PROGRAM OUTLINE

Baker
BAKER
PROGRAM OUTLINE

APPROVED BY INDUSTRY
JANUARY 2013

BASED ON
NOA 2011

Developed by
Industry Training Authority
Province of British Columbia
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Section 1
INTRODUCTION
Foreword

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

The Program Outline was prepared with the advice and assistance of the provincial Baker Advisory Committee and will form the basis for further updating of the British Columbia Baker assessment tools and learning resources by go2 on behalf of the Industry Training Authority (ITA).

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

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

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

SAFETY ADVISORY

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

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

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

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

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

Additional Industry Subject Matter Experts retained as outline reviewers:

- Fionna Chong  Vancouver Community College

Facilitators:

- Dennis Green
- Diane Evans

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 Baker occupation.
Introduction

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>Program Credentialing Model</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>OAC</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>Training Topics and Suggested Time Allocation</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>Program Content</td>
<td>Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component</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>
</tbody>
</table>
### Introduction

<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>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

Baker
Program Overview

Program Credentialing Model

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

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

**Baker Level 3**
Technical Training: 120 hours (4 weeks*)
Work-Based Training: 5,400 hours total
Interprovincial Red Seal Exam

**Baker Level 2**
Technical Training: 120 hours (4 weeks*)
Accumulate Work-Based Training hours
ITA Standardized Written Exam

**Baker Level 1**
Technical Training: 120 hours (4 weeks*)
Accumulate Work-Based Training hours
ITA Standardized Written Exam

**RECOMMENDATION FOR CERTIFICATION**

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

None

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

*C of Q = Certificate of Qualification*

Completion Requirements
Interprovincial Red Seal Exam

Prerequisites
Approved challenge application, including:
Trade-Related Work Experience: 8,100 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**

**BAKER**

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

<table>
<thead>
<tr>
<th>OCCUPATIONAL SKILLS</th>
<th>Demonstrate workplace safety procedures</th>
<th>Apply safe food handling practices</th>
<th>Apply interpersonal skills</th>
<th>Use and maintain baking tools and equipment</th>
<th>Use product and nutritional information</th>
<th>Apply baking science and trade calculations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
<td>A5</td>
<td>A6</td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan and organize production</th>
<th>Manage bakery products and inventory</th>
<th>Apply cost control procedures</th>
<th>Apply packaging and merchandizing procedures</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A7</td>
<td>A8</td>
<td>A9</td>
<td>A10</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FERMENTED GOODS</th>
<th>Prepare basic doughs and products</th>
<th>Prepare laminated doughs and products</th>
<th>Prepare specialty doughs and products</th>
<th>Prepare natural ferments and Artisan breads</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>B2</td>
<td>B3</td>
<td>B4</td>
<td></td>
</tr>
<tr>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
<td>2 3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PASTRIES</th>
<th>Prepare pies and tarts</th>
<th>Prepare laminated pastry doughs and products</th>
<th>Prepare specialty pastries</th>
<th>Prepare deep fried pastries and products</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>C2</td>
<td>C3</td>
<td>C4</td>
<td>2</td>
</tr>
<tr>
<td>1 2</td>
<td>1 2</td>
<td>1 2</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
### Program Overview

<table>
<thead>
<tr>
<th>Category</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAKES AND COOKIES</strong></td>
<td>Prepare cookies, squares and bars</td>
</tr>
<tr>
<td></td>
<td>Prepare quick breads</td>
</tr>
<tr>
<td></td>
<td>Prepare cakes</td>
</tr>
<tr>
<td></td>
<td>Prepare specialty cakes and tortes</td>
</tr>
<tr>
<td><strong>DECORATE AND FINISH BAKED GOODS</strong></td>
<td>Prepare icings, fillings, glazes and meringues</td>
</tr>
<tr>
<td></td>
<td>Assemble and decorate cakes and pastries</td>
</tr>
<tr>
<td></td>
<td>Prepare decorative pastes and garnishes</td>
</tr>
<tr>
<td></td>
<td>Assemble and decorate tiered and wedding cakes</td>
</tr>
<tr>
<td><strong>DESSERTS</strong></td>
<td>Prepare custards and mousses</td>
</tr>
<tr>
<td></td>
<td>Prepare plated desserts</td>
</tr>
<tr>
<td></td>
<td>Prepare ice creams and frozen desserts</td>
</tr>
<tr>
<td></td>
<td>Apply dessert presentation techniques</td>
</tr>
<tr>
<td><strong>CHOCOLATE AND CONFECTIONARY</strong></td>
<td>Demonstrate the principles of working with chocolate and confectionary</td>
</tr>
<tr>
<td></td>
<td>Prepare chocolate products and garnishes</td>
</tr>
<tr>
<td></td>
<td>Prepare confectionary products and garnishes</td>
</tr>
</tbody>
</table>
## Training Topics and Suggested Time Allocation Level 1

