td>
<td>Tools and Equipment</td>
<td>Identify knives and common types of hand tools and their uses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the maintenance and safety precautions of knives and hand tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify common types of power tools and equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate the correct use and maintenance of common types of power tools and equipment</td>
</tr>
<tr>
<td></td>
<td>Ordering and Inventory</td>
<td>Describe receiving procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify storage temperatures and procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the principles of reducing waste, reusing, and recycling materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe basic inventory procedures</td>
</tr>
<tr>
<td></td>
<td>Trade Math and Cost Controls</td>
<td>Perform basic trade mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Convert weights and prices between the Metric and Imperial systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe and perform shrink analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe the principles of pricing analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe common mark-up &amp; mark down procedures</td>
</tr>
</tbody>
</table>
## Program Overview

<table>
<thead>
<tr>
<th>Customer Relations</th>
<th>Describe the importance of understanding customer needs</th>
<th>Describe the procedures for dealing with customer complaints</th>
<th>Describe customer service practices and procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Human Resource and Leadership Skills</th>
<th>Describe team building and leadership skills</th>
<th>Describe conflict resolution techniques</th>
<th>Describe stress management techniques</th>
<th>Describe effective problem solving and decision making</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Retail Merchandizing</th>
<th>Describe retail packaging procedures</th>
<th>Describe product labelling procedures and regulations</th>
<th>Describe the principles of display case layout and management</th>
<th>Describe the procedures associated with product merchandizing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**HANDLING MEAT, POULTRY, AND SEAFOOD**

<table>
<thead>
<tr>
<th>Meat Science and Nutrition</th>
<th>Describe the characteristics of meat</th>
<th>Describe the aging, blooming, and tenderness factors of meat</th>
<th>Describe the nutritional elements of meat</th>
<th>Describe diseases associated with meat</th>
<th>Describe allergies and sensitivities associated with meat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1 &amp; 2</td>
<td>1 &amp; 2</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Describe the chemical changes associated with slaughter</th>
<th>Compare properties of seafood and meat</th>
<th>Describe the principles of the sustainability of our food supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inspection and Grading</th>
<th>Identify meat inspection levels and agencies</th>
<th>Define the meat inspection process</th>
<th>Describe grading regulations for meat</th>
<th>Describe meat grading categories and factors</th>
<th>Describe grading regulations for poultry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

|                        | Describe grading categories and factors for poultry | Describe the grading and inspection of game |                     |                     |                     |
|                        | 1                                             | 2                                 |                     |                     |                     |

<table>
<thead>
<tr>
<th>Handling and Storage</th>
<th>Identify correct meat handling and storage procedures</th>
<th>Identify correct poultry handling and storage procedures</th>
<th>Identify correct seafood handling and storage procedures</th>
<th>Identify correct game handling and storage procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cutting Procedures</th>
<th>Perform correct de-boning procedures</th>
<th>Perform correct trimming procedures</th>
<th>Perform correct portioning procedures</th>
<th>Perform correct tying and wrapping procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
# Program Overview

<table>
<thead>
<tr>
<th>Cooking Potential</th>
<th>Identify tenderness factors associated with meat and poultry</th>
<th>Identify cooking methods used for meat, poultry, and seafood</th>
<th>Determine the best cooking method for various cuts of meat, poultry, and seafood</th>
<th>Describe the marinating and tenderizing of meat, poultry, and seafood</th>
<th>Describe the preparation of stuffed and ready to cook products</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEEF C.</td>
<td>Identify primal cuts of beef</td>
<td>Break beef into primal cuts</td>
<td>Identify sub-primal cuts of beef</td>
<td>Cut beef into sub-primal cuts</td>
<td>Cut and process beef sub-primals</td>
</tr>
<tr>
<td></td>
<td>Cuts of Beef (CFIA)</td>
<td>Describe wholesale &amp; boxed cuts of beef</td>
<td>Describe retail cuts of beef</td>
<td>Describe beef variety meats and offal</td>
<td>Describe specialty cuts of beef</td>
</tr>
<tr>
<td>VEAL D.</td>
<td>Identify primal cuts of veal</td>
<td>Break veal into primal cuts</td>
<td>Identify sub-primal cuts of veal</td>
<td>Break veal into sub-primal cuts</td>
<td>Cut and process veal sub-primals</td>
</tr>
<tr>
<td></td>
<td>Cuts of Veal (CFIA)</td>
<td>Describe wholesale &amp; boxed cuts of veal</td>
<td>Describe retail cuts of veal</td>
<td>Describe specialty cuts of veal</td>
<td>Describe veal variety meats and offal</td>
</tr>
<tr>
<td>PORK E.</td>
<td>Identify primal cuts of pork</td>
<td>Break pork into primal cuts</td>
<td>Identify sub-primal cuts of pork</td>
<td>Cut pork into sub-primal cuts</td>
<td>Cut and process sub-primals of pork</td>
</tr>
<tr>
<td></td>
<td>Cuts of Pork (CFIA)</td>
<td>Describe wholesale &amp; boxed cuts of pork</td>
<td>Describe retail cuts of pork</td>
<td>Describe specialty cuts of pork</td>
<td>Describe processed cuts of pork</td>
</tr>
<tr>
<td>LAMB F.</td>
<td>Identify primal cuts of lamb</td>
<td>Break lamb into primal cuts</td>
<td>Identify sub-primal cuts of lamb</td>
<td>Cut lamb into sub-primal cuts</td>
<td>Cut and process sub-primals of lamb</td>
</tr>
<tr>
<td></td>
<td>Cuts of Lamb (CFIA)</td>
<td>Describe wholesale &amp; boxed cuts of lamb</td>
<td>Describe retail cuts of lamb</td>
<td>Describe specialty cuts of lamb</td>
<td>Describe lamb variety meats and offal</td>
</tr>
<tr>
<td>POULTRY G.</td>
<td>Identify types and varieties of poultry</td>
<td>Describe wholesale cuts of poultry</td>
<td>Describe retail cuts of poultry</td>
<td>Describe specialty cuts of poultry</td>
<td>Describe poultry variety meats and offal</td>
</tr>
<tr>
<td>Program Overview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEAFood &amp; Freshwater Fish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td>Describe types of salt and freshwater fish</td>
<td>1</td>
<td>Describe types of mollusks</td>
<td>1</td>
<td>Describe types of crustaceans</td>
</tr>
<tr>
<td><strong>Cutting Procedures</strong></td>
<td>Perform correct filleting procedures for fish</td>
<td>1</td>
<td>Perform correct steaking procedures for fish</td>
<td>1</td>
<td>Perform correct portioning procedures for fish</td>
</tr>
<tr>
<td><strong>Cuts of Fish</strong></td>
<td>Identify common market forms of fish and shellfish</td>
<td>1</td>
<td>Describe retail cuts of fish</td>
<td>1</td>
<td>Describe specialty or value added seafood items</td>
</tr>
<tr>
<td>GAME (CFIA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cuts of Game</strong></td>
<td>Identify types and varieties of hoofed game</td>
<td>2</td>
<td>Identify types and varieties of game birds</td>
<td>2</td>
<td>Describe wholesale cuts of game</td>
</tr>
<tr>
<td>PROCESSED PRODUCTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fresh Sausage and Ready to Serve Products</strong></td>
<td>Describe fresh sausage types and styles</td>
<td>2</td>
<td>Describe ingredient selection and product ratios used in fresh sausage making</td>
<td>2</td>
<td>Describe flavouring and seasoning ingredients</td>
</tr>
</tbody>
</table>
# Training Topics and Suggested Time Allocation

## MEATCUTTER – LEVEL 1

<table>
<thead>
<tr>
<th>Block</th>
<th>Topics</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Occupational Skills</td>
<td>20% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Trade Knowledge</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safety Standards</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sanitary Standards</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tools and Equipment</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ordering and Inventory</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade Math and Cost Controls</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retail Merchandizing</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Handling Meat, Poultry, and Seafood</td>
<td>20% of time</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Meat Science and Nutrition</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inspection and Grading</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling and Storage</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cutting Procedures</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooking Potential</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Beef</td>
<td>20% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Carcass Breaking</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cuts of Beef</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Veal</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Carcass Breaking</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cuts of Veal</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Pork</td>
<td>15% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Carcass Breaking</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cuts of Pork</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Lamb</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Carcass Breaking</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cuts of Lamb</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Poultry</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Poultry</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Seafood and Freshwater Fish</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Identification</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cutting Procedures</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cuts of Fish</td>
<td>✓ ✓</td>
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</tr>
<tr>
<td></td>
<td>EXAMS</td>
<td>5% of time</td>
<td></td>
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Total Hours: 120
# Program Overview

## Training Topics and Suggested Time Allocation

**MEATCUTTER – LEVEL 2**

<table>
<thead>
<tr>
<th>Block</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Occupational Skills</td>
<td>20% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Ordering and Inventory</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trade Math and Cost Controls</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Customer Relations</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Resource and Leadership Skills</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Retail Merchandizing</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Handling Meat, Poultry, and Seafood</td>
<td>15% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Meat Science and Nutrition</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inspection and Grading</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling and Storage</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooking Potential</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Beef</td>
<td>15% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Beef</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Veal</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Veal</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Pork</td>
<td>10% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Pork</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Lamb</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Lamb</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>Poultry</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Poultry</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>Seafood and Freshwater Fish</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Fish</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Game</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Cuts of Game</td>
<td>✓ ✓</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>Processed Products</td>
<td>5% of time</td>
<td>✓ ✓</td>
</tr>
<tr>
<td></td>
<td>Fresh Sausage and Ready to Serve Products</td>
<td>✓ ✓</td>
<td></td>
</tr>
</tbody>
</table>

**EXAMS**

10% of time

Total Hours: 120
Section 3

PROGRAM CONTENT

Meatcutter
Level 1

Meatcutter
BLOCK A OCCUPATIONAL SKILLS

Subject: Trade Knowledge

Objective:
Meatcutters need to understand the personal and professional expectations of various occupations in the trade as well as the training and certification programs available throughout their career.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe personal attributes and professionalism in the workplace
- Describe roles and responsibilities in the workplace
- Describe meatcutting occupations and necessary skill diversity
- Describe meatcutting training programs and certification pathways

KEY COMPETENCIES

Describe personal attributes and professionalism in the workplace
- Work well with superiors
  - Ability to follow directions
  - Ability to act independently, when appropriate
- Work well with colleagues
- Good interpersonal skills
  - Act as a contributing member of the staff team
- Professionalism
- Reliability
- Personal initiative
  - Accept responsibility for the actions and decisions of the staff team
- Time management
- Job satisfaction

Describe roles and responsibilities in the workplace
- Apprentice’s role
- Supervisor’s role
- Employee attendance and punctuality
- Employee evaluation

Describe meatcutting occupations and necessary skill diversity
- Meatcutting occupations
- Career ladder
- Skill levels
- Roles and responsibilities of various occupations

Describe meatcutting training programs and certification pathways
- Educational requirements of various occupations
- Apprenticeship
  - Obtaining a Certificate of Qualification
- Industry Associations
Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will demonstrate an ability to work as part of a team in a retail meat shop as described, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to trade knowledge, scoring a minimum of 70% correct.
Program Content
Level 1

BLOCK A OCCUPATIONAL SKILLS

Subject: Safety Standards

Objective:
There are many hazards present in the meat shop and meatcutters must have a good working knowledge of recommended safety and fire prevention procedures.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Describe workplace hazards (WHMIS) (prerequisite)
- Describe general safety and lifting practices
- Describe shop safety and lockout practices
- Describe basic first aid procedures
- Describe basic fire and emergency procedures and regulations
- Describe the use of personal safety equipment
- Describe WorkSafeBC regulations in the workplace

KEY COMPETENCIES

Describe workplace hazards (WHMIS) (prerequisite)

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Workplace Hazardous Materials Information System (WHMIS)</td>
</tr>
<tr>
<td>- Overview</td>
</tr>
<tr>
<td>- Employer is to provide training</td>
</tr>
<tr>
<td>• Define WHMIS</td>
</tr>
<tr>
<td>- Regulations</td>
</tr>
<tr>
<td>- Goals</td>
</tr>
<tr>
<td>- Objectives</td>
</tr>
<tr>
<td>• Identify hazard labels</td>
</tr>
<tr>
<td>• Types of hazard labels</td>
</tr>
<tr>
<td>• Explain material safety data sheet</td>
</tr>
<tr>
<td>• Material safety data sheet</td>
</tr>
</tbody>
</table>

Describe general safety and lifting practices

<table>
<thead>
<tr>
<th>COURSE CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Types of accidents and their causes</td>
</tr>
<tr>
<td>- Cuts</td>
</tr>
<tr>
<td>- Falls</td>
</tr>
<tr>
<td>- Strains</td>
</tr>
<tr>
<td>- Explain the term &quot;ergonomic&quot;</td>
</tr>
<tr>
<td>• Explain Carpal Tunnel Syndrome</td>
</tr>
<tr>
<td>• Identify safe ergonomic practices</td>
</tr>
<tr>
<td>• Lifting</td>
</tr>
<tr>
<td>• Demonstrate the correct posture for lifting</td>
</tr>
<tr>
<td>• Explain reasons for not lifting things correctly</td>
</tr>
<tr>
<td>• Correctly lift items found in a retail meat shop</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

Describe shop safety and lockout practices

COURSE CONTENT
• Safety practices for the meat shop
  – Work safely
    ▪ Equipment
    ▪ Sharp utensils
  – Keep floors safe
  – Store supplies safely
  – Dispose of refuse properly
• Explain what lock-out means
• Demonstrate several ways to lock-out equipment
• Equipment safety
  – Ventilation systems
  – Emergency shutdown systems
  – Guards and barriers
• Utilities
  – Electrical
  – Water supply
  – Gas supply
  – Other services

Describe basic first aid procedures

• First aid procedures
  – Emergency eye wash or shower locations
  – Cuts and burns
  – Slips and falls
  – Strains and sprains
  – Stab wounds and severed parts

Describe basic fire and emergency procedures and regulations

• Identify fire exits
• Explain procedures for a fire drill
• Components that produce fire
  – Fuel
  – Heat
  – Oxygen
• Identify classes of fires and types of extinguishers
• Fire safety precautions for working near, handling or storing
  – Flammable liquids or gases
  – Paper and wood products
  – Oily cloths

Describe the use of personal safety equipment

• Explain the rationale for the use of personal safety equipment
• List personal safety equipment
  – Hard hats
  – Apron
  – Gloves
  – Footwear
KEY COMPETENCIES
Describe WorkSafeBC regulations in the workplace

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

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:
- The learner will apply safety standards as described, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to safety standards, scoring a minimum of 70% correct.
Program Content
Level 1

BLOCK A  OCCUPATIONAL SKILLS

Subject:  Sanitary Standards

Objective:
A clean and sanitary work environment and the proper handling and storage of food are essential to any food handling operation. Meatcutters must be aware of all of the recommended food safety and sanitation standards.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Describe food safety procedures (FoodSafe Level 1 prerequisite)
- Describe the principles of Hazard Analysis-Critical Control Points (HACCP)
- Describe temperature control procedures and protocols
- Describe the procedures to maintain workplace sanitation
- Describe the procedures to maintain personal hygiene

KEY COMPETENCIES

Describe food safety procedures (FOODSAFE Level 1 prerequisite)
- Obtain the FOODSAFE Level 1 certification (prerequisite to entering program)
  - Proof of completion required
- List five things bacteria need to survive
  - Moisture
  - Food
  - pH level (medium)
  - Air
  - Temperature
- Explain the time and temperature relation of bacteria growth
- Explain the difference between aerobic and anaerobic bacteria
- Explain the difference between infection and intoxication food borne illnesses
- Identify major sources of food borne illness
- Identify the characteristics of various food borne illnesses
  - Salmonella
  - Botulism
  - Staphylococcus
  - E-Coli
  - Listeria Monocytogens

Describe the principles of Hazard Analysis-Critical Control Points (HACCP)
- Definitions
- Control points
- Food poisoning myths
- The danger zone
KEY COMPETENCIES

Describe temperature control procedures and protocols

COURSE CONTENT

- List correct temperature ranges
  - Cooler / hanging & boxed meat
  - Freezer
  - Deli case
  - Freezer display case
  - Fresh display case
- Define the effects of various temperatures on meat products
  - Humidity
  - Spoilage
  - Sweating
  - Freezer burn
- Explain the temperature meat freezes at
- Explain the effects of temperature on bacteria growth

Describe the procedures to maintain workplace sanitation

- Explain the five step cleaning process
  - Scrape
  - Wash
  - Rinse
  - Sanitize
  - Elevate & air dry cutting surfaces
- Explain the difference between sanitizers and detergents
- List proper water temperature for washing
- Clean equipment

Describe the procedures to maintain personal hygiene

- State the health regulations as laid out by the health board
- Describe the importance of good personal hygiene
- State personal grooming habits
  - Hair / hair nets
  - Clothing
  - Hands / disposable gloves
- List common food borne illnesses carried by humans
- Explain the role of the food handler in the cycle of transmission of food borne illnesses
Achievement Criteria

**ASSESSMENT**

**PRACTICAL**
While participating in the practical component:

- The learner will exercise safe food handling procedures at an acceptable industry standard, as observed and assessed by the instructor.

**THEORY**
Given a written test:

- The learner will answer questions covering the course content related to sanitary standards, scoring a minimum of 70% correct.
BLOCK A  OCCUPATIONAL SKILLS

Subject:  Tools and Equipment

Objective:
Meatcutters use a variety of knives, hand tools, and power equipment on a daily basis. The correct use, maintenance, and cleaning of shop tools and equipment is an important part of the trade.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify knives and common types of hand tools and their uses
- Describe the maintenance and safety precautions of knives and hand tools
- Identify common types power tools and equipment
- Demonstrate the correct use and maintenance of common types of power tools and equipment

KEY COMPETENCIES
Identify knives and common types of hand tools and their uses

COURSE CONTENT
- Identify different knife types
  - Straight bladed knives
  - Curved bladed knives
  - Flexible
  - Semi-flexible
  - Rigid
  - Boning and steak knives
- Identify hand tools
  - Steel
  - Block scraper
  - Meat scraper
  - Needle
  - Handsaw
- Describe use of hand tools
- Select correct hand tools for the job
- Demonstrate correct safety procedure for handling hand tools
- Demonstrate cleaning requirements for hand tools
- Maintenance
  - General guidelines
  - General safety precautions
  - Specific maintenance and safety precautions for knives
  - Cleaning and sharpening knives
- List various sharpening tools
- Demonstrate use of sharpening tools
  - Stones (oil, water & dry types)
  - Steel
  - Mechanical Grinding types
- Explain safety rules in using sharpening tools

Describe the maintenance and safety precautions of knives and hand tools
KEY COMPETENCIES

Identification of common types of power tools and equipment

Demonstration of the correct use and maintenance of common types of power tools and equipment

COURSE CONTENT

- Sharpen knives correctly
- Describe safety factors when sharpening knives
- Explain the correct angle for sharpening knife
- Explain the factors that determine the quality of knife

- Identify power tools
  - Band saw
  - Grinder & mixer grinders
  - Tenderizer
  - Slicer
  - Vacuum tumblers
  - Belt sander / Mechanical sharpeners

- Describe use of power tools
- Describe care and maintenance of power equipment
- Describe lock-out procedures
- Disassemble and assemble power equipment
  - Band saw
  - Grinder
  - Tenderizer
  - Slicer
  - Belt sander
- Explain safety concerns
- Demonstrate care and maintenance of power equipment
  - Replacing guide
  - Oil and lubricating parts
  - Tighten moving parts
  - Sharpen blades
  - Replacing blades
  - Replacing roller bearings

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will demonstrate the correct use and maintenance of common hand and power tools as observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to production procedures, scoring a minimum of 70% correct.
## BLOCK A  OCCUPATIONAL SKILLS

**Subject:** Ordering and Inventory

**Objective:**
The correct receiving, storage, and ordering of food products is essential to any successful operation. Meatcutters must be able to follow recommended receiving, storage, and waste management procedures.

**A COMPETENT MEATCUTTER SHOULD BE ABLE TO:**
- Describe receiving procedures
- Identify storage temperatures and procedures
- Describe the principles of reducing waste, re-using, and recycling materials
- Describe basic ordering procedures

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Key Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret invoices/purchasing orders</td>
<td>Describe receiving procedures</td>
</tr>
<tr>
<td>Receiving practices</td>
<td>Describe receiving procedures</td>
</tr>
<tr>
<td>Identify correct storage procedure</td>
<td>Identify storage temperatures and procedures</td>
</tr>
<tr>
<td>- Coolers</td>
<td>- Identify correct storage temperature</td>
</tr>
<tr>
<td>- Freezers</td>
<td>- Coolers</td>
</tr>
<tr>
<td>Identify correct storage procedure</td>
<td>- Freezers</td>
</tr>
<tr>
<td>- Check temperature</td>
<td>- Check temperature</td>
</tr>
<tr>
<td>- Dates</td>
<td>- Dates</td>
</tr>
<tr>
<td>- Product rotation</td>
<td>- Product rotation</td>
</tr>
<tr>
<td>Demonstrate rotation of product</td>
<td>Demonstrate rotation of product</td>
</tr>
<tr>
<td>- First in – first out</td>
<td>- First in – first out</td>
</tr>
<tr>
<td>- Code dates</td>
<td>- Code dates</td>
</tr>
<tr>
<td>Explain the importance of correct temperature</td>
<td>Explain the importance of correct temperature</td>
</tr>
<tr>
<td>- Cooler</td>
<td>- Cooler</td>
</tr>
<tr>
<td>- Freezer</td>
<td>- Freezer</td>
</tr>
<tr>
<td>Types of waste</td>
<td>Describe the principles of reducing waste, re-using, and recycling materials</td>
</tr>
<tr>
<td>Correct protocols</td>
<td>Describe the principles of reducing waste, re-using, and recycling materials</td>
</tr>
<tr>
<td>Materials needing separate disposal</td>
<td>Describe the principles of reducing waste, re-using, and recycling materials</td>
</tr>
<tr>
<td>Usage and waste management</td>
<td>Describe the principles of reducing waste, re-using, and recycling materials</td>
</tr>
<tr>
<td>- Reduce</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>- Re-use</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>Recycle</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>Explain the usage of tonnage control sheet</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>Explain the importance of keeping records</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>List various suppliers of product, including phone number and contact</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>Determine factors that will affect sales</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>- Holidays</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>- Weather</td>
<td>Describe basic ordering procedures</td>
</tr>
<tr>
<td>- Time of Year</td>
<td>Describe basic ordering procedures</td>
</tr>
</tbody>
</table>
Achievement Criteria

ASSESSMENT
While participating in the practical component:

CRITERIA
- The learner will demonstrate the correct use of receiving and storage procedures as observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to ordering and inventory, scoring a minimum of 70% correct.
BLOCK A OCCUPATIONAL SKILLS

Subject: Trade Math and Cost Controls

Objective:
The correct management of food products is essential to any successful operation. Meatcutters must be able to perform common trade mathematics. Meatcutters use the Metric and Imperial / US measuring systems and must understand the correct use of each system.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
• Perform basic trade mathematics
• Convert weights and prices between the Metric and Imperial / US systems

KEY COMPETENCIES
Perform basic trade mathematics

COURSE CONTENT
• Conversion formulas
  – Weight
  – Volume
  – Temperature

• Units of measurement
  – Metric system
    o Types, units and symbols
      ▪ Length (distance)
      ▪ Mass (weight)
      ▪ Capacity (volume)
      ▪ Temperature
    o Converting within the Metric system
  – Imperial / US system
    o Types, units and symbols
      ▪ Weight
      ▪ Volume
      ▪ Length
    o Converting between units in the Imperial / US system
  – Converting between Metric and Imperial / US measurement systems

• Conversion factor method
  – Determining conversion factors
  – Using conversion factors
  – Converting between price per lb/kg/100g

• Types of measurements used in the meat shop
  – Number or count
  – Price
  – Volume
  – Weight
Achievement Criteria

ASSESSMENT
While participating in the practical component:

- The learner will demonstrate the correct use of basic trade mathematics as observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to trade management, scoring a minimum of 70% correct.
BLOCK A OCCUPATIONAL SKILLS

Subject: Retail Merchandizing

Objective:
Meatcutters will package product for retail sale and must understand packaging and labelling procedures and regulations.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe retail packaging procedures
- Describe product labelling procedures and regulations

KEY COMPETENCIES

Describe retail packaging procedures

- Identify tray sizes
- Explain use of colour trays
  - White
  - Blue
  - Black
  - Yellow
- Determine tray size
- Counter requirements
- Product requirements
- Differentiate between various wrapping materials
  - Permeable
  - Non-permeable
- Identify best wrapping materials for various products
- Define what tare is
  - Dry tare
  - Set scale to remove tare
- Explain the advantages of Cry-o-Vac and vacuum packed meat products
- Use both a manual and automatic wrapping machine

Describe product labelling procedures and regulations

- CFIA nomenclature
- List labelling requirements
  - Date
  - Address and company name
  - Common name
  - Net weight
- Describe modifiers
  - Descriptive modifiers
  - Non-descriptive modifiers
- Use weigh scale
  - Manual scale
  - Automatic scale
PRODUCTION PROCEDURE
Perform packaging and labelling procedures

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will follow packaging procedures as described, to be observed and assessed by the instructor

THEORY
Given a written test:

- The learner will answer questions covering the course content related to retail merchandizing, scoring a minimum of 70% correct.
BLOCK B  HANDLING MEAT, POULTRY, AND SEAFOOD

Subject:  Meat Science and Nutrition

Objective:
Meatcutters must be able to describe the characteristics and properties of meat and meat products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe the characteristics of meat
- Describe the aging, blooming, and tenderness factors of meat
- Describe the nutritional elements of meat (basic)
- Describe diseases associated with meat (basic)
- Describe allergies and sensitivities associated with meat

KEY COMPETENCIES

COURSE CONTENT

Describe the characteristics of meat

- Structure
  - Muscle
  - Cartilage
  - Bone
  - Blood and lymph
  - Water
  - Proteins
  - Fat
  - Carbohydrates

- Composition of muscle tissue
- Muscle contraction

Describe the aging, blooming, and tenderness factors of meat

- Explain aging factors
  - Time
  - Humidity
  - pH change
  - Rigor mortis process

- Explain meat blooming process
  - Oxymygoblin
  - Metmyoglobin

- Explain tenderness factors
  - Sex
  - Age
  - Muscle location

- Explain species meat colour

Describe the nutritional elements of meat (basic)

- Types of nutrients
  - Protein
  - Carbohydrate
  - Fats
  - Vitamins and minerals
**KEY COMPETENCIES**

Describe diseases associated with meat (basic)

Describe allergies and sensitivities associated with meat

---

**COURSE CONTENT**

- Common diseases associated with meat
- Types of diseases

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
- Product label information

---

**Achievement Criteria**

**ASSESSMENT**

**THEORY**

Given a written test:

- The learner will answer questions covering the course content related to meat science and nutrition, scoring a minimum of 70% correct.
BLOCK B HANDLING MEAT, POULTRY, AND SEAFOOD

Subject: Inspection and Grading

Objective:
Meatcutters must understand the inspection, grading process and regulations for meat and poultry.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Identify meat inspection levels and agencies
- Define the meat inspection process
- Describe grading regulations for meat
- Describe meat grading categories and factors
- Describe grading regulations for poultry
- Describe grading categories and factors for poultry

KEY COMPETENCIES

Identify meat inspection levels and agencies

- Identify the agency responsible for the inspection of animals in Canada
- Explain the types of inspection
  - Federal
  - Provincial
- Explain what the inspection stamp indicates

Define the meat inspection process

- Explain the three stages of the inspection process
  - Anti Mortem Inspection
  - Post Mortem Inspection
  - Laboratory Inspection
- Primary Product Inspector (PPI)
  - Explain the role of the PPI Inspector

Describe grading regulations for meat

- Beef
  - How grades are defined
- Veal
  - Explain the difference between veal and beef
  - Identify veal grade stamp shape
- Pork
  - Explain pork indexing system
    - Electronic probe
    - Meat / fat yield
    - Weight
- Lamb
  - Define spring lamb
    - Breaker joint
  - Explain lamb indexing
    - Electronically probed
    - Estimated meat yield

COURSE CONTENT

- Identify the agency responsible for the inspection of animals in Canada
- Explain the types of inspection
  - Federal
  - Provincial
- Explain what the inspection stamp indicates
- Explain the three stages of the inspection process
  - Anti Mortem Inspection
  - Post Mortem Inspection
  - Laboratory Inspection
- Primary Product Inspector (PPI)
  - Explain the role of the PPI Inspector
- Beef
  - How grades are defined
- Veal
  - Explain the difference between veal and beef
  - Identify veal grade stamp shape
- Pork
  - Explain pork indexing system
    - Electronic probe
    - Meat / fat yield
    - Weight
- Lamb
  - Define spring lamb
    - Breaker joint
  - Explain lamb indexing
    - Electronically probed
    - Estimated meat yield
KEY COMPETENCIES

Describe meat grading categories and factors

COURSE CONTENT

- **Beef**
  - Define Grades
    - A Grades
    - B Grades
    - D Grades
    - E Grades
  - Define meat yields
    - Canada 1,2,3
  - Explain grading factors
    - Age
    - Colour of meat
    - Conformation
    - Fat covering
    - Fat thickness
  - Explain grading ruler
    - Fat thickness
    - Meat yield

- **Veal**
  - Explain veal classifications
    - Canada A1,2,3,4
    - Canada B1,2,3,4,
    - Canada C1,2
  - List grading indicators
    - Weight
    - Flesh colour (need access to color chart)
    - Kidney fat
    - Muscling

- **Pork**
  - List pork grades
    - Index
    - Canada emaciated
    - Canada ridge ling
    - Canada sow 1, 2, 3, 4, 5, 6, 7
    - Canada Stag
    - Canada Boar

- **Lamb**
  - List lamb classifications
    - Age / sex
    - Weight
    - Meat colour
    - Lean content
    - Meat yield
    - Conformation
  - Indicate conformation sites
    - Leg
    - Hip back
    - Shoulder
  - Explain conformation rating scale
KEY COMPETENCIES
Describe grading regulations for poultry

COURSE CONTENT
• Explain grading criteria
  - Conformation
  - Fleshing
  - Fat cover
  - Bones
  - Dressing

• Define poultry grades
  - Canada A
  - Utility
  - Canada C

Describe grading categories and factors for poultry

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

• The learner will explain the inspection and grading of meat and poultry, according to Canadian Food Inspection Agency regulations, to be observed and assessed by the instructor.