<table>
<thead>
<tr>
<th>Line</th>
<th>Area</th>
<th>% of Time Allocated to:</th>
<th>% of Time</th>
<th>Theory</th>
<th>Practical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line A</td>
<td>OCCUPATIONAL SKILLS</td>
<td>15%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>A1</td>
<td>Demonstrate workplace safety procedures</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2</td>
<td>Apply safe food handling practices</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3</td>
<td>Apply interpersonal skills</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4</td>
<td>Use and maintain baking tools and equipment</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A5</td>
<td>Use product and nutritional information</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A6</td>
<td>Apply baking science and trade calculations</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A7</td>
<td>Plan and organize production</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Manage bakery products and inventory</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A9</td>
<td>Apply cost control procedures</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A10</td>
<td>Apply packaging and merchandizing procedures</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line B</td>
<td>FERMENTED GOODS</td>
<td>20%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>B1</td>
<td>Prepare basic doughs and products</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Prepare laminated doughs and products</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Prepare specialty doughs and products</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line C</td>
<td>PASTRIES</td>
<td>15%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>C1</td>
<td>Prepare pies and tarts</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2</td>
<td>Prepare laminated pastry doughs and products</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>Prepare specialty pastries</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line D</td>
<td>CAKES AND COOKIES</td>
<td>20%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>D1</td>
<td>Prepare cookies, squares and bars</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2</td>
<td>Prepare quick breads</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D3</td>
<td>Prepare cakes</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D4</td>
<td>Prepare specialty cakes and tortes</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line E</td>
<td>DECORATE AND FINISH BAKED GOODS</td>
<td>15%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>E1</td>
<td>Prepare icings, fillings, glazes and meringues</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E2</td>
<td>Assemble and decorate cakes and pastries</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line F</td>
<td>DESSERTS</td>
<td>5%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>Prepare custards and mousse</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td>Prepare plated desserts</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Line G</td>
<td>CHOCOLATE AND CONFECTIONARY</td>
<td>5%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>G1</td>
<td>Demonstrate the principles of working with chocolate and confectionary</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Total Percentage for Baker Level 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
# Training Topics and Suggested Time Allocation Level 2

| Line A | OCCUPATIONAL SKILLS | % of Time | | |
|---|----------------------|-----------|---|---|---|
| A1 | Demonstrate workplace safety procedures | 10% | 50% | 50% | 100% |
| A2 | Apply safe food handling practices | | | | |
| A3 | Apply interpersonal skills | | | | |
| A4 | Use and maintain baking tools and equipment | | | | |
| A5 | Use product and nutritional information | | | | |
| A6 | Apply baking science and trade calculations | | | | |
| A7 | Plan and organize production | | | | |
| A8 | Manage bakery products and inventory | | | | |
| A9 | Apply cost control procedures | | | | |
| A10 | Apply packaging and merchandizing procedures | | | | |

| Line B | FERMENTED GOODS | % of Time | | |
|---|-----------------|-----------|---|---|---|
| B1 | Prepare basic doughs and products | 20% | 20% | 80% | 100% |
| B2 | Prepare laminated doughs and products | | | | |
| B3 | Prepare specialty doughs and products | | | | |
| B4 | Prepare natural ferments and Artisan breads | | | | |

| Line C | PASTRIES | % of Time | | |
|---|-----------|-----------|---|---|---|
| C1 | Prepare pies and tarts | 15% | 20% | 80% | 100% |
| C2 | Prepare laminated pastry doughs and products | | | | |
| C3 | Prepare specialty pastries | | | | |
| C4 | Prepare deep fried pastries and products | | | | |

| Line D | CAKES AND COOKIES | % of Time | | |
|---|------------------|-----------|---|---|---|
| D1 | Prepare cookies, squares and bars | 20% | 20% | 80% | 100% |
| D3 | Prepare cakes | | | | |
| D4 | Prepare specialty cakes and tortes | | | | |

| Line E | DECORATE AND FINISH BAKED GOODS | % of Time | | |
|---|----------------------------------|-----------|---|---|---|
| E1 | Prepare icings, fillings, glazes and meringues | 15% | 20% | 80% | 100% |
| E2 | Assemble and decorate cakes and pastries | | | | |
| E3 | Prepare decorative pastes and garnishes | | | | |
| E4 | Assemble and decorate tiered and wedding cakes | | | | |

| Line F | DESSERTS | % of Time | | |
|---|----------|-----------|---|---|---|
| F1 | Prepare custards and mousses | 10% | 20% | 80% | 100% |
| F2 | Prepare plated desserts | | | | |
| F3 | Prepare ice creams and frozen desserts | | | | |
| F4 | Apply dessert presentation techniques | | | | |
## Program Overview

<table>
<thead>
<tr>
<th>Line G</th>
<th>Description</th>
<th>% of Time</th>
<th>Theory</th>
<th>Practical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>G2</td>
<td>CHOCOLATE AND CONFECTIONARY</td>
<td>5%</td>
<td>20%</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>G3</td>
<td>Prepare chocolate products and garnishes</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare confectionary products and garnishes</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
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<tr>
<td>Exams</td>
<td></td>
<td>5%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Total Percentage for Baker Level 2**

100%
# Training Topics and Suggested Time Allocation Level 3

<table>
<thead>
<tr>
<th>Line A</th>
<th>OCCUPATIONAL SKILLS</th>
<th>15%</th>
<th></th>
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<tr>
<td>A1</td>
<td>Demonstrate workplace safety procedures</td>
<td>20%</td>
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</tr>
<tr>
<td>A2</td>
<td>Apply safe food handling practices</td>
<td>80%</td>
<td>✓</td>
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<tr>
<td>A3</td>
<td>Apply interpersonal skills</td>
<td>100%</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A4</td>
<td>Use and maintain baking tools and equipment</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>A5</td>
<td>Use product and nutritional information</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A6</td>
<td>Apply baking science and trade calculations</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A7</td>
<td>Plan and organize production</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>A8</td>
<td>Manage bakery products and inventory</td>
<td>✓</td>
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<td>A9</td>
<td>Apply cost control procedures</td>
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<td>A10</td>
<td>Apply packaging and merchandizing procedures</td>
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<td>B3</td>
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<td>B4</td>
<td>Prepare natural ferments and Artisan breads</td>
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<tr>
<td>C3</td>
<td>Prepare specialty pastries</td>
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<tr>
<td>D4</td>
<td>Prepare specialty cakes and tortes</td>
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<td>E1</td>
<td>Prepare icings, fillings, glazes and merengues</td>
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<td>E3</td>
<td>Prepare decorative pastes and garnishes</td>
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<td>E4</td>
<td>Assemble and decorate tiered and wedding cakes</td>
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<td>F2</td>
<td>Prepare plated desserts</td>
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<td>F3</td>
<td>Prepare ice creams and frozen desserts</td>
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<td>Apply dessert presentation techniques</td>
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<td>G3</td>
<td>Prepare confectionary products and garnishes</td>
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| Inter-Provincial Exam Review | 5% | | | | |
| Exams                          | 5% | | | | |

Total Percentage for Baker Level 3 | 100% |
Section 3

PROGRAM CONTENT

Baker
Level 1
Baker
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A1 Demonstrate workplace safety procedures

Objectives
To be competent in this area, the individual must be able to:
- Describe WorkSafeBC regulations in the workplace.
- Identify and describe workplace hazards.
- Describe basic emergency procedures.
- Describe fire safety procedures and regulations.
- Apply personal safety practices.
- Apply workplace safety procedures.

LEARNING TASKS
1. Describe WorkSafeBC regulations in the workplace
   - Purpose
     - Compensation and benefits
       - Workers who are covered
       - Workers who are not covered
       - Compensated injuries and job-related illness
         - Circumstances for compensation
         - Benefits
     - Responsibilities
       - Employer
       - Employee
     - Joint occupational health and safety committees
     - Contravention of regulations
     - Reporting accidents

2. Identify and describe workplace hazards
   - Types of hazards
     - Environmental
     - Physical
     - Mechanical
   - Workplace Hazardous Materials Information System (WHMIS)
     - Overview
     - Symbols
     - Reading labels
       - Employer is to provide training
   - Material Data Safety Sheets (MSDS)
LEARNING TASKS

3. Describe basic emergency procedures

- Types of workplace emergencies
  - Fire
  - Earthquake
  - Evacuation
  - Medical
- Workplace procedures
  - Emergency drills
  - Muster stations
  - Emergency exits

4. Describe fire safety procedures and regulations

- Components that produce fire
  - Fuel
  - Heat
  - Oxygen
- Types of fires and extinguishers
  - Classes of fires
  - Selection of correct fire extinguishers
  - Servicing of fire extinguishers
- Fire safety precautions
  - Flammable liquids or gases
  - Paper and wood products
  - Oily cloths
LEARNING TASKS
5. Apply personal safety practices

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

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

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

Conditions  The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE).
The competency will be observed and assessed by the instructor during technical training.

Criteria  The individual will be evaluated on a grading sheet which reflects:
  - Correct PPE
  - Follows safe work practices
  - Correct footwear and uniform
  - Correct handling of hazardous materials
  - Cleans up spills
  - Handles hot pans appropriately
  - Carries and stores knives and tools appropriately
### Line (GAC): A OCCUPATIONAL SKILLS

#### Competency: A2 Apply safe food handling practices

**Objectives**

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

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

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe food safety regulations</td>
<td>• Provincial food safety regulations</td>
</tr>
<tr>
<td></td>
<td>• FOODSAFE Level 1 certification (prerequisite to entering program)</td>
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<tr>
<td>2. Describe the principles of Hazard Analysis –</td>
<td>• Definitions</td>
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<tr>
<td>Critical Control Points (HACCP)</td>
<td>• Food poisoning myths</td>
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<tr>
<td></td>
<td>• The danger zone</td>
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<td>• Corrective action</td>
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<td>3. Describe the causes and prevention of food</td>
<td>• Food borne illnesses present in foods</td>
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<tr>
<td>borne illnesses</td>
<td>• Food borne illnesses spread by human contact</td>
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<td></td>
<td>• Allergies and intolerances</td>
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<td>4. Apply general food handling and storage</td>
<td>• Food handling procedures</td>
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<tr>
<td>procedures</td>
<td>o Receiving</td>
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<td>o Storage</td>
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<tr>
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<td>o Labelling</td>
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<tr>
<td></td>
<td>• Temperature controls</td>
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<tr>
<td></td>
<td>• Storage and labelling procedures</td>
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<tr>
<td></td>
<td>• Inventory control - First In First Out (FIFO)</td>
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<tr>
<td></td>
<td>• Food safety plans</td>
</tr>
<tr>
<td></td>
<td>• Maintenance of refrigeration equipment</td>
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<tr>
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<td>• Contaminated foods</td>
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<tr>
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<td>• Identification</td>
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<tr>
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<td>• Disposal</td>
</tr>
<tr>
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<td>• Cross contamination</td>
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</table>
LEARNING TASKS

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

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

Achievement Criteria

Performance  The individual will exercise safe food handling and personal hygiene procedures as required to industry and regulatory standards.