THEORY
Given a written test:

• The learner will answer questions covering the course content related to the inspection and grading of meat and poultry, scoring a minimum of 70% correct.
Objective:
Meatcutters must understand the correct handling and storage procedures for meat, poultry, and seafood products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify correct meat handling and storage procedures
- Identify correct poultry handling and storage procedures
- Identify correct seafood handling and storage procedures

KEY COMPETENCIES
Identify correct meat handling and storage procedures

COURSE CONTENT
- Lift carcass correctly
  - Beef
    - Lifting hind quarter
    - Lifting front quarter
  - Veal
  - Pork
  - Lamb
- Place carcasses on correct hooks
  - Short roller hooks
  - Long roller hooks
- Weigh product to confirm weight on invoice
  - Metric
  - Imperial
- Determine quality of product
  - Grade
  - Visual inspection
  - Sex determination
- Determine correct storage location
- Demonstrate rotation of product
  - First in – first out
  - Code dates
- Explain shrinkage factors
  - Temperature
  - Humidity
  - Air movement
- Transportation factors
- Explain the importance of correct temperature
  - Cooler
  - Freezer
- Apply fresh ice to bulk poultry
  - Explain the importance of icing poultry
  - Most poultry now comes air cooled for sanitation reasons
  - Explain what food-borne illness is most
KEY COMPETENCIES

COURSE CONTENT
- common with poultry
- Weigh product to confirm weight on invoice
  - Metric
  - Imperial
- Determine correct storage location
  - Rotate product
  - First in, first out
- Determine quality of product
  - Grade
  - Visual inspection
- Explain the importance of correct temperature
  - Cooler
  - Freezer

Identify correct seafood storage and handling procedures

- State importance of strictest hygiene factors
  - Explain the importance of re-icing
- Weigh product to confirm weight on invoice
  - Metric
  - Imperial
- Determine correct storage location
  - Rotate product
  - First in, first out
- Determine quality of product
- Explain the importance of correct temperature
  - Freezers
  - Coolers
  - Display cases
- Cross contamination with other products and species
- Explain cross contamination
  - Fresh to smoked
  - Fish to red meats and poultry
- Seafood bacteria and sanitation controls
- Seafood bacteria
  - Listeria Monocytogens
  - Salmonella
  - Botulism

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

THEORY
Given a written test:

CRITERIA
- The learner will explain the handling and storage of meat, poultry, and seafood, to be observed and assessed by the instructor.
- The learner will answer questions covering the course content related to the handling and storage of meat, poultry, and seafood, scoring a minimum of 70% correct.
## BLOCK B  
**HANDLING MEAT, POULTRY, AND SEAFOOD**

**Subject:** Cutting Procedures

### Objective:
The skills used to debone, trim, and portion the different types of meat and poultry are one of the most important parts of the occupation. Meatcutters must be able to perform correct cutting, trimming, and portioning procedures for different types of meat and poultry.

**A COMPETENT MEATCUTTER SHOULD BE ABLE TO:**
- Perform correct de-boning procedures
- Perform correct trimming procedures
- Perform correct portioning procedures
- Perform correct tying and wrapping procedures

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Identification</th>
</tr>
</thead>
</table>
| Perform correct de-boning procedures | - Identify correct cutting procedures  
- Determine separation points  
- Identify correct cut order  
- Use correct tools  
- Identify correct storage procedure  
  - Bones  
  - Trim  
  - Finished product |
| Perform correct trimming procedures | - Amount of trim appropriate  
- Identify suitable trim for ground or processed products  
- Scrape all cut surfaces  
- Select correct size tray  
- Cutting test for value added products |
| Perform correct portioning procedures | - Correct tools selected  
- General cutting procedures accurately followed  
  - Portion accuracy  
  - Amount of trim appropriate and product appearance neat and attractive  
- Identify correct storage procedure  
  - Select correct size tray  
  - Follow wrapping and labelling procedures  
  - Finished product stored in the correct location |
| Perform correct tying and wrapping procedures | - Identify correct rolling procedure  
- Identify correct tying procedure  
  - Materials  
  - Knot types  
  - Less damage to hands  
  - Less damage to product  
- Identify correct wrapping procedure |
KEY COMPETENCIES

PRODUCTION PROCEDURE
Cutting, trimming, and portioning cuts of meat and poultry

Achievement Criteria

ASSESSMENT

PRACTICAL
Given a work station, proper tools and equipment:

• The learner will perform correct cutting, trimming, and portioning procedures, to be observed and assessed by the instructor.

THEORY
Given a written test:

• The learner will answer questions covering the course content related to cutting procedures, scoring a minimum of 70% correct.

COURSE CONTENT

METHODOLOGY
• Work area correctly prepared
• Correct tools selected
• Work area kept clean during cutting
• Work area cleaned and sanitized after cutting
• Safe practices observed throughout
• Production time was within industry expectations
Program Content
Level 1

BLOCK B HANDLING MEAT, POULTRY, AND SEAFOOD

Subject: Cooking Potential

Objective:
Tenderness of different cuts of meat and poultry vary according to a number of factors and meatcutters must know how they affect its cooking potential.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify tenderness factors associated with meat and poultry
- Identify cooking methods used for meat, poultry and seafood

KEY COMPETENCIES
Identify tenderness factors associated with meat and poultry
- Muscle location
- Age of the animal
- Tenderness chart
- Muscle fibres
- Fat content

Identify cooking methods used for meat, poultry and seafood
- Dry-heat methods
  - Baking
  - Roasting
  - Pan-frying
  - Stir-frying
  - Broiling
  - Grilling
  - Deep-frying
- Moist-heat methods
  - Boiling or simmering
  - Poaching
  - Steaming
- Combination heat methods
  - Braising
  - Stewing

Achievement Criteria

ASSESSMENT

CRITERIA

THEORY
Given a written test:
- The learner will answer questions covering the course content related to the cooking potential of meat, poultry, and seafood, scoring a minimum of 70% correct.
BLOCK C  BEEF

Subject: Carcass Breaking

Objective:
Meatcutters must be able to break down a carcass of beef into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Identify primal cuts of beef
- Break beef into primal cuts
- Identify sub-primal cuts of beef
- Cut beef into sub-primal cuts
- Cut and process beef sub-primals

KEY COMPETENCIES

Identify primal cuts of beef
- Hind Quarter
  - Hip
  - Long loin
  - Sirloin tip
  - Flank
- Front Quarter
  - Square cut chuck
  - Rib section
  - Fore shank
  - Full brisket

COURSE CONTENT

Break beef into primal cuts
- Identify correct breaking procedure
- Demonstrate break points
  - Hind Quarter
    - Hip
    - Long loin
    - Sirloin tip
    - Flank
  - Front Quarter
    - Square cut chuck
    - Rib section
    - Fore shank
    - Full brisket
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure
KEY COMPETENCIES
Identify sub-primal cuts of beef

COURSE CONTENT
- Identify hip sub-primals
  - Rump
  - Heel
  - Shank
  - Inside round
  - Outside round
- Identify long loin sub-primals
  - Sirloin butt
  - Short loin
  - Strip loin
  - Tenderloin
- Identify square cut chuck sub-primals
  - Shoulder arm
  - Blade
  - Cross rib
  - Neck
- Identify rib sub-primals
  - 7-bone rib
  - Short ribs
- Identify brisket sub-primals
  - Brisket point
  - Brisket plate

Cut beef into sub-primal cuts
- Cut hip sub-primals
- Cut long loin sub-primals
- Cut sirloin tip
- Cut square cut chuck sub-primals
- Cut rib sub-primals
- Cut brisket sub-primals
- Cut fore shank

Cut and process beef sub-primals
- Cut square cut chuck retail cuts
- Cut rib retail cuts
- Cut brisket retail cuts
- Cut fore shank retail cuts
- Process trim cuts
  - Stew
  - Ground beef
- Identify correct fat / meat ratio
  - Regular ground beef
  - Medium ground beef
  - Lean ground beef
  - Extra lean ground beef
- Cut flank retail cuts
- Cut hip retail cuts
- Cut sirloin tip retail cuts
- Cut long loin retail cuts
**PRODUCTION PROCEDURE**
Breaking down a side of beef

**METHODOLOGY**
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

**Achievement Criteria**

**ASSESSMENT**

**PRACTICAL**
Given a work station, proper tools and equipment:

**THEORY**
Given a written test:

**CRITERIA**
- The learner will correctly break down a side of beef into primals and sub-primals, to be observed and assessed by the instructor.
- The learner will answer questions covering the course content related to carcass breaking of beef, scoring a minimum of 70% correct.
BLOCK C          BEEF

Subject:          Cuts of Beef

Objective:
There are numerous wholesale, block ready, and retail cuts of beef; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe wholesale & boxed cuts of beef
- Describe retail cuts of beef
- Describe beef variety meats and offal

KEY COMPETENCIES
Describe wholesale & boxed cuts of beef
- Common wholesale market forms
- Side
- Front Quarter
  - Block ready cuts
- Hind Quarter
  - Block ready cuts

Describe retail cuts of beef
- Identify square cut chuck retail cuts
- Identify rib retail cuts
- Identify full brisket retail cuts
- Identify fore shank retail cuts
- Identify trim cuts
- Identify flank retail cuts
- Identify hip retail cuts
- Identify sirloin tip retail cuts
- Identify long loin retail cuts

Describe beef variety meats and offal
- Oxtail
- Heart
- Tongue
- Kidney
- Liver
- Tripe

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:
- The learner will identify all beef retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to cuts of beef, scoring a minimum of 70% correct.
BLOCK D  VEAL

Subject:  Carcass Breaking

Objective:
Meatcutters must be able to break down a carcass of veal into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Identify primal cuts of veal
- Break veal into primal cuts
- Identify sub-primal cuts of veal
- Break veal into sub-primal cuts
- Cut and process veal sub-primals

KEY COMPETENCIES

Identify primal cuts of veal

COURSE CONTENT

- Identify veal primals – light
  - Leg
  - Loin
  - Flank
  - Shoulder
  - Fore shank
  - Breast
- Identify veal primals – heavy
  - Hip
  - Sirloin tip
  - Flank
  - Long Loin
  - Shoulder
  - Fore shank
  - Breast
KEY COMPETENCIES
Break veal into primal cuts

COURSE CONTENT
- Identify correct breaking procedure
- Demonstrate break points
- Break light veal into primals
  - Leg
  - Loin
  - Flank
  - Shoulder
  - Fore shank
  - Breast
- Break heavy veal into primals
  - Hip
  - Sirloin tip
  - Flank
  - Long Loin
  - Shoulder
  - Fore shank
  - Breast
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure

Identify sub-primal cuts of veal

- Identify leg sub-primals
  - Sirloin
  - Shank
  - Round
- Identify hip sub-primals
  - Shank
  - Heel
  - Round
  - Rump
- Identify light veal loin sub-primals
  - Loin
  - Rib
- Identify heavy veal loin sub-primals
  - Sirloin
  - Loin
  - Rib
- Identify veal shoulder sub-primals
  - Shoulder blade portion
  - Shoulder arm portion

Break veal into sub-primal cuts

- Cut leg sub-primals
- Cut hip sub-primals
- Cut light veal loin sub-primals
- Cut heavy veal loin sub-primals
- Cut veal shoulder sub-primals

Cut and process veal sub-primals

- Cut hip retail cuts
- Cut loin retail cuts
- Cut sirloin tip retail cuts
KEY COMPETENCIES

COURSE CONTENT

• Cut veal front retail cuts

METHODOLOGY

• Work area correctly prepared
• Correct tools selected
• Work area kept clean during cutting
• Work area cleaned and sanitized after cutting
• Safe practices observed throughout
• Production time was within industry expectations

PRODUCTION PROCEDURE

Breaking down a side of veal

Achievement Criteria

ASSESSMENT

PRACTICAL

Given a work station, proper tools and equipment:

CRITERIA

• The learner will correctly break down a side of veal into primals and sub-primals, to be observed and assessed by the instructor.

THEORY

Given a written test:

CRITERIA

• The learner will answer questions covering the course content related to carcass breaking of veal, scoring a minimum of 70% correct.
BLOCK D     VEAL
Subject:       Cuts of Veal

Objective:
There are numerous wholesale, block ready, and retail cuts of veal; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe wholesale & boxed cuts of veal
- Describe retail cuts of veal

KEY COMPETENCIES
Describe wholesale & boxed cuts of veal
- Common wholesale market forms
- Side
  - Front
  - Whole loin
  - Flank
  - Leg
- Block ready cuts

Describe retail cuts of veal
- Identify hip retail cuts
- Identify loin retail cuts
- Identify sirloin tip retail cuts
- Identify shoulder retail cuts
- Identify veal front retail cuts
- Identify veal trim retail cuts

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:
- The learner will identify all veal retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to cuts of veal, scoring a minimum of 70% correct.
BLOCK E  
PORK

Subject:  
Carcass Breaking

Objective:
Meatcutters must be able to break down a carcass of pork into primals, sub-primals, and retail cuts.