Conditions  The individual will be given a work station and appropriate tools and equipment. The competency will be observed and assessed by the instructor during technical training.

Criteria  The individual will be evaluated on a grading sheet which reflects:
   - Hands washed before starting work and between tasks
   - Hair covered or tied back appropriately
   - Perishable products stored at correct temperatures
   - Product covered and stored in appropriate location
   - Cleans and sanitizes between tasks
   - Correct temperatures for cooking, holding, and re-heating
   - Minimizes risk of cross contamination
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A3 Apply interpersonal skills

Objectives
To be competent in this area, the individual must be able to:
- Describe roles and responsibilities in the workplace.
- Describe personal attributes and professionalism in the workplace.
- Use basic communication in the workplace.

LEARNING TASKS

1. Describe roles and responsibilities in the workplace
   - Employment Standards Act
   - BC Human Rights Act
   - Role and responsibilities
     - Employee
     - Supervisors
     - Employer

2. Describe personal attributes and professionalism in the workplace
   - Employer expectations
     - Work ethic
     - Accountability
     - Responsibility
     - Time management
     - Professionalism
     - Attendance and punctuality
     - Job satisfaction
   - Industry expectations
   - Performance evaluation
   - Company policies and procedures

3. Use basic communication in the workplace
   - Types of communication
     - Verbal
     - Non-verbal
   - Social behaviour
     - Social media
   - Codes of conduct
     - Company policies
   - Cultural differences
Achievement Criteria

Performance  The individual will demonstrate effective basic communication skills.

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

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

- Communicates effectively with others
- Uses appropriate language and tone of voice
- Maintains composure
- Demonstrates respect for others
- Follows policies and procedures
Program Content
Level 1

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

Objectives
To be competent in this area, the individual must be able to:
- Identify common types of baking tools and their uses.
- Describe the maintenance and safety precautions of baking tools.
- Identify common types of bakery equipment and their uses.
- Describe the maintenance and safety precautions of bakery equipment.
- Select and use bakery tools and equipment.

LEARNING TASKS
1. Identify common types of baking tools and their uses

   - Hand tools
     - Types
     - Uses
     - Selection
   - Pans and cookware
     - Types
     - Uses
     - Selection
   - Knives
     - Types
     - Uses
     - Selection

2. Describe the maintenance and safety precautions of baking tools

   - General guidelines for use
   - General safety precautions
   - Cleaning and storage of hand tools
   - Routine maintenance and checking for defects
   - Specific maintenance and safety precautions for knives and other sharp tools
## Program Content

### Level 1

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
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| 3. Identify common types of bakery equipment and their uses                   | • Major equipment  
|                                                                                |   o Mixers  
|                                                                                |   o Ovens  
|                                                                                |   o Stoves  
|                                                                                |   o Proofers  
|                                                                                |   o Sheeters  
|                                                                                |   o Bun dividers  
|                                                                                |   o Grinders  
|                                                                                |   o Bread slicers  
|                                                                                |   o Labelling equipment  
|                                                                                | • Small equipment  
|                                                                                |   o Food processors  
|                                                                                |   o Mixers  
|                                                                                |   o Scales  
|                                                                                | • Use of each type of equipment  
|                                                                                | • Use of attachments  
|                                                                                | • Use of computers, smartphones, and tablets  |
| 4. Describe the maintenance and safety precautions of bakery equipment        | • General guidelines  
|                                                                                | • General safety precautions  
|                                                                                | • Lock-out procedures  
|                                                                                | • Cleaning and storage  
|                                                                                | • Routine maintenance  
|                                                                                | • Checking temperature  |
| 5. Select and use bakery tools and equipment                                  | • Basic knife skills  
|                                                                                |   o Selection  
|                                                                                |   o Proper use  
|                                                                                |   o Basic cuts  
|                                                                                |   o Maintenance/sharpening  
|                                                                                | • Selection  
|                                                                                | • Matching tool or equipment to task  
|                                                                                | • Cleaning and storage  
|                                                                                | • Communicating any concerns  |
## Achievement Criteria

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<th>The individual will correctly locate, identify and use equipment and small tools.</th>
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<td>The individual will be given access to equipment and small tools in the bakery.</td>
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<tr>
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<td>• Proper selection</td>
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<tr>
<td></td>
<td>• Matching of tool or equipment to task</td>
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<td>• Correct assembly and use</td>
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<td>• Correct cleaning and storage</td>
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Line (GAC): A OCCUPATIONAL SKILLS
Competency: A5 Use product and nutritional information

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

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

LEARNING TASKS

1. Identify foods and ingredients used in the baking industry
   - Leavening agents
   - Sweeteners
   - Salt
   - Produce (fresh and dried)
   - Spices and flavourings
   - Flour and grains
   - Eggs and dairy
   - Fats
   - Thickeners
   - Nuts and seeds
   - Chocolate and cocoa products
   - Water

2. Describe the basic nutritional elements and properties of food
   - Food groups
   - Types of nutrients
     - Micro
     - Macro
   - Main categories of nutrients
     - Carbohydrates
     - Proteins
     - Fats
     - Vitamins and minerals
   - Nutritional properties and importance to good health
   - Allergens
LEARNING TASKS
3. Describe the basic principles of taste and flavour

CONTENT
- Elements of taste
  - Salty
  - Sweet
  - Sour
  - Bitter
  - Spicy
  - Umami
- Reasons for seasoning and flavouring foods
- Texture
- Temperature
- Use of spices
Program Content
Level 1

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

Objectives
To be competent in this area, the individual must be able to:
• Describe basic scientific principles used in baking.
• Describe the basic function of ingredients in baking.
• Apply basic mathematical principles in the baking industry.
• Demonstrate the correct use of the Metric and Imperial /US measuring systems.
• Convert and adjust recipe and formula yields.
• Use and follow formulas and recipes.
• Identify and evaluate faults in baking.