**A COMPETENT MEATCUTTER SHOULD BE ABLE TO:**
- Identify primal cuts of pork
- Break pork into primal cuts
- Identify sub-primal cuts of pork
- Cut pork into sub-primal cuts
- Cut and process sub-primals of pork

**KEY COMPETENCIES**

<table>
<thead>
<tr>
<th>Identify primal cuts of pork</th>
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<tbody>
<tr>
<td>Pork leg (ham)</td>
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<tr>
<td>Pork loin</td>
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<tr>
<td>Pork shoulder</td>
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<tr>
<td>Pork belly</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Break pork into primal cuts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify correct breaking procedure</td>
</tr>
<tr>
<td>Demonstrate break points</td>
</tr>
<tr>
<td>- Pork leg (ham)</td>
</tr>
<tr>
<td>- Pork loin</td>
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<tr>
<td>- Pork shoulder</td>
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<tr>
<td>- Pork belly</td>
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<tr>
<td>Identify correct order of cuts</td>
</tr>
<tr>
<td>Use correct tools</td>
</tr>
<tr>
<td>Identify correct storage procedure</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES
Identify sub-primal cuts of pork

COURSE CONTENT
- Identify pork leg sub-primals
  - Pork hock
  - Pork leg inside
  - Pork leg outside
  - Pork leg tip
- Identify pork loin sub-primals
  - Pork loin rib half
  - Pork loin sirloin half
  - Pork rib
  - Pork loin centre
  - Pork sirloin back ribs
  - Pork loin centre boneless
- Identify pork shoulder sub-primals
  - Pork jowl
  - Pork shoulder blade
  - Pork shoulder picnic
  - Pork hock
- Identify belly sub-primals
  - Pork side ribs
  - Side pork

Cut pork into sub-primal cuts
- Cut pork leg sub-primals
- Cut pork loin sub-primals
- Cut pork shoulder sub-primals
- Cut pork belly sub-primals

Cut and process sub-primals of pork
- Cut pork leg retail cuts
- Cut pork loin retail cuts
- Cut pork belly retail cut
- Cut pork shoulder retail cuts

PRODUCTION PROCEDURE
Breaking down a side of pork

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations
Achievement Criteria

ASSESSMENT

PRACTICAL
Given a work station, proper tools and equipment:

- The learner will correctly break down a side of pork into primals and sub-primals, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to carcass breaking of pork, scoring a minimum of 70% correct.
BLOCK E PORK

Subject: Cuts of Pork

Objective:
There are numerous wholesale, block ready, and retail cuts of pork; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe wholesale & boxed cuts of pork
- Describe retail cuts of pork

KEY COMPETENCIES
Describe wholesale & boxed cuts of pork
- Common wholesale market forms
- Wholesale cuts
  - Pork shoulder
  - Pork belly
  - Pork loin
  - Pork leg
- Block ready cuts

Describe retail cuts of pork
- Identify pork leg retail cuts
- Identify pork loin retail cuts
- Identify pork belly retail cuts
- Identify pork shoulder retail cuts
- Identify pork trim retail cuts

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:
- The learner will identify all pork retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to cuts of pork, scoring a minimum of 70% correct.
BLOCK F LAMB

Subject: Carcass Breaking

Objective:
Meatcutters must be able to break down a carcass of lamb into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify primal cuts of lamb
- Break lamb into primal cuts
- Identify sub-primal cuts of lamb
- Cut lamb into sub-primal cuts
- Cut and process sub-primals of lamb

KEY COMPETENCIES

Identify primal cuts of lamb

COURSE CONTENT
- Lamb leg
- Loin
- Front
- Flank

Break lamb into primal cuts

- Identify correct breaking procedure
- Demonstrate break points
  - Leg
  - Loin
  - Front
  - Flank
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure

Identify sub-primal cuts of lamb

- Identify leg sub-primals
  - Sirloin
  - Lamb leg sirloin off
- Identify loin sub-primals
  - Loin
  - Rib
- Identify front sub-primals
  - Shoulder blade
  - Shoulder arm
  - Neck
  - Breast
  - Fore shank

Cut lamb into sub-primal cuts

- Cut leg sub-primals
- Cut loin sub-primals
- Cut front sub-primals
Program Content
Level 1

KEY COMPETENCIES
Cut and process sub-primals of lamb

COURSE CONTENT
- Cut leg retail cuts
- Cut loin retail cuts
- Cut front retail cuts
- Cut flank retail cuts

PRODUCTION PROCEDURE
Breaking down a side of lamb

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

PRACTICAL
Given a work station, proper tools and equipment:

CRITERIA
- The learner will correctly break down a side of lamb into primals and sub-primals, to be observed and assessed by the instructor.

THEORY
Given a written test:

CRITERIA
- The learner will answer questions covering the course content related to carcass breaking of lamb, scoring a minimum of 70% correct.
BLOCK F LAMB

Subject: Cuts of Lamb

Objective:
There are numerous wholesale, block ready, and retail cuts of lamb; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe wholesale & boxed cuts of lamb
- Describe retail cuts of lamb

KEY COMPETENCIES
Describe wholesale & boxed cuts of lamb
- Common wholesale market forms
- Lamb side
  - Front
  - Whole loin
  - Flank
  - Leg
- Block ready cuts

Describe retail cuts of lamb
- Identify leg retail cuts
- Identify loin retail cuts
- Identify front retail cuts
- Identify flank retail cuts
- Identify lamb trim cuts

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:
- The learner will identify all lamb retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to cuts of lamb, scoring a minimum of 70% correct.
BLOCK G
POULTRY

Subject: Cuts of Poultry

Objective:
Meatcutters must know the correct terminology and cuts used for the common types of poultry.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Identify types and varieties of poultry
- Describe wholesale cuts of poultry
- Describe retail cuts of poultry

KEY COMPETENCIES
Identify types and varieties of poultry

- Chickens
  - Rock Cornish Hen
  - Broilers
  - Fryers
  - Roasters
  - Stewing hens
- Turkey
  - Mature and young
- Geese
- Duck
  - Mature and young

Describe wholesale cuts of poultry

- Common wholesale market forms
  - Whole
  - Half
  - Breast, bone in
  - Breast, boneless
  - Leg

Describe retail cuts of poultry

- Identify retail cuts of chicken
- Identify retail cuts of turkey

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:

- The learner will identify all poultry retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to cuts of poultry, scoring a minimum of 70% correct.
BLOCK H  SEAFOOD & FRESHWATER FISH

Subject: Identification

Objective:
Many retail meat chops also handle seafood. Meatcutters must be able to identify, handle, and store common types of seafood products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe types of salt and freshwater fish
- Describe types of mollusks
- Describe types of crustaceans
- Describe quality indicators for fish and shellfish

KEY COMPETENCIES
Describe types of salt and freshwater fish
- Describe species of salmon
  - Pink
  - Chum
  - Sockeye
  - Coho
  - Chinook/Spring
  - Atlantic
- Describe saltwater fish
  - Cod
  - Halibut
  - Sole
  - Snapper
  - Mackerel
  - Tuna
- Describe freshwater fish
  - Trout
  - Arctic Char
  - Catfish
  - Tilapia

Describe types of mollusks
- Clams
- Mussels
- Scallops
- Oysters

Describe types of crustaceans
- Crab
- Lobster
- Shrimp

Describe quality indicators for fish and shellfish
- Determine if whole fish is fresh
  - Gills
  - Eyes
KEY COMPETENCIES

COURSE CONTENT
- Flesh
- Texture
- Smell
- Determine when fish is deteriorating
  - Gills
  - Eyes
  - Flesh
  - Texture
  - Smell
- Determine if fillets are fresh
  - Texture
  - Smell

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will explain the identification of seafood as described, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to the identification of seafood, scoring a minimum of 70% correct.
BLOCK H      SEAFOOD & FRESHWATER FISH

Subject:  Cutting Procedures

Objective:
Cutting procedures for fish are different from those for meat and poultry. Meatcutters must be able to perform the correct cutting and portioning procedures for fish.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Perform correct filleting procedures for fish
- Perform correct steaking procedures for fish
- Perform correct portioning procedures for fish

KEY COMPETENCIES
Perform correct filleting procedures for fish
- Fabricating procedures
  - Scaling
  - Filleting
    - Round fish
    - Flat fish
  - Skinning
    - Sole, salmon, etc.
    - Fish fillets
  - Pulling pin bones from a salmon fillet
  - Cutting a fillet
- Skinning
  - Sole, salmon, etc.
  - Fish fillets

Perform correct steaking procedures for fish
- Fabricating procedures
  - Cutting steaks
    - Round fish (salmon)
    - Flat fish (halibut)

Perform correct portioning procedures for fish
- Correct tools selected
- General cutting procedures accurately followed
  - Portion accuracy
  - Amount of trim appropriate and product appearance neat and attractive
- Identify correct storage procedure
  - Select correct size tray
  - Follow wrapping and labelling procedures
  - Finished product stored in the correct location

PRODUCTION PROCEDURE
Cutting and portioning fish

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry
Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:

• The learner will perform correct cutting and portioning procedures for seafood as described, to be observed and assessed by the instructor.

THEORY
Given a written test:

• The learner will answer questions covering the course content related to cutting procedures for seafood, scoring a minimum of 70% correct.
Program Content
Level 1

BLOCK H  SEAFOOD & FRESHWATER FISH

Subject:  Cuts of Fish

Objective:
Meatcutters must be able to identify common market forms of fish and shellfish and other seafood products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify common market forms of fish and shellfish
- Describe retail cuts of fish

KEY COMPETENCIES
Identify common market forms of fish and shellfish
- Identify common whole fish
  - Salmon
  - Cod
  - Halibut
  - Sole
  - Snapper
  - Trout
  - Mackerel
- Identify fish fillets
  - Salmon
  - Cod
  - Sole
  - Snapper
- Identify smoked fish and specialty products
  - Alaskan cod
  - Smoked salmon hot smoked
  - Lox cold smoked
  - Herring

Describe retail cuts of fish

COURSE CONTENT
- Steaks and fillets
  - Cod
  - Salmon
  - Halibut
  - Sole
  - Snapper
Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will identify common types and cuts of fish as described, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to cuts of fish, scoring a minimum of 70% correct.
Level 2
Meatcutter
BLOCK A  OCCUPATIONAL SKILLS

Subject:  Trade Knowledge

Objective:
Meatcutters need to understand the personal and professional expectations of various occupations in the trade as well as the training and certification programs available throughout their career.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Describe personal attributes and professionalism in the workplace
- Describe roles and responsibilities in the workplace
- Describe meatcutting occupations and necessary skill diversity
- Describe meatcutting training programs and certification pathways

KEY COMPETENCIES

Describe personal attributes and professionalism in the workplace

- Work well with superiors
  - Ability to follow directions
  - Ability to act independently, when appropriate
- Work well with colleagues
- Good interpersonal skills
  - Act as a contributing member of the staff team
- Professionalism
- Reliability
- Personal initiative
  - Accept responsibility for the actions and decisions of the staff team
- Time management
- Job satisfaction

Describe roles and responsibilities in the workplace

- Apprentice’s role
- Supervisor’s role
- Employee attendance and punctuality
- Employee evaluation

Describe meatcutting occupations and necessary skill diversity

- Meatcutting occupations
- Career ladder
- Skill levels
- Roles and responsibilities of various occupations

Describe meatcutting training programs and certification pathways

- Educational requirements of various occupations
- Apprenticeship
  - Obtaining a Certificate of Qualification
- Industry Associations
Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL

While participating in the practical component:

- The learner will demonstrate an ability to work as part of a team in a retail meat shop as described, to be observed and assessed by the instructor.

THEORY

Given a written test:

- The learner will answer questions covering the course content related to trade knowledge, scoring a minimum of 70% correct.
BLOCK A OCCUPATIONAL SKILLS

Subject: Safety Standards

Objective:
There are many hazards present in the meat shop and meatcutters must have a good working knowledge of recommended safety and fire prevention procedures.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe workplace hazards (WHMIS) (prerequisite)
- Describe general safety and lifting practices
- Describe shop safety and lockout practices
- Describe basic first aid procedures
- Describe basic fire and emergency procedures and regulations
- Describe the use of personal safety equipment
- Describe WorkSafeBC regulations in the workplace

KEY COMPETENCIES

COURSE CONTENT
- Workplace Hazardous Materials Information System (WHMIS)
  - Overview
  - Employer is to provide training
- Define WHMIS
  - Regulations
  - Goals
  - Objectives
- Identify hazard labels
- Types of hazard labels
- Explain material safety data sheet
- Material safety data sheet

Describe workplace hazards (WHMIS) (prerequisite)

Describe general safety and lifting practices

- Types of accidents and their causes
  - Cuts
  - Falls
  - Strains
  - Explain the term "ergonomic"
- Explain Carpal Tunnel Syndrome
- Identify safe ergonomic practices
- Lifting
- Demonstrate the correct posture for lifting
- Explain reasons for not lifting things correctly
- Correctly lift items found in a retail meat shop

Describe shop safety and lockout practices

- Safety practices for the meat shop
  - Work safely
    - Equipment
    - Sharp utensils
  - Keep floors safe
KEY COMPETENCIES

COURSE CONTENT

- Store supplies safely
- Dispose of refuse properly
- Explain what lock-out means
- Demonstrate several ways to lock-out equipment
- Equipment safety
  - Ventilation systems
  - Emergency shutdown systems
  - Guards and barriers
- Utilities
  - Electrical
  - Water supply
  - Gas supply
  - Other services

Describe basic first aid procedures
- First aid procedures
  - Emergency eye wash or shower locations
  - Cuts and burns
  - Slips and falls
  - Strains and sprains
  - Stab wounds and severed parts

Describe basic fire and emergency procedures and regulations
- Identify fire exits
- Explain procedures for a fire drill
- Components that produce fire
  - Fuel
  - Heat
  - Oxygen
- Identify classes of fires and types of extinguishers
- Fire safety precautions for working near, handling or storing
  - Flammable liquids or gases
  - Paper and wood products
  - Oily cloths

Describe the use of personal safety equipment
- Explain the rationale for the use of personal safety equipment
- List personal safety equipment
  - Hard hats
  - Apron
  - Gloves
  - Footwear
KEY COMPETENCIES
Describe WorkSafeBC regulations in the workplace

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

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:
• The learner will apply safety standards as described, to be observed and assessed by the instructor.