LEARNING TASKS
1. Describe basic scientific principles used in baking
   • Scientific principles and processes
     o Aeration
     o Emulsification
     o Caramelization
     o Maillard reaction
   • Leavening
     o Chemical
     o Physical
     o Mechanical
     o Organic
   • Types of heat and their effect on food
     o Convection
     o Conduction
     o Radiation
   • Cooling and freezing

2. Describe the function of ingredients in baking
   • Leaveners
   • Salt
   • Sweeteners
   • Enzymes
   • Flours
   • Eggs and dairy
   • Fats
   • Thickeners
   • Water
LEARNING TASKS

3. Apply mathematical principles in the baking industry

CONTENT

- Types of measurements used in the bake shop
  - Weight
  - Volume
  - Number or count
- Baker’s percentage
- Calculating ingredient and dough temperature
- Scaling technique
- Liquid measurement

4. Demonstrate the correct use of the Metric and Imperial /US measuring systems

CONTENT

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

5. Convert and adjust formulas and recipes

CONTENT

- Converting an Imperial /US measuring system formula to a Metric system formula
- Conversion factor and percentage method
  - Finding conversion factors
  - Adjusting formulas and recipes using conversion factors
  - Adjusting formulas and recipes using percentage
- Cautions when converting formulas and recipes
  - Domestic vs commercial recipes and formulas
  - Large multiples
  - Yield and size
LEARNING TASKS

6. Use and follow formulas and recipes
   - Following correct sequence
   - Accurate yield

7. Identify and evaluate faults in baking
   - Identification of faults
     - Colour
     - Size
     - Shape
     - Texture
     - Flavour
   - Identification of causes
     - Formula balance
     - Method
     - Effects of root cause
   - Responding to faults

Achievement Criteria

Performance
The individual will demonstrate the ability to:
- Accurately weigh and measure products to an industry standard of accuracy, using both Metric and Imperial/US measurement systems
- Adjust and convert recipes between Metric and the Imperial/US measurement systems

Conditions
The individual will be given formulas/recipes, ingredients and appropriate measuring equipment.
The competency will be observed and assessed by the instructor during technical training.

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Accurate yield
- Conversion applied correctly
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A7 Plan and organize production

Objectives
To be competent in this area, the individual must be able to:
- Identify the basic principles of organization in the bake shop.
- Demonstrate the basic principles of time management.
- Interpret and follow work plans and production schedules.

LEARNING TASKS

1. Identify the basic principles of organization in the bake shop

   - Mise en place principles
     - Prep lists
     - Work plan
     - Required tools and equipment
   - Organizing a work station
   - Cleaning and organizing between tasks
   - Keeping the area free of clutter

2. Demonstrate the basic principles of time management

   - Prioritizing work assignments
   - Developing and maintaining production speed
     - Posture
     - Efficient movement
     - Minimizing steps
   - Multi-tasking
   - Clarifying instructions with supervisor

3. Interpret and follow work plans and production schedules

   - Reading documents
   - Identifying task sequence
   - Following instructions
   - Seeking clarity when appropriate

Achievement Criteria

Performance  The individual will maintain organization and follow production schedules to an industry standard.

Conditions  The individual will be given production schedules and access to appropriate tools and equipment.
The competency will be observed and assessed by the instructor during technical training.

Criteria  The individual will be evaluated on a grading sheet which reflects:
- Set up and organization of work area
- Work plan or task list in place
- Organization maintained throughout day
- Production time within industry expectations
Program Content
Level 1

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

Objectives
To be competent in this area, the individual must be able to:
- Describe receiving procedures.
- Identify storage temperatures and procedures.
- Identify waste management procedures.
- Apply receiving, storage and waste management procedures.

LEARNING TASKS
1. Describe receiving procedures
   - Interpreting invoices/purchasing orders
   - Receiving practices
   - Communicating shortages
   - Return policies

2. Identify storage temperatures and procedures
   - Dry foods
   - Refrigerated products
   - Frozen foods
   - Food rotation (FIFO)
   - Labelling

3. Identify waste management procedures
   - Types of waste
   - Organics/compostable product
   - Recyclable products
   - Usage and waste management
     - Reduce
     - Re-use
     - Recycle
   - Workplace procedures
   - Materials needing separate disposal

4. Apply receiving, storage and waste management procedures
   - Product received and stored appropriately
   - Labelled correctly
   - Waste minimized
   - Procedures followed
Achievement Criteria

Performance   The individual will apply receiving and storage practices to an industry standard.

Conditions    The individual will be given access to a commercial bake shop and supplies.
               The competency will be observed and assessed by the instructor during technical training.

Criteria       The individual will be evaluated on a grading sheet which reflects:
               • Proper receiving procedures
               • Checking of invoice or packing list against order
               • Perishable products stored in fridge/freezer
               • Product covered and stored in appropriate location
               • Product usage and wastage
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A9 Apply cost control procedures

Objectives
To be competent in this area, the individual must be able to:
• Describe the basic principles of cost control in the bake shop.
• Calculate the cost per item based on yield.

LEARNING TASKS
1. Describe the basic principles of cost control in the bake shop
   • Cost control measures
   • Accurate yield
   • Wastage
   • Proper measurement and portion control

2. Calculate the cost per item based on yield
   • Formula for calculation
   • Calculating costs based on different yields
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A10 Apply packaging and merchandizing procedures

Objectives
To be competent in this area, the individual must be able to:
- Identify types of packaging used in the baking industry.
- Describe the principles of retail display.
- Describe basic labelling requirements.

LEARNING TASKS

1. Identify types of packaging used in the baking industry
   - Types
     - Bags
     - Boxes
     - Clamshell
   - Materials
     - Permeable
     - Non-permeable
     - Paper
     - Plastic
     - Biodegradable
   - Uses
  - Selection based on product
  - Benefits

2. Describe the principles of retail display
   - Displays
     - Counter
     - Showcase
     - Bread rack
     - Shelf
   - Arranging product attractively
   - Stock rotation

3. Describe basic labelling requirements
   - Basic regulations
   - When is label required
   - Basic information required on a nutritional label
   - How to interpret nutritional labels
   - Where to find information
Line (GAC): B  FERMENTED GOODS
Competency: B1  Prepare basic doughs and products

Objectives
To be competent in this area, the individual must be able to:
• Describe basic doughs and products.
• Describe the principles of preparing basic doughs.
• Scale and mix basic doughs.
• Perform make-up of basic doughs and products.
• Finish and bake basic dough products.
• Cool, slice and package basic dough products.

LEARNING TASKS
1. Describe basic doughs and products

CONTENT
• Straight doughs
  o White bread dough
  o Whole wheat bread dough
  o Basic sweet dough
  o Lean straight dough
  o North American Danish dough
• Products
  o Pan bread
  o French bread
  o Basic rolls and buns
  o Cinnamon buns
  o Raisin bread
  o Basic Danish
LEARNING TASKS

2. Describe the principles of preparing basic doughs

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

3. Scale and mix basic doughs

- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
  - Time
  - Machine speed
  - Testing for gluten development

4. Perform make-up of basic doughs and products

- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
  - Hand mold
  - Machine mold
- Panning
LEARNING TASKS

5. Finish and bake basic dough products

   • Final proofing
   • Pre-bake finishes
   • Bake products
     o Select oven
     o Oven controls
     o Setting temperatures
     o Baking times
     o Testing for doneness

6. Cool, slice and package basic dough products

   • De-pan product
   • Cool products
     o Process
     o Optimal temperature
   • Operate slicer
   • Package product
     o Shelf life
     o Label

Achievement Criteria

Performance The individual will prepare basic breads and rolls to an industry standard for quality and production time.

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

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

   • Volume
   • Shape
   • Colour
   • Texture, grain and crumb
   • Taste and aroma
   • Evenness of bake
   • Production time within industry expectations
Program Content
Level 1

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

Objectives
To be competent in this area, the individual must be able to:
- Describe croissants.
- Describe the principles of preparing croissants.
- Scale and mix croissants.
- Perform make-up of croissants.
- Finish and bake croissants.
- Cool and package croissants.

LEARNING TASKS

1. Describe croissants
   - Croissant dough
   - Products
     - Basic croissants
     - Filled croissants

2. Describe the principles of preparing croissants
   - Function of ingredients
   - Formula balance
   - Principles of lamination
     - Roll in fat
     - Single folds
     - Double folds
     - Resting
     - Rotation
   - Dough and roll-in fat temperature
   - Theory of fermentation and proofing
     - Proofing time
     - Heat and humidity
   - Using frozen or par-baked products
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- Mix dough  
  - Mixing method  
  - Timing of mixing  
  - Roll-in shortening and folding techniques  
    - Operate sheeters  
    - Use of rolling pin  
- Storage of prepared dough  
  - For immediate use  
  - Freezing for later use |
| 4. Perform make-up of croissants | - Techniques for various products  
- Traditional croissants  
- Filled croissants  
  - Pain au chocolate  
  - Savoury items (cheese/ham, etc.)  
- Storage of product |
| 5. Finish and bake croissants | - Final proofing  
  - Proofing time  
  - Heat and humidity  
- Pre-bake finishes  
- Bake products  
  - Select oven  
  - Oven controls  
  - Setting temperatures  
  - Baking times  
  - Testing for doneness |
| 6. Cool and package croissants | - Glazing  
- De-pan product  
- Cool products  
  - Process  
  - Optimal temperature  
- Package product  
  - Shelf life  
  - Label |
Achievement Criteria

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

Conditions  The individual will be given recipes, a work station, and appropriate ingredients and utensils.

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

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

- Volume
- Colour
- Flakiness
- Greasiness
- Form
- Appearance and garnish
- Taste
- Evenness of bake
- Aroma
- Production time within industry expectations
Line (GAC): B FERMENTED GOODS
Competency: B3 Prepare specialty doughs and products

Objectives
To be competent in this area, the individual must be able to:
- Describe basic specialty doughs and products.
- Describe the principles of preparing basic specialty doughs.
- Scale and mix basic specialty doughs.
- Perform make-up of basic specialty doughs and products.
- Finish and bake basic specialty dough products.
- Cool, slice and package basic specialty dough products.