THEORY
Given a written test:
• The learner will answer questions covering the course content related to safety standards, scoring a minimum of 70% correct.
BLOCK A OCCUPATIONAL SKILLS

Subject: Sanitary Standards

Objective:
A clean and sanitary work environment and the proper handling and storage of food are essential to any food handling operation. Meatcutters must be aware of all of the recommended food safety and sanitation standards.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe food safety procedures (FoodSafe Level 1 prerequisite)
- Describe the principles of Hazard Analysis-Critical Control Points (HACCP)
- Describe temperature control procedures and protocols
- Describe the procedures to maintain workplace sanitation
- Describe the procedures to maintain personal hygiene

KEY COMPETENCIES
Describe food safety procedures (FOODSAFE Level 1 prerequisite)

COURSE CONTENT
- Obtain the FOODSAFE Level 1 certification (prerequisite to entering program)
  - Proof of completion required
- List five things bacteria need to survive
  - Moisture
  - Food
  - pH level (medium)
  - Air
  - Temperature
- Explain the time and temperature relation of bacteria growth
- Explain the difference between aerobic and anaerobic bacteria
- Explain the difference between infection and intoxication food borne illnesses
- Identify major sources of food borne illness
- Identify the characteristics of various food borne illnesses
  - Salmonella
  - Botulism
  - Staphylococcus
  - E-Coli
  - Listeria Monocytogens

Describe the principles of Hazard Analysis-Critical Control Points (HACCP)
- Definitions
- Control points
- Food poisoning myths
- The danger zone
KEY COMPETENCIES

Describe temperature control procedures and protocols

COURSE CONTENT

- List correct temperature ranges
  - Cooler / hanging & boxed meat
  - Freezer
  - Deli case
  - Freezer display case
  - Fresh display case
- Define the effects of various temperatures on meat products
  - Humidity
  - Spoilage
  - Sweating
  - Freezer burn
- Explain the temperature meat freezes at
- Explain the effects of temperature on bacteria growth

Describe the procedures to maintain workplace sanitation

- Explain the five step cleaning process
  - Scrape
  - Wash
  - Rinse
  - Sanitize
  - Elevate & air dry cutting surfaces
- Explain the difference between sanitizers and detergents
- List proper water temperature for washing
- Clean equipment

Describe the procedures to maintain personal hygiene

- State the health regulations as laid out by the health board
- Describe the importance of good personal hygiene
- State personal grooming habits
  - Hair / hair nets
  - Clothing
  - Hands / disposable gloves
- List common food borne illnesses carried by humans
- Explain the role of the food handler in the cycle of transmission of food borne illnesses
### Achievement Criteria

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
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<td><strong>PRACTICAL</strong></td>
<td>The learner will exercise safe food handling procedures at an acceptable industry standard, as observed and assessed by the instructor.</td>
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<tr>
<td>While participating in the practical component:</td>
<td></td>
</tr>
</tbody>
</table>

| THEORY | The learner will answer questions covering the course content related to sanitary standards, scoring a minimum of 70% correct. |
| Given a written test: | |
BLOCK A  OCCUPATIONAL SKILLS

Subject:  Tools and Equipment

Objective:
Meatcutters use a variety of knives, hand tools, and power equipment on a daily basis. The correct use, maintenance, and cleaning of shop tools and equipment is an important part of the trade.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify knives and common types of hand tools and their uses
- Describe the maintenance and safety precautions of knives and hand tools
- Identify common types power tools and equipment
- Demonstrate the correct use and maintenance of common types of power tools and equipment

KEY COMPETENCIES
Identify knives and common types of hand tools and their uses

COURSE CONTENT
- Identify different knife types
  - Straight bladed knives
  - Curved bladed knives
  - Flexible
  - Semi-flexible
  - Rigid
  - Boning and steak knives
- Identify hand tools
  - Steel
  - Block scraper
  - Meat scraper
  - Needle
  - Handsaw
- Describe use of hand tools
- Select correct hand tools for the job
KEY COMPETENCIES

Describe the maintenance and safety precautions of knives and hand tools

COURSE CONTENT

- Demonstrate correct safety procedure for handling hand tools
- Demonstrate cleaning requirements for hand tools
- Maintenance
  - General guidelines
  - General safety precautions
  - Specific maintenance and safety precautions for knives
    - Cleaning and sharpening knives
- List various sharpening tools
- Demonstrate use of sharpening tools
  - Stones (oil, water & dry types)
  - Steel
  - Mechanical Grinding types
- Explain safety rules in using sharpening tools
- Sharpen knives correctly
- Describe safety factors when sharpening knives
- Explain the correct angle for sharpening knife
- Explain the factors that determine the quality of knife

Identify common types power tools and equipment

- Identify power tools
  - Band saw
  - Grinder & mixer grinders
  - Tenderizer
  - Slicer
  - Vacuum tumblers
  - Belt sander / Mechanical sharpeners

Demonstrate the correct use and maintenance of common types of power tools and equipment

- Describe use of power tools
- Describe care and maintenance of power equipment
- Describe lock-out procedures
- Disassemble and assemble power equipment
  - Band saw
  - Grinder
  - Tenderizer
  - Slicer
  - Belt sander
- Explain safety concerns
- Demonstrate care and maintenance of power equipment
  - Replacing guide
  - Oil and lubricating parts
  - Tighten moving parts
  - Sharpen blades
  - Replacing blades
  - Replacing roller bearings
## Achievement Criteria

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>CRITERIA</th>
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<tbody>
<tr>
<td><strong>PRACTICAL</strong></td>
<td>• The learner will demonstrate the correct use and maintenance of common hand and power tools as observed and assessed by the instructor.</td>
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<td>While participating in the practical component:</td>
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<tr>
<td><strong>THEORY</strong></td>
<td>• The learner will answer questions covering the course content related to production procedures, scoring a minimum of 70% correct.</td>
</tr>
<tr>
<td>Given a written test:</td>
<td></td>
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</tbody>
</table>
BLOCK A  

OCCUPATIONAL SKILLS

Subject: Ordering and Inventory

Objective:
The correct receiving, storage, and ordering of food products is essential to any successful operation. Meatcutters must be able to follow recommended receiving, storage, and waste management procedures.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Describe receiving procedures
- Identify storage temperatures and procedures
- Describe the principles of reducing waste, re-using, and recycling materials
- Describe basic ordering procedures

KEY COMPETENCIES

Describe receiving procedures

Identify storage temperatures and procedures

Describe the principles of reducing waste, re-using, and recycling materials

Describe basic ordering procedures

COURSE CONTENT

- Interpret invoices/purchasing orders
- Receiving practices

Identify correct storage temperature
- Coolers
- Freezers

Identify correct storage procedure
- Check temperature
- Dates
- Product rotation

Demonstrate rotation of product
- First in – first out
- Code dates

Explain the importance of correct temperature
- Cooler
- Freezer

Types of waste

Correct protocols

Materials needing separate disposal

Usage and waste management
- Reduce
- Re-use

Recycle

Explain the usage of tonnage control sheet

Explain the importance of keeping records

List various suppliers of product, including phone number and contact

Determine factors that will affect sales
- Holidays
- Weather
- Time of Year
Achievement Criteria

ASSESSMENT
While participating in the practical component:

CRITERIA
- The learner will demonstrate the correct use of receiving and storage procedures as observed and assessed by the instructor.

THEORY
Given a written test:

CRITERIA
- The learner will answer questions covering the course content related to ordering and inventory, scoring a minimum of 70% correct.
BLOCK A OCCUPATIONAL SKILLS

Subject: Trade Math and Cost Controls

Objective:
The correct management of food products is essential to any successful operation. Meatcutters must be able to perform common trade mathematics. Meatcutters use the Metric and Imperial / US measuring systems and must understand the correct use of each system.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Perform basic trade mathematics
- Convert weights and prices between the Metric and Imperial / US systems

KEY COMPETENCIES

Perform basic trade mathematics

Convert weights and prices between the Metric and Imperial / US systems

COURSE CONTENT

- Conversion formulas
  - Weight
  - Volume
  - Temperature

- Units of measurement
  - Metric system
    - Types, units and symbols
      - Length (distance)
      - Mass (weight)
      - Capacity (volume)
      - Temperature
    - Converting within the Metric system
  - Imperial / US system
    - Types, units and symbols
      - Weight
      - Volume
      - Length
    - Converting between units in the Imperial / US system
  - Converting between Metric and Imperial / US measurement systems

- Conversion factor method
  - Determining conversion factors
  - Using conversion factors
  - Converting between price per lb/kg/100g

- Types of measurements used in the meat shop
  - Number or count
  - Price
  - Volume
  - Weight
Achievement Criteria

ASSESSMENT
While participating in the practical component:

CRITERIA
- The learner will demonstrate the correct use of basic trade mathematics as observed and assessed by the instructor.

THEORY
Given a written test:

CRITERIA
- The learner will answer questions covering the course content related to trade management, scoring a minimum of 70% correct.
BLOCK A  
OCCUPATIONAL SKILLS

Subject: Retail Merchandizing

Objective:
Meatcutters will package product for retail sale and must understand packaging and labelling procedures and regulations.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Describe retail packaging procedures
- Describe product labelling procedures and regulations

KEY COMPETENCIES

Describe retail packaging procedures

- Identify tray sizes
- Explain use of colour trays
  - White
  - Blue
  - Black
  - Yellow
- Determine tray size
- Counter requirements
- Product requirements
- Differentiate between various wrapping materials
  - Permeable
  - Non-permeable
- Identify best wrapping materials for various products
- Define what tare is
  - Dry tare
  - Set scale to remove tare
- Explain the advantages of Cry-o-Vac and vacuum packed meat products
- Use both a manual and automatic wrapping machine

Describe product labelling procedures and regulations

- CFIA nomenclature
- List labelling requirements
  - Date
  - Address and company name
  - Common name
  - Net weight
- Describe modifiers
  - Descriptive modifiers
  - Non-descriptive modifiers
- Use weigh scale
  - Manual scale
  - Automatic scale
PRODUCTION PROCEDURE
Perform packaging and labelling procedures

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:

THEORY
Given a written test:

- The learner will follow packaging procedures as described, to be observed and assessed by the instructor
- The learner will answer questions covering the course content related to retail merchandizing, scoring a minimum of 70% correct.
Objective:
Meatcutters must be able to describe the characteristics and properties of meat and meat products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe the characteristics of meat
- Describe the aging, blooming, and tenderness factors of meat
- Describe the nutritional elements of meat (basic)
- Describe diseases associated with meat (basic)
- Describe allergies and sensitivities associated with meat

KEY COMPETENCIES

Describe the characteristics of meat

COURSE CONTENT
- Structure
  - Muscle
  - Cartilage
  - Bone
  - Blood and lymph
  - Water
  - Proteins
  - Fat
  - Carbohydrates
- Composition of muscle tissue
- Muscle contraction

Describe the aging, blooming, and tenderness factors of meat

COURSE CONTENT
- Explain aging factors
  - Time
  - Humidity
  - pH change
  - Rigor mortis process
- Explain meat blooming process
  - Oxymygoblin
  - Metmyoglobin
- Explain tenderness factors
  - Sex
  - Age
  - Muscle location
- Explain species meat colour

Describe the nutritional elements of meat (basic)

COURSE CONTENT
- Types of nutrients
  - Protein
  - Carbohydrate
  - Fats
  - Vitamins and minerals
KEY COMPETENCIES
Describe diseases associated with meat (basic)

Describe allergies and sensitivities associated with meat

COURSE CONTENT
- Common diseases associated with meat
- Types of diseases

- Allergies
- Allergic reactions
- Highly allergic substances
- Food sensitivity modified diets
- Product label information

Achievement Criteria

ASSESSMENT

THEORY
Given a written test:

CRITERIA

- The learner will answer questions covering the course content related to meat science and nutrition, scoring a minimum of 70% correct.
**BLOCK B**  
**HANDLING MEAT, POULTRY, AND SEAFOOD**

**Subject:** Inspection and Grading

**Objective:**  
Meatcutters must understand the inspection, grading process and regulations for meat and poultry.

**A COMPETENT MEATCUTTER SHOULD BE ABLE TO:**
- Identify meat inspection levels and agencies
- Define the meat inspection process
- Describe grading regulations for meat
- Describe meat grading categories and factors
- Describe grading regulations for poultry
- Describe grading categories and factors for poultry

### KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Identify meat inspection levels and agencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the meat inspection process</td>
</tr>
<tr>
<td>Describe grading regulations for meat</td>
</tr>
</tbody>
</table>

### COURSE CONTENT

- Identify the agency responsible for the inspection of animals in Canada
- Explain the types of inspection
  - Federal
  - Provincial
- Explain what the inspection stamp indicates
- Explain the three stages of the inspection process
  - *Anti Mortem* Inspection
  - *Post Mortem* Inspection
  - Laboratory Inspection
- Primary Product Inspector (PPI)
  - Explain the role of the PPI Inspector
- Beef
  - How grades are defined
- Veal
  - Explain the difference between veal and beef
  - Identify veal grade stamp shape
- Pork
  - Explain pork indexing system
    - Electronic probe
    - Meat / fat yield
    - Weight
- Lamb
  - Define spring lamb
    - Breaker joint
  - Explain lamb indexing
    - Electronically probed
    - Estimated meat yield
KEY COMPETENCIES

Describe meat grading categories and factors

COURSE CONTENT

- **Beef**
  - Define Grades
    - A Grades
    - B Grades
    - D Grades
    - E Grades
  - Define meat yields
    - Canada 1,2,3
  - Explain grading factors
    - Age
    - Colour of meat
    - Conformation
    - Fat covering
    - Fat thickness
  - Explain grading ruler
    - Fat thickness
    - Meat yield

- **Veal**
  - Explain veal classifications
    - Canada A1,2,3,4
    - Canada B1,2,3,4
    - Canada C1,2
  - List grading indicators
    - Weight
    - Flesh colour (need access to color chart)
    - Kidney fat
    - Muscling

- **Pork**
  - List pork grades
    - Index
    - Canada emaciated
    - Canada ridge ling
    - Canada sow 1, 2, 3, 4, 5, 6, 7
    - Canada Stag
    - Canada Boar

- **Lamb**
  - List lamb classifications
    - Age / sex
    - Weight
    - Meat colour
    - Lean content
    - Meat yield
    - Conformation
  - Indicate conformation sites
    - Leg
    - Hip back
    - Shoulder
  - Explain conformation rating scale
KEY COMPETENCIES

Describe grading regulations for poultry

Describe grading categories and factors for poultry

COURSE CONTENT

- Explain grading criteria
  - Conformation
  - Fleshing
  - Fat cover
  - Bones
  - Dressing

- Define poultry grades
  - Canada A
  - Utility
  - Canada C

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL

While participating in the practical component:

- The learner will explain the inspection and grading of meat and poultry, according to Canadian Food Inspection Agency regulations, to be observed and assessed by the instructor.