LEARNING TASKS
1. Describe basic specialty doughs and products
2. Describe the principles of preparing basic specialty doughs

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

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

CONTENT
- Calculate ingredient measurement
- Calculate dough temperature using friction theory
- Measure ingredients for use in bread formulae
- Mix dough
  - Time
  - Machine speed
  - Testing for gluten development

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

CONTENT
- Primary fermentation
- Degassing
- Scale dough
- Bench dough (intermediate proofing)
- Mold dough
  - Hand mold
  - Machine mold
- Other processes
  - Dipping
  - Boiling
  - Garnishing
- Panning
- Retarding

5. Finish and bake basic specialty dough products

CONTENT
- Final proofing
- Pre-bake finishes
- Bake products
  - Select oven
  - Oven controls
  - Setting temperatures
  - Baking times
  - Testing for doneness
LEARNING TASKS
6. Cool, slice and package basic specialty dough products

CONTENT
- De-pan product
- Cool products
  - Process
  - Optimal temperature
- Operate slicer
- Package product
  - Shelf life
  - Label

Achievement Criteria
Performance
The individual will prepare basic specialty fermented breads and products to an industry standard for quality and production time.

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

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Evenness of bake
- Production time within industry expectations
Program Content
Level 1

Line (GAC): C PASTRIES
Competency: C1 Prepare pies and tarts

Objectives
To be competent in this area, the individual must be able to:
- Describe basic pie doughs and products.
- Describe the principles of preparing basic pie doughs.
- Scale and mix basic pie doughs.
- Perform make-up of basic pies and tarts.
- Finish and bake basic pies and tarts.

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<td>• Resting</td>
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LEARNING TASKS

4. Perform make-up of basic pies and tarts
   • Equipment
   • Procedures
     o Pie press and sheeter
     o Use of rolling pin
   • Filling quantities
   • Topping and finishing

5. Finish and bake basic pies and tarts
   • Garnish
   • Pre-bake finish
   • Vent
   • Temperature
   • Time
   • Finishing

Achievement Criteria

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

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
   • Crust colour
   • Texture
   • Symmetry and shrinkage
   • Filling
   • Evenness of bake
   • Taste
   • Production time within industry expectations
Objectives
To be competent in this area, the individual must be able to:
- Describe basic laminated pastry doughs and products.
- Describe the principles of preparing laminated pastry doughs.
- Scale and mix laminated pastry doughs.
- Perform make-up of basic laminated pastry dough products.
- Finish and bake basic laminated dough products.
- Cool and package basic laminated pastry dough products.

LEARNING TASKS

1. Describe basic laminated pastry doughs and products
   - Variations
     - Basic puff paste
     - Quick puff paste
   - Products
     - Squares and strips
     - Turnovers
     - Savoury straws
     - Pockets
     - Sausage rolls

2. Describe the principles of preparing laminated pastry doughs
   - Function of ingredients
   - Formula balance
   - Principles of lamination
     - Roll in fat
     - Single folds
     - Double folds
     - Resting
     - Rotation
   - Dough and roll-in fat temperature
   - Frozen or par-baked products
LEARNING TASKS
3. Scale and mix laminated pastry doughs

CONTENT
- Measure ingredients
- Mix dough
  - Mixing method
  - Timing of mixing
  - Roll-in shortening and folding techniques
    - Operate sheeters
    - Use of rolling pin
- Storage of prepared dough
  - For immediate use
  - Freezing for later use

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

CONTENT
- Use of rolling pin
- Operate sheeter
- Thickness
- Techniques for various products
  - Cutting
  - Fillings
  - Seal
- Store and freeze for future bake-off

5. Finish and bake basic laminated dough products

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

6. Cool and package basic laminated pastry dough products

CONTENT
- Cool products
  - Process
  - Optimal temperature
- Package product
  - Shelf life
  - Label
Achievement Criteria

Performance  The individual will prepare basic laminated pastry products to an industry standard for quality and production time.

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

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

- Volume
- Colour
- Symmetry
- Taste
- Texture
- Visual appeal
- Production time within industry expectations
Line (GAC): C  PASTRIES
Competency: C3 Prepare specialty pastries

Objectives
To be competent in this area, the individual must be able to:
- Describe choux paste and products.
- Describe the principles of preparing choux paste.
- Scale and mix choux paste.
- Perform make-up of choux paste products.
- Finish and bake choux paste products.
- Cool and package choux paste products.

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<td>- Techniques for various products</td>
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LEARNING TASKS

5. Finish and bake choux paste products

CONTENT

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

6. Cool and package choux paste products

CONTENT

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

Achievement Criteria

Performance  The individual will prepare choux paste products to an industry standard for quality and production time.

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

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

- Volume
- Colour
- Form
- Appearance and garnish
- Taste
- Texture
- Interior structure
- Production time within industry expectations
Program Content
Level 1

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

Objectives
To be competent in this area, the individual must be able to:
- Describe basic cookies, squares and bars.
- Describe the principles of preparing basic cookies, squares and bars.
- Scale and mix basic cookies, squares and bars.
- Perform make-up of basic cookies, squares and bars.
- Finish basic cookies, squares and bars.
- Cool and package basic cookies, squares and bars.