THEORY

Given a written test:

- The learner will answer questions covering the course content related to the inspection and grading of meat and poultry, scoring a minimum of 70% correct.
BLOCK B   HANDLING MEAT, POULTRY, AND SEAFOOD

Subject: Handling and Storage

Objective:
Meatcutters must understand the correct handling and storage procedures for meat, poultry, and seafood products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Identify correct meat handling and storage procedures
- Identify correct poultry handling and storage procedures
- Identify correct seafood handling and storage procedures

KEY COMPETENCIES
Identify correct meat handling and storage procedures

COURSE CONTENT

- Lift carcass correctly
  - Beef
    - Lifting hind quarter
    - Lifting front quarter
  - Veal
  - Pork
  - Lamb
- Place carcasses on correct hooks
  - Short roller hooks
  - Long roller hooks
- Weigh product to confirm weight on invoice
  - Metric
  - Imperial
- Determine quality of product
  - Grade
  - Visual inspection
  - Sex determination
- Determine correct storage location
- Demonstrate rotation of product
  - First in – first out
  - Code dates
- Explain shrinkage factors
  - Temperature
  - Humidity
  - Air movement
- Transportation factors
- Explain the importance of correct temperature
  - Cooler
  - Freezer
### Program Content
Level 2

#### KEY COMPETENCIES
- Identify correct poultry handling and storage procedures
- Identify correct seafood storage and handling procedures

#### COURSE CONTENT
- Apply fresh ice to bulk poultry
  - Explain the importance of icing poultry
  - Most poultry now comes air cooled for sanitation reasons
  - Explain what food-borne illness is most common with poultry
- Weigh product to confirm weight on invoice
  - Metric
  - Imperial
- Determine correct storage location
  - Rotate product
  - First in, first out
- Determine quality of product
  - Grade
  - Visual inspection
- Explain the importance of correct temperature
  - Cooler
  - Freezer
- State importance of strictest hygiene factors
  - Explain the importance of re-icing
- Weigh product to confirm weight on invoice
  - Metric
  - Imperial
- Determine correct storage location
  - Rotate product
  - First in, first out
- Determine quality of product
- Explain the importance of correct temperature
  - Freezers
  - Coolers
  - Display cases
- Cross contamination with other products and species
- Explain cross contamination
  - Fresh to smoked
  - Fish to red meats and poultry
- Seafood bacteria and sanitation controls
- Seafood bacteria
  - Listeria Monocytogens
  - Salmonella
  - Botulism
# Achievement Criteria

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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</tr>
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<tbody>
<tr>
<td><strong>PRACTICAL</strong>&lt;br&gt;While participating in the practical component:</td>
<td>• The learner will explain the handling and storage of meat, poultry, and seafood, to be observed and assessed by the instructor.</td>
</tr>
<tr>
<td><strong>THEORY</strong>&lt;br&gt;Given a written test:</td>
<td>• The learner will answer questions covering the course content related to the handling and storage of meat, poultry, and seafood, scoring a minimum of 70% correct.</td>
</tr>
</tbody>
</table>
BLOCK B HANDLING MEAT, POULTRY, AND SEAFOOD

Subject: Cutting Procedures

Objective:
The skills used to debone, trim, and portion the different types of meat and poultry are one of the most important parts of the occupation. Meatcutters must be able to perform correct cutting, trimming, and portioning procedures for different types of meat and poultry.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Perform correct de-boning procedures
- Perform correct trimming procedures
- Perform correct portioning procedures
- Perform correct tying and wrapping procedures

KEY COMPETENCIES

Perform correct de-boning procedures

- Identify correct cutting procedures
- Determine separation points
- Identify correct cut order
- Use correct tools
- Identify correct storage procedure
  - Bones
  - Trim
  - Finished product

Perform correct trimming procedures

- Amount of trim appropriate
- Identify suitable trim for ground or processed products
- Scrape all cut surfaces
- Select correct size tray
- Cutting test for value added products

Perform correct portioning procedures

- Correct tools selected
- General cutting procedures accurately followed
  - Portion accuracy
  - Amount of trim appropriate and product appearance neat and attractive
- Identify correct storage procedure
  - Select correct size tray
  - Follow wrapping and labelling procedures
  - Finished product stored in the correct location

COURSE CONTENT
KEY COMPETENCIES
Perform correct tying and wrapping procedures

COURSE CONTENT
- Identify correct rolling procedure
- Identify correct tying procedure
  - Materials
  - Knot types
  - Less damage to hands
  - Less damage to product
- Identify correct wrapping procedure

PRODUCTION PROCEDURE
Cutting, trimming, and portioning cuts of meat and poultry

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

PRACTICAL
Given a work station, proper tools and equipment:

CRITERIA
- The learner will perform correct cutting, trimming, and portioning procedures, to be observed and assessed by the instructor.

THEORY
Given a written test:

CRITERIA
- The learner will answer questions covering the course content related to cutting procedures, scoring a minimum of 70% correct.
BLOCK B  HANDLING MEAT, POULTRY, AND SEAFOOD

Subject:  Cooking Potential

Objective:
Tenderness of different cuts of meat and poultry vary according to a number of factors and meatcutters must know how they affect its cooking potential.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify tenderness factors associated with meat and poultry
- Identify cooking methods used for meat, poultry and seafood

KEY COMPETENCIES
Identify tenderness factors associated with meat and poultry
- Muscle location
- Age of the animal
- Tenderness chart
- Muscle fibres
- Fat content

Identify cooking methods used for meat, poultry and seafood
- Dry-heat methods
  - Baking
  - Roasting
  - Pan-frying
  - Stir-frying
  - Broiling
  - Grilling
  - Deep-frying
- Moist-heat methods
  - Boiling or simmering
  - Poaching
  - Steaming
- Combination heat methods
  - Braising
  - Stewing

Achievement Criteria

ASSESSMENT

THEORY
Given a written test:

CRITERIA
- The learner will answer questions covering the course content related to the cooking potential of meat, poultry, and seafood, scoring a minimum of 70% correct.
BLOCK C  BEEF

Subject:  Carcass Breaking

Objective:
Meatcutters must be able to break down a carcass of beef into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify primal cuts of beef
- Break beef into primal cuts
- Identify sub-primal cuts of beef
- Cut beef into sub-primal cuts
- Cut and process beef sub-primals

KEY COMPETENCIES

COURSE CONTENT

Identify primal cuts of beef
- Hind Quarter
  - Hip
  - Long loin
  - Sirloin tip
  - Flank
- Front Quarter
  - Square cut chuck
  - Rib section
  - Fore shank
  - Full brisket

Break beef into primal cuts
- Identify correct breaking procedure
- Demonstrate break points
  - Hind Quarter
    - Hip
    - Long loin
    - Sirloin tip
    - Flank
  - Front Quarter
    - Square cut chuck
    - Rib section
    - Fore shank
    - Full brisket
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure

Identify sub-primal cuts of beef
- Identify hip sub-primals
  - Rump
  - Heel
  - Shank
  - Inside round
  - Outside round
KEY COMPETENCIES

COURSE CONTENT

- Identify long loin sub-primals
  - Sirloin butt
  - Short loin
  - Strip loin
  - Tenderloin
- Identify square cut chuck sub-primals
  - Shoulder arm
  - Blade
  - Cross rib
  - Neck
- Identify rib sub-primals
  - 7-bone rib
  - Short ribs
- Identify brisket sub-primals
  - Brisket point
  - Brisket plate

Cut beef into sub-primal cuts

- Cut hip sub-primals
- Cut long loin sub-primals
- Cut sirloin tip
- Cut square cut chuck sub-primals
- Cut rib sub-primals
- Cut brisket sub-primals
- Cut fore shank

Cut and process beef sub-primals

- Cut square cut chuck retail cuts
- Cut rib retail cuts
- Cut brisket retail cuts
- Cut fore shank retail cuts
- Process trim cuts
  - Stew
  - Ground beef
- Identify correct fat / meat ratio
  - Regular ground beef
  - Medium ground beef
  - Lean ground beef
  - Extra lean ground beef
- Cut flank retail cuts
- Cut hip retail cuts
- Cut sirloin tip retail cuts
- Cut long loin retail cuts
Program Content
Level 2

PRODUCTION PROCEDURE
Breaking down a side of beef

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
Given a work station, proper tools and equipment:

- The learner will correctly break down a side of beef into primals and sub-primals, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to carcass breaking of beef, scoring a minimum of 70% correct.
# Program Content
## Level 2

**BLOCK C**

**BEEF**

**Subject:** Cuts of Beef

**Objective:**
There are numerous wholesale, block ready, and retail cuts of beef; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

**A COMPETENT MEATCUTTER SHOULD BE ABLE TO:**
- Describe wholesale & boxed cuts of beef
- Describe retail cuts of beef
- Describe beef variety meats and offal

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>COURSE CONTENT</th>
</tr>
</thead>
</table>
| Describe wholesale & boxed cuts of beef | - Common wholesale market forms  
- Side  
- Front Quarter  
  - Block ready cuts  
- Hind Quarter  
  - Block ready cuts |
| Describe retail cuts of beef | - Identify square cut chuck retail cuts  
- Identify rib retail cuts  
- Identify full brisket retail cuts  
- Identify fore shank retail cuts  
- Identify trim cuts  
- Identify flank retail cuts  
- Identity hip retail cuts  
- Identify sirloin tip retail cuts  
- Identify long loin retail cuts |
| Describe beef variety meats and offal | - Oxtail  
- Heart  
- Tongue  
- Kidney  
- Liver  
- Tripe |

**Achievement Criteria**

**ASSESSMENT**

**CRITERIA**

**PRACTICAL**
While participating in the practical component:
- The learner will identify all beef retail cuts, to be observed and assessed by the instructor.

**THEORY**
Given a written test:
- The learner will answer questions covering the course content related to cuts of beef, scoring a minimum of 70% correct.
Objective:
Meatcutters must be able to break down a carcass of veal into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify primal cuts of veal
- Break veal into primal cuts
- Identify sub-primal cuts of veal
- Break veal into sub-primal cuts
- Cut and process veal sub-primals

KEY COMPETENCIES
Identify primal cuts of veal

- Identify veal primals – light
  - Leg
  - Loin
  - Flank
  - Shoulder
  - Fore shank
  - Breast
- Identify veal primals – heavy
  - Hip
  - Sirloin tip
  - Flank
  - Long Loin
  - Shoulder
  - Fore shank
  - Breast

Break veal into primal cuts

- Identify correct breaking procedure
- Demonstrate break points
- Break light veal into primals
  - Leg
  - Loin
  - Flank
  - Shoulder
  - Fore shank
  - Breast
- Break heavy veal into primals
  - Hip
  - Sirloin tip
  - Flank
  - Long Loin
  - Shoulder
  - Fore shank
KEY COMPETENCIES

COURSE CONTENT

- Breast
  - Identify correct order of cuts
  - Use correct tools
  - Identify correct storage procedure

Identify sub-primal cuts of veal

- Identify leg sub-primals
  - Sirloin
  - Shank
  - Round

- Identify hip sub-primals
  - Shank
  - Heel
  - Round
  - Rump

- Identify light veal loin sub-primals
  - Loin
  - Rib

- Identify heavy veal loin sub-primals
  - Sirloin
  - Loin
  - Rib

- Identify veal shoulder sub-primals
  - Shoulder blade portion
  - Shoulder arm portion

Break veal into sub-primal cuts

- Cut leg sub-primals
- Cut hip sub-primals
- Cut light veal loin sub-primals
- Cut heavy veal loin sub-primals
- Cut veal shoulder sub-primals

Cut and process veal sub-primals

- Cut hip retail cuts
- Cut loin retail cuts
- Cut sirloin tip retail cuts
- Cut veal front retail cuts

PRODUCTION PROCEDURE

METHODOLOGY

Breaking down a side of veal

- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations
Achievement Criteria

**ASSESSMENT**

**PRACTICAL**
Given a work station, proper tools and equipment:

- The learner will correctly break down a side of veal into primals and sub-primals, to be observed and assessed by the instructor.

**THEORY**
Given a written test:

- The learner will answer questions covering the course content related to carcass breaking of veal, scoring a minimum of 70% correct.
BLOCK D  VEAL

Subject:  Cuts of Veal

Objective:
There are numerous wholesale, block ready, and retail cuts of veal; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe wholesale & boxed cuts of veal
- Describe retail cuts of veal

KEY COMPETENCIES
Describe wholesale & boxed cuts of veal
- Common wholesale market forms
- Side
  - Front
  - Whole loin
  - Flank
  - Leg
- Block ready cuts

Describe retail cuts of veal
- Identify hip retail cuts
- Identify loin retail cuts
- Identify sirloin tip retail cuts
- Identify shoulder retail cuts
- Identify veal front retail cuts
- Identify veal trim retail cuts

Achievement Criteria

ASSESSMENT  CRITERIA

PRACTICAL
While participating in the practical component:
- The learner will identify all veal retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to cuts of veal, scoring a minimum of 70% correct.
BLOCK E  PORK

Subject:  Carcass Breaking

Objective:
Meatcutters must be able to break down a carcass of pork into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

- Identify primal cuts of pork
- Break pork into primal cuts
- Identify sub-primal cuts of pork
- Cut pork into sub-primal cuts
- Cut and process sub-primals of pork

KEY COMPETENCIES

Identify primal cuts of pork
- Pork leg (ham)
- Pork loin
- Pork shoulder
- Pork belly

Break pork into primal cuts
- Identify correct breaking procedure
- Demonstrate break points
  - Pork leg (ham)
  - Pork loin
  - Pork shoulder
  - Pork belly
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure

Identify sub-primal cuts of pork
- Identify pork leg sub-primals
  - Pork hock
  - Pork leg inside
  - Pork leg outside
  - Pork leg tip
- Identify pork loin sub-primals
  - Pork loin rib half
  - Pork loin sirloin half
  - Pork rib
  - Pork loin centre
  - Pork sirloin back ribs
  - Pork loin centre boneless
- Identify pork shoulder sub-primals
  - Pork jowl
  - Pork shoulder blade
  - Pork shoulder picnic
  - Pork hock
- Identify belly sub-primals
  - Pork side ribs
  - Side pork
KEY COMPETENCIES

- Cut pork into sub-primal cuts
- Cut and process sub-primals of pork

COURSE CONTENT

- Cut pork leg sub-primals
- Cut pork loin sub-primals
- Cut pork shoulder sub-primals
- Cut pork belly sub-primals
- Cut pork leg retail cuts
- Cut pork loin retail cuts
- Cut pork belly retail cut
- Cut pork shoulder retail cuts

PRODUCTION PROCEDURE

Breaking down a side of pork

METHODOLOGY

- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

PRactical

Given a work station, proper tools and equipment:

- The learner will correctly break down a side of pork into primals and sub-primals, to be observed and assessed by the instructor.

THEORY

Given a written test:

- The learner will answer questions covering the course content related to carcass breaking of pork, scoring a minimum of 70% correct.
Program Content
Level 2

BLOCK E PORK

Subject: Cuts of Pork

Objective:
There are numerous wholesale, block ready, and retail cuts of pork; meatcutters must be able to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:

 Describe wholesale & boxed cuts of pork
 Describe retail cuts of pork

KEY COMPETENCIES

Describe wholesale & boxed cuts of pork

COURSE CONTENT

 Common wholesale market forms
 Wholesale cuts
  - Pork shoulder
  - Pork belly
  - Pork loin
  - Pork leg
 Block ready cuts

Describe retail cuts of pork

 Identify pork leg retail cuts
 Identify pork loin retail cuts
 Identify pork belly retail cuts
 Identify pork shoulder retail cuts
 Identify pork trim retail cuts

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:

 The learner will identify all pork retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:

 The learner will answer questions covering the course content related to cuts of pork, scoring a minimum of 70% correct.
**BLOCK F LAMB**

**Subject:** Carcass Breaking

**Objective:**
Meatcutters must be able to break down a carcass of lamb into primals, sub-primals, and retail cuts.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify primal cuts of lamb
- Break lamb into primal cuts
- Identify sub-primal cuts of lamb
- Cut lamb into sub-primal cuts
- Cut and process sub-primals of lamb

<table>
<thead>
<tr>
<th>KEY COMPETENCIES</th>
<th>COURSE CONTENT</th>
</tr>
</thead>
</table>
| Identify primal cuts of lamb | • Lamb leg  
• Loin  
• Front  
• Flank |

Break lamb into primal cuts
- Identify correct breaking procedure
- Demonstrate break points
  - Leg
  - Loin
  - Front
  - Flank
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure

Identify sub-primal cuts of lamb
- Identify leg sub-primals
  - Sirloin
  - Lamb leg sirloin off
- Identify loin sub-primals
  - Loin
  - Rib
- Identify front sub-primals
  - Shoulder blade
  - Shoulder arm
  - Neck
  - Breast
  - Fore shank

Cut lamb into sub-primal cuts
- Cut leg sub-primals
- Cut loin sub-primals
- Cut front sub-primals
### KEY COMPETENCIES
Cut and process sub-primals of lamb

### COURSE CONTENT
- Cut leg retail cuts
- Cut loin retail cuts
- Cut front retail cuts
- Cut flank retail cuts

### PRODUCTION PROCEDURE
Breaking down a side of lamb

### METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

### Achievement Criteria

#### ASSESSMENT

**PRACTICAL**
Given a work station, proper tools and equipment:

**THEORY**
Given a written test:

#### CRITERIA
- The learner will correctly break down a side of lamb into primals and sub-primals, to be observed and assessed by the instructor.
- The learner will answer questions covering the course content related to carcass breaking of lamb, scoring a minimum of 70% correct.
BLOCK F          LAMB

Subject:       Cuts of Lamb

Objective:
There are numerous wholesale, block ready, and retail cuts of lamb; meatcutters must be able
to correctly identify and describe common cuts, using the correct trade terminology.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
• Describe wholesale & boxed cuts of lamb
• Describe retail cuts of lamb

KEY COMPETENCIES
Describe wholesale & boxed cuts of lamb

COURSE CONTENT
• Common wholesale market forms
• Lamb side
  – Front
  – Whole loin
  – Flank
  – Leg
• Block ready cuts

Describe retail cuts of lamb

COURSE CONTENT
• Identify leg retail cuts
• Identify loin retail cuts
• Identify front retail cuts
• Identify flank retail cuts
• Identify lamb trim cuts

Achievement Criteria

ASSESSMENT

CRITERIA

PRACTICAL
While participating in the practical component:
• The learner will identify all lamb retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
• The learner will answer questions covering the course content related to cuts of lamb, scoring a minimum of 70% correct.
BLOCK G  
POULTRY

Subject:  
Cuts of Poultry

Objective:  
Meatcutters must know the correct terminology and cuts used for the common types of poultry.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify types and varieties of poultry
- Describe wholesale cuts of poultry
- Describe retail cuts of poultry

KEY COMPETENCIES
Identify types and varieties of poultry

- Chickens
  - Rock Cornish Hen
  - Broilers
  - Fryers
  - Roasters
  - Stewing hens
- Turkey
  - Mature and young
- Geese
- Duck
  - Mature and young

Describe wholesale cuts of poultry

- Common wholesale market forms
  - Whole
  - Half
  - Breast, bone in
  - Breast, boneless
  - Leg

Describe retail cuts of poultry

- Identify retail cuts of chicken
- Identify retail cuts of turkey

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:
- The learner will identify all poultry retail cuts, to be observed and assessed by the instructor.

THEORY
Given a written test:
- The learner will answer questions covering the course content related to cuts of poultry, scoring a minimum of 70% correct.
BLOCK H  SEAFOOD & FRESHWATER FISH

Subject:  Identification

Objective:
Many retail meat chops also handle seafood. Meatcutters must be able to identify, handle, and store common types of seafood products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Describe types of salt and freshwater fish
- Describe types of mollusks
- Describe types of crustaceans
- Describe quality indicators for fish and shellfish

KEY COMPETENCIES

Describe types of salt and freshwater fish
- Describe species of salmon
  - Pink
  - Chum
  - Sockeye
  - Coho
  - Chinook/Spring
  - Atlantic
- Describe saltwater fish
  - Cod
  - Halibut
  - Sole
  - Snapper
  - Mackerel
  - Tuna
- Describe freshwater fish
  - Trout
  - Arctic Char
  - Catfish
  - Tilapia

Describe types of mollusks
- Clams
- Mussels
- Scallops
- Oysters

Describe types of crustaceans
- Crab
- Lobster
- Shrimp
KEY COMPETENCIES
Describe quality indicators for fish and shellfish

COURSE CONTENT
• Determine if whole fish is fresh
  – Gills
  – Eyes
  – Flesh
  – Texture
  – Smell
• Determine when fish is deteriorating
  – Gills
  – Eyes
  – Flesh
  – Texture
  – Smell
• Determine if fillets are fresh
  – Texture
  – Smell

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:
• The learner will explain the identification of seafood as described, to be observed and assessed by the instructor.

THEORY
Given a written test:
• The learner will answer questions covering the course content related to the identification of seafood, scoring a minimum of 70% correct.
Objective:
Cutting procedures for fish are different from those for meat and poultry. Meatcutters must be able to perform the correct cutting and portioning procedures for fish.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Perform correct filleting procedures for fish
- Perform correct steaking procedures for fish
- Perform correct portioning procedures for fish

KEY COMPETENCIES
Perform correct filleting procedures for fish
- Fabricating procedures
  - Scaling
  - Filleting
    - Round fish
    - Flat fish
  - Skinning
    - Sole, salmon, etc.
    - Fish fillets
  - Pulling pin bones from a salmon fillet
  - Cutting a fillet

Perform correct steaking procedures for fish
- Fabricating procedures
  - Cutting steaks
    - Round fish (salmon)
    - Flat fish (halibut)

Perform correct portioning procedures for fish
- Correct tools selected
- General cutting procedures accurately followed
  - Portion accuracy
  - Amount of trim appropriate and product appearance neat and attractive
- Identify correct storage procedure
  - Select correct size tray
  - Follow wrapping and labelling procedures
  - Finished product stored in the correct location
PRODUCTION PROCEDURE
Cutting and portioning fish

METHODOLOGY
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will perform correct cutting and portioning procedures for seafood as described, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to cutting procedures for seafood, scoring a minimum of 70% correct.
BLOCK H  SEAFOOD & FRESHWATER FISH

Subject:  Cuts of Fish

Objective:
Meatcutters must be able to identify common market forms of fish and shellfish and other seafood products.

A COMPETENT MEATCUTTER SHOULD BE ABLE TO:
- Identify common market forms of fish and shellfish
- Describe retail cuts of fish

KEY COMPETENCIES
Identify common market forms of fish and shellfish
- Identify common whole fish
  - Salmon
  - Cod
  - Halibut
  - Sole
  - Snapper
  - Trout
  - Mackerel
- Identify fish fillets
  - Salmon
  - Cod
  - Sole
  - Snapper
- Identify smoked fish and specialty products
  - Alaskan cod
  - Smoked salmon hot smoked
  - Lox cold smoked
  - Herring

Describe retail cuts of fish

COURSE CONTENT
- Steaks and fillets
  - Cod
  - Salmon
  - Halibut
  - Sole
  - Snapper
Achievement Criteria

ASSESSMENT

PRACTICAL
While participating in the practical component:

- The learner will identify common types and cuts of fish as described, to be observed and assessed by the instructor.

THEORY
Given a written test:

- The learner will answer questions covering the course content related to cuts of fish, scoring a minimum of 70% correct.
Section 4
TRAINING PROVIDER STANDARDS
Sponsor’s Requirements

Sponsorship

Approximately 80 per cent of an apprenticeship program is completed on the job while working for one or more employers. Sponsorship helps to ensure that the:

- Highest quality of training is provided
- Full scope of training for a trade is covered
- Apprentice achieves an industry training credential at the completion of their program.

In most cases, a sponsor is an employer, such as a certified tradesperson or company. However, a sponsor may also be a joint union-management training board, industry association, training institution or other entity.

Sponsor Eligibility

There are three basic eligibility requirements for sponsors of apprentices:

- A sponsor must be a legal entity (e.g., a company or organization) or an individual who is a certified tradesperson or equivalent
- A sponsor must be registered, or become registered, with the ITA
- A sponsor must be willing to assume the responsibilities listed

Sponsor Responsibilities

The specific responsibilities of sponsors are to

- Register themselves and their apprentice(s) with the ITA
- Notify the ITA of any changes to their (the sponsor’s) contact information
- Ensure that the apprentice has a safe place to work and proper equipment
- Ensure that work-based training done by the apprentice is completed under the direction or supervision of a certified tradesperson or equivalent
- Ensure that the apprentice receives work-based training that incorporates the full scope of the apprenticeship program; training can take place at multiple work sites if required
- Track and report the apprentice’s work-based training hours to the ITA
- Release the apprentice as necessary to attend technical training
- Review documentation sent by the ITA regarding training progress with the apprentice; report any discrepancies to the ITA in a timely manner
- Recommend the apprentice for certification when all required work-based training, technical training and any other program requirements have been completed
The ITA gives sponsors the flexibility to determine how best to manage an apprentice in an apprenticeship industry training program. There are currently no ITA requirements related to the

- Size of the workplace
- Number of certified tradespersons on staff
- Nature of the working relationship between the sponsor and apprentice, such as contract, full- or part-time employment
- Wages
- Number of apprentices that can be sponsored
- Duration of sponsorship for a particular apprentice

Sponsors are not required to sponsor an apprentice for the entire duration of the apprentice’s industry training program. For example, the availability of work, the sponsor’s ability to provide training covering the scope of the trade or an apprentice’s decision to change jobs may result in an apprentice having one or more sponsors during the time it takes for them to complete an apprenticeship program and obtain an ITA credential.

**Work Based Training**

Work-based training must be completed under the direction or supervision of a certified tradesperson or equivalent.

This individual can be either the sponsor or the person who supervises or directs the apprentice.

With the concurrence of their sponsor, apprentices are able to apply for credit for previous work experience obtained while working for employers other than their sponsor.
LIST OF RECOMMENDED TOOLS & EQUIPMENT REQUIRED FOR DELIVERY OF THE MEATCUTTER PROGRAM

Equipment list is based on the standard class size of 16 apprentices. The facilities must be suitable for instructional use.

<table>
<thead>
<tr>
<th>Number</th>
<th>Type of Equipment or Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Meat power saws</td>
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<tr>
<td>1</td>
<td>Meat grinder</td>
</tr>
<tr>
<td>1</td>
<td>Meat mixer grinder</td>
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<tr>
<td>1</td>
<td>Sausage mixer</td>
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<tr>
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<td>Silent cutter sausage mixer</td>
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<td>1</td>
<td>Meat tenderizer</td>
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<td>Meat slicer</td>
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<td>Retail metric scales</td>
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<tr>
<td>1</td>
<td>Metric / Imperial platform scale</td>
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<tr>
<td>1</td>
<td>Metric / Imperial rail scale</td>
</tr>
<tr>
<td>1</td>
<td>Twin barrel vacuum tumbler</td>
</tr>
<tr>
<td>1</td>
<td>Twin chamber heavy duty vacuum machine</td>
</tr>
<tr>
<td>1</td>
<td>Hobart fat tester</td>
</tr>
<tr>
<td>1</td>
<td>pH meter</td>
</tr>
<tr>
<td>1</td>
<td>Brine pump and select needles</td>
</tr>
<tr>
<td>1</td>
<td>Smokehouse (leading edge quality)</td>
</tr>
<tr>
<td>3</td>
<td>Product trucks</td>
</tr>
<tr>
<td>16</td>
<td>Jerky racks</td>
</tr>
<tr>
<td>40</td>
<td>Product sticks</td>
</tr>
<tr>
<td>1</td>
<td>Hydraulic Sausage stuffer</td>
</tr>
<tr>
<td>1</td>
<td>Manual sausage stuffer</td>
</tr>
<tr>
<td>1</td>
<td>Hanging cooler ( 20 beef side capacity)</td>
</tr>
<tr>
<td>1</td>
<td>Boxed meat cooler (with storage racks)</td>
</tr>
<tr>
<td>1</td>
<td>Large walk in meat freeze (with storage racks)</td>
</tr>
<tr>
<td>4</td>
<td>Large cutting tables @ 4 x 8ft</td>
</tr>
<tr>
<td>16</td>
<td>Cutting boards 4 per table</td>
</tr>
<tr>
<td>6</td>
<td>Misc. smaller cutting boards</td>
</tr>
<tr>
<td>8</td>
<td>Roast tying needles</td>
</tr>
<tr>
<td>8</td>
<td>Table scrapers</td>
</tr>
<tr>
<td>12</td>
<td>Bone dust removers</td>
</tr>
<tr>
<td>2</td>
<td>Meat hand saws</td>
</tr>
<tr>
<td>30</td>
<td>Meat tubs (luggers)</td>
</tr>
<tr>
<td>4</td>
<td>Meat tub trolleys (6 capacity)</td>
</tr>
<tr>
<td>6</td>
<td>Retail meat product trolleys</td>
</tr>
<tr>
<td>Number</td>
<td>Type of Equipment or Tools</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>50</td>
<td>Retail meat product trays</td>
</tr>
<tr>
<td>8</td>
<td>Lab product waste barrels on removable wheels 40 L</td>
</tr>
<tr>
<td>8</td>
<td>Product waste storage barrels on wheels + lids 80L</td>
</tr>
<tr>
<td>2</td>
<td>Meat curing tubs on wheels 80 L + lids</td>
</tr>
<tr>
<td></td>
<td>Dry goods storage area (Inventory # coded)</td>
</tr>
<tr>
<td></td>
<td>Sausage spices &amp; ingredient storage (inventory # coded)</td>
</tr>
<tr>
<td>2</td>
<td>Metric Spice scales</td>
</tr>
<tr>
<td>1</td>
<td>Spice blender</td>
</tr>
<tr>
<td>4</td>
<td>Hand mixing bowls</td>
</tr>
<tr>
<td>4</td>
<td>Whisks</td>
</tr>
<tr>
<td>1</td>
<td>Ice machine</td>
</tr>
</tbody>
</table>

**RETAIL OUTLET ITEMS**

<table>
<thead>
<tr>
<th>Number</th>
<th>Type of Equipment or Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Fresh meat display cases x 2 @ 12 – 16 ft</td>
</tr>
<tr>
<td>2</td>
<td>Frozen meat display cases @ 6 - 8 ft</td>
</tr>
<tr>
<td></td>
<td>Retail outlet service counters</td>
</tr>
<tr>
<td></td>
<td>Value added Sales &amp; display area for raw &amp; cooked product</td>
</tr>
<tr>
<td></td>
<td>Cash register &amp; high speed scanner</td>
</tr>
<tr>
<td></td>
<td>High speed debit machine</td>
</tr>
</tbody>
</table>

**SAFETY RELATED ITEMS**

<table>
<thead>
<tr>
<th>Number</th>
<th>Type of Equipment or Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Sanitation stations – twin tubs with rinse hose &amp; sanitizer hook up</td>
</tr>
<tr>
<td>2</td>
<td>Hand wash stations and knife sterilizers</td>
</tr>
<tr>
<td>1</td>
<td>Eye wash station</td>
</tr>
<tr>
<td>As required</td>
<td>Coat, apron &amp; sani glove hanging storage and drying area.</td>
</tr>
<tr>
<td>As required</td>
<td>Fire extinguishers, fire blankets,</td>
</tr>
<tr>
<td>1</td>
<td>First aid kit</td>
</tr>
<tr>
<td>1</td>
<td>A locked area for the orderly storage of hazardous materials in accordance to WHIMS</td>
</tr>
<tr>
<td>As required</td>
<td>Signage posted (fire exits, hazardous materials, safety equipment)</td>
</tr>
</tbody>
</table>

**MISC. ITEMS**

<table>
<thead>
<tr>
<th>Type of Equipment or Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
</tr>
<tr>
<td>Computer / printer with internet access</td>
</tr>
<tr>
<td>Computer paging system</td>
</tr>
<tr>
<td>Reference material library</td>
</tr>
<tr>
<td>Projector</td>
</tr>
</tbody>
</table>
Section 4
Training Provider Standards

Student Tools (supplied by student)

Required

(To be purchased prior to or when beginning program – only professional quality utensils are acceptable)

1 6 inch boning knife
1 8 to 10 inch steak knife max
1 steel (fine grade)
1 knife scabbard with belt chain
 and 4 split rings
1 apron
1 pair safety goggles
1 padlock with 2 keys
1 pair clean sanitation
KNEE HEIGHT gumboots
1 pair sanitation gloves
1 Pocket calculator with metric
Conversion and % button
Reference Materials

Textbooks:


Miscellaneous supplies:

1 Calculator
1 Three ring binder
1 Three-hole punched lined note-pad, letter sized

RECOMMENDED ADDITIONAL RESOURCES:

Textbooks:

TRU Handout packages

M113 Business related Math practice work books x 2

Web Resources:

Canadian Professional Meatcutters Association
www.meatforce.ca
www.meatspecialists.ca

Canadian Food Inspection Agency
www.inspection.gc.ca

Industry Associations:

Canadian Professional Meatcutters Association
www.meatcutters.org
www.meatforce.ca

Apprenticeship and Certification Information:

Industry Training Authority
www.itabc.ca

go2
www.go2hr.ca
Instructor Requirements

Instructor Qualifications:

Instructors delivering the British Columbia Provincially-accredited Meatcutter Program curricula must meet the following requirements:

- Have minimum 10 years' experience as a Meatcutter of which 3 years have been in a supervisory capacity;
- Hold a valid journeyperson certificate, in the Meatcutter Trade; and
- Be enrolled 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 2 years to completion.)

Recommended:

- Diversity of cross training with in different sectors of the Meat Industry
- A great asset would be if the applicant graduated from a recognized ELT program in BC or other Provinces

Verification is required and should take the form of:

- A photocopy of instructor’s Certificate of Qualification;
- A photocopy of instructor’s teaching certificate(s) or proof of enrolment in a program leading to teacher certification; and or previous ELT graduation.
- Photocopies or proof of other credentials as required by the Province may be required.
Glossary of Verbs Used in the Program Outline

- **Analyze**: To examine critically so as to determine appropriate procedures, process, or course of action
- **Apply**: To put to use especially for some practical purpose
- **Arrange**: To put into a proper order or into a correct or suitable sequence, relationship, or adjustment
- **Assemble**: To fit together the parts of
- **Assess**: To determine the value, significance, or extent of; appraise
- **Bake**: To cook by dry heat especially in an oven
- **Bind**: To cause to stick together
- **Boil**: To undergo the action of a boiling liquid; to heat to the boiling point
- **Bone**: To remove the bones from (see also debone)
- **Braise**: To cook slowly in fat and little moisture in a closed pot
- **Broil**: To cook by direct exposure to radiant heat
- **Butterfly**: To split almost entirely and spread apart
- **Calculate**: To arrive at a precise numerical answer often through the use of mathematical formulas
- **Chill**: To make cold
- **Clean**: To rid of dirt, impurities, or extraneous matter
- **Convert**: To change from one form or function to another
- **Cool**: To lose heat or warmth
- **Cook**: To prepare food for eating especially by means of heat
- **Cost**: To estimate or set the cost of
- **Cut**: To divide into parts with an edged tool
- **Debone**: To remove the bones from
- **Deep-fry**: To cook in deep fat
- **Define**: To set forth the meaning of a word or expression
- **Demonstrate**: To exhibit, show clearly or perform, to a subject standard, a process or competence
<p>| <strong>Describe</strong> | To set forth the properties or characteristics of an object. To give a detailed or graphic account of a process or procedure. (To use correct terminology, sequencing and inter-relationship of the elements is implied where required.) |
| <strong>Determine</strong> | To arrive at, or locate, information by a simple process (e.g., by rule of thumb) |
| <strong>Emulsify</strong> | To disperse (as an oil) in an emulsion; also: to convert (two or more immiscible liquids) into an emulsion |
| <strong>Evaluate</strong> | To determine the significance, worth, or condition of; usually by careful appraisal and study |
| <strong>Explain</strong> | To show the logical development or relationships of |
| <strong>Extend</strong> | To increase the scope, meaning, or application of |
| <strong>Fill</strong> | To put into as much as can be held or conveniently contained |
| <strong>Fillet</strong> | To cut into a piece or slice of boneless meat or fish |
| <strong>Finish</strong> | To bring to completion or issue |
| <strong>Freeze</strong> | To solidify as a result of abstraction of heat |
| <strong>Grade</strong> | To assign a grade to or determine the quality of |
| <strong>Grill</strong> | To broil on a grill; also: to fry or toast on a griddle |
| <strong>Handle</strong> | To act on or perform a required function with regard to |
| <strong>Hold</strong> | To maintain (a certain condition, situation, or course of action) without change |
| <strong>Ice</strong> | To cover with or as if with icing; also: to put on ice |
| <strong>Identify</strong> | To use the correct terminology to describe objects, both individually and collectively; to state their application or use, and to point out and name them |
| <strong>Inspect</strong> | To view closely in critical appraisal: look over |
| <strong>Interpret</strong> | To explain the meaning of |
| <strong>List</strong> | To give in point form, several items of information; no sequence or inter-relationship is implied |
| <strong>Locate</strong> | To seek out and determine the location of |
| <strong>Maintain</strong> | To keep in good condition. To keep functional, and in good repair. |
| <strong>Obtain</strong> | To gain or attain usually by planned action or effort |
| <strong>Operate</strong> | To perform a function: exert power or influence |
| <strong>Pack</strong> | To cover or surround with |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pan-fry</td>
<td>To cook in a frying pan with a small amount of fat</td>
</tr>
<tr>
<td>Perform</td>
<td>To carry out. To do in a formal manner or according to prescribed ritual.</td>
</tr>
<tr>
<td>Poach</td>
<td>To cook in simmering liquid</td>
</tr>
<tr>
<td>Portion</td>
<td>To divide into portions</td>
</tr>
<tr>
<td>Prepare</td>
<td>To make ready beforehand for some purpose, use, or activity</td>
</tr>
<tr>
<td>Prevent</td>
<td>To keep from happening or existing</td>
</tr>
<tr>
<td>Price</td>
<td>To set a price for</td>
</tr>
<tr>
<td>Process</td>
<td>To subject to or handle through an established set of procedures</td>
</tr>
<tr>
<td>Produce</td>
<td>To oversee the making of</td>
</tr>
<tr>
<td>Rinse</td>
<td>To cleanse by flushing with liquid (as water)</td>
</tr>
<tr>
<td>Roast</td>
<td>To cook by exposing to dry heat (as in an oven or before a fire)</td>
</tr>
<tr>
<td>Roll</td>
<td>To wrap round on itself: shape into a ball or roll</td>
</tr>
<tr>
<td>Sanitize</td>
<td>To make sanitary (as by cleaning or sterilizing)</td>
</tr>
<tr>
<td>Sauté</td>
<td>To fry quickly in a small amount of fat</td>
</tr>
<tr>
<td>Scrub</td>
<td>To clean with hard rubbing</td>
</tr>
<tr>
<td>Select</td>
<td>To choose the most appropriate object, process or procedures, given a specific situation (when used in relation to an object it also implies the ability to identify and describe)</td>
</tr>
<tr>
<td>Service</td>
<td>To remove, maintain, repair, or replace items and/or components</td>
</tr>
<tr>
<td>Set up</td>
<td>To assemble the parts of and erect in position</td>
</tr>
<tr>
<td>Simmer</td>
<td>To stew gently below or just at the boiling point</td>
</tr>
<tr>
<td>Sketch</td>
<td>To make a sketch, rough draft, or outline of</td>
</tr>
<tr>
<td>State</td>
<td>To set out briefly (in the equivalent or a sentence or two) an idea</td>
</tr>
<tr>
<td>Steam</td>
<td>To expose to the action of steam (as for softening or cooking)</td>
</tr>
<tr>
<td>Stew</td>
<td>To boil slowly or with simmering heat</td>
</tr>
<tr>
<td>Stir-fry</td>
<td>To fry quickly over high heat in a lightly oiled pan (as a wok) while stirring continuously</td>
</tr>
<tr>
<td>Store</td>
<td>To place or leave in a location for preservation or later use or disposal</td>
</tr>
</tbody>
</table>
**Stuff**  To prepare by filling or lining

**Test**  To evaluate something against a criterion or standard

**Trim**  To remove by, or as if by, cutting

**Troubleshoot**  To investigate a problem. To look at, or into, critically and methodically in order to find out the causes, facts, conditions, etc.

**Use**  The act or practice of employing something

**Utilize**  The act or practice of employing something

**Wash**  To cleanse by, or as if by, the action of liquid (as water)
Appendices
Appendix A
Assessment Guidelines
Program: Meatcutter

Training providers delivering Meatcutter apprenticeship in-school technical training are required to enter the following information in ITA Direct Access for each apprentice:

An in-school mark in the form of a percentage

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

Training Provider Component: In-School Technical Training

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

Meatcutter Level 1 in-school percentage scores are calculated by:

- totaling the level theory competency results as noted in the competencies and weightings tables and multiplying the total by 10% for Level 1 to produce a weighted theory percentage score;
- totaling the level practical competency results as noted in the competencies and weightings tables and multiplying the total by 90% for Level 1 to produce a weighted practical percentage score;
- adding the weighted theory and practical competency results together to determine the final in-school percentage score.

This final percentage score is entered into ITA Direct Access.

Meatcutter Level 2 in-school percentage scores are calculated by:

- totaling the level theory competency results as noted in the competencies and weightings tables and multiplying the total by 30% for Level 2 to produce a weighted theory percentage score;
- totaling the level practical competency results as noted in the competencies and weightings tables and multiplying the total by 70% for Level 2 to produce a weighted practical percentage score;
- adding the weighted theory and practical competency results together to determine the final in-school percentage score.

This final percentage score is entered into ITA Direct Access.

ITA Component: ITA Standardized Level Examinations - Level 1

Once the in-school training and standard level exam percentage scores are entered into ITA Direct Access, the system automatically calculates the final percentage score. The percentage score is calculated by blending the standardized exam percentage score and the in-school technical training percentage score to determine the final percentage score for the level.
Appendix A  
Assessment Guidelines

In-school technical training (combined theory & practical) is weighted at 80% and the ITA standardized exam is weighted at 20%. These two scores are combined to determine the final level percentage score. This result is the final percentage score that is recorded in ITA Direct Access.

A percentage score of 70% or greater is required to pass the level when combining the final in-school percentage score and the final ITA standardized level exam percentage score.

**In-school Component - Proprietary Examinations – Level 2**

Until further notice, Training Providers delivering the Meatcutter program will continue using their institution’s proprietary examination in the calculation of the apprentices’ achievement for Level 2. The final percentage score for each apprentice is based on the in-school technical training session. Meatcutter Level 2 assessment is determined by in-school proprietary exams and practical lab marks.

Refer to the Grading Sheet Subject Competencies and Weightings Table to determine the calculation process for completing a final Level 2 percentage score. The final blended percentage score for Level 2 is to be reported to ITA and must be 70% or greater to pass the level.

**ITA Certificate of Qualification Exam**

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

ITA Certificate of Qualification exams should be requested by training providers via the usual ITA procedure.

ITA will administer and invigilate ITA Certificate of Qualification exams and score and record exam results in ITA Direct Access.
### Grading Sheet: Subject Competency and Weightings

<table>
<thead>
<tr>
<th>LINE</th>
<th>SUBJECT COMPETENCIES</th>
<th>THEORY WEIGHTING</th>
<th>PRACTICAL WEIGHTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apply Occupational Skills</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>Handling Meat, Poultry and Seafood</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>C</td>
<td>Beef</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>D</td>
<td>Veal</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>E</td>
<td>Pork</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>F</td>
<td>Lamb</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>G</td>
<td>Poultry</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>H</td>
<td>Seafood and Freshwater Fish</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Calculated by the Training Provider**
Meatcutter in-school theory & practical subject competency weighting

10% 90%

**Training Provider enters final in-school percentage score into ITA Direct Access**

IN-SCHOOL %

**Calculated by ITA:**

- **In-school Percentage Score**
  ITA Direct Access calculates the percentage score once the in-school percentage score is entered. Combined theory and practical subject competency multiplied by 80%

- **Standard Level Exam Percentage Score**
  ITA Direct Access will calculate the percentage score once the standard level exam percentage scores have been entered. The exam score is multiplied by 20%

- **Final Percentage Score**
  The final percentage score for determining credit is calculated by ITA Direct Access. FINAL%
## Program: Meatcutter Industry Training Authority 135
### Assessment Guidelines

<table>
<thead>
<tr>
<th>Line</th>
<th>Subject Competencies</th>
<th>Theory Weighting</th>
<th>Practical Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apply Occupational Skills</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>B</td>
<td>Handling Meat, Poultry and Seafood</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>C</td>
<td>Beef</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>D</td>
<td>Veal</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>E</td>
<td>Pork</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>F</td>
<td>Lamb</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>G</td>
<td>Poultry</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>H</td>
<td>Seafood and Freshwater Fish</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>I</td>
<td>Game</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>J</td>
<td>Processed Products</td>
<td>6%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Total** 100% 100%

Calculated by the Training Provider

Meatcutter in-school theory & practical subject competency weighting 30% 70%

Training Provider enters final in-school percentage score into ITA Direct Access IN-SCHOOL %