LEARNING TASKS

1. Describe basic cookies, squares and bars
   - Types of cookies
     - Sugar
     - Drop
     - Piped
     - Rolled
     - Icebox
   - Characteristics of cookies
   - Types of slices and squares
     - Brownies
     - Oat products
     - Fruit squares

2. Describe the principles of preparing basic cookies, squares and bars
   - Function of ingredients
   - Formula balance
   - Mixing methods
     - One stage
     - Creaming
   - Layering
   - Portioning methods
     - Rolled
     - Drop
     - Hand-formed
     - Piped
LEARNING TASKS

3. Scale and mix basic cookies, squares and bars
   • Measure ingredients
   • Mix dough
     o Mixing method
     o Timing of mixing
   • Storage of prepared dough
     o For immediate use
     o Freezing for later use
   • Using commercial mixes

4. Perform make-up of basic cookies, squares and bars
   • Techniques for various products
     o Use of rolling pin
     o Operate sheeter
     o Hand forming
     o Cutting
     o Piping
     o Spreading
     o Thickness
   • Store for future bake-off

5. Finish basic cookies, squares and bars
   • Pre-bake finishes
   • Garnish
   • Bake products
     o Select oven
     o Oven controls
     o Setting temperatures
     o Baking times
     o Testing for doneness
   • Finishing, glazing and coating

6. Cool and package basic cookies, squares and bars
   • Cooling
   • Storing
   • Package product
     o Shelf life
     o Label
Achievement Criteria

Performance  The individual will prepare basic cookies, squares and bars to an industry standard for quality and production time.

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

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

- Volume/spreading
- Colour
- Texture
- Taste
- Appearance
- Doneness
- Finish
- Accuracy of cutting
- Production time within industry expectations
Line (GAC): D CKAES AND COOKIES
Competency: D2 Prepare quick breads

Objectives
To be competent in this area, the individual must be able to:
• Describe quick breads.
• Describe the principles of preparing quick breads.
• Scale and mix quick breads.
• Perform make-up of quick breads.
• Finish quick breads.
• Cool and package quick breads.

LEARNING TASKS
1. Describe quick breads
   - Types of quick breads
     • Muffins
     • Scones/ biscuits
     • Waffles/pancakes
     • Soda breads
     • Cornbread
   - Characteristics of quick breads

2. Describe the principles of preparing quick breads
   - Function of ingredients
   - Formula balance
   - Mixing methods
     • Biscuit method
     • One stage
     • Creaming
   - Portioning methods
     • Rolled
     • Drop
     • Hand-formed
   - Pan preparation
     • Muffin tins
     • Loaf pans
   - Additions and inclusions
     • Types
     • When to incorporate
     • Methods
## LEARNING TASKS

3. **Scale and mix quick breads**
   - Measure ingredients
   - Mix dough
     - Mixing method
     - Timing of mixing
     - Additions and inclusions
   - Storage of prepared dough
     - For immediate use
     - Freezing for later use
   - Using commercial mixes

4. **Perform make-up of quick breads**
   - Techniques for various products
     - Use of rolling pin
     - Operate sheeter
     - Hand forming
     - Thickness
   - Store for future bake-off

5. **Finish quick breads**
   - Pre-bake finishes
   - Garnish
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Baking times
     - Testing for doneness
   - Finishing, glazing and garnishing

6. **Cool and package quick breads**
   - Cooling
   - Storing
   - Package product
     - Shelf life
     - Label
Achievement Criteria

Performance The individual will prepare quick breads to an industry standard for quality and production time.

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

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

- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Evenness of bake
- Production time within industry expectations
Line (GAC): D   CAKES AND COOKIES
Competency: D3  Prepare cakes

Objectives
To be competent in this area, the individual must be able to:
• Describe basic cakes.
• Describe the principles of preparing basic cakes.
• Scale and mix basic cakes.
• Perform make-up of basic cakes.
• Finish basic cakes.
• Cool and store basic cakes.

LEARNING TASKS
1. Describe basic cakes

- Types of basic cakes
  - Pound and loaf
  - High ratio
- Characteristics of cakes

2. Describe the principles of preparing basic cakes

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

3. Scale and mix basic cakes

- Measure ingredients
- Mix batter
  - Mixing method
  - Timing of mixing
- Storage of prepared batter
- Using commercial mixes
### LEARNING TASKS

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### Achievement Criteria

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

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

**Criteria**  
The individual will be evaluated on a grading sheet which reflects:
- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Evenness of bake
- Production time within industry expectations
Program Content
Level 1

Line (GAC): D Cakes and Cookies
Competency: D4 Prepare specialty cakes and tortes

Objectives
To be competent in this area, the individual must be able to:
- Describe cheesecakes.
- Describe the principles of preparing cheesecakes.
- Scale and mix cheesecakes.
- Perform make-up of cheesecakes.
- Finish cheesecakes.
- Cool and store cheesecakes.

LEARNING TASKS
1. Describe cheesecakes
   - Types of cheesecakes
     - Baked
     - Other varieties
   - Characteristics of cheesecakes

2. Describe the principles of preparing cheesecakes
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Volume of batter
   - Pan preparation
   - Preparation of bases
     - Short paste
     - Crumb crust

3. Scale and mix cheesecakes
   - Measure ingredients
   - Mix batter
     - Mixing method
     - Timing of mixing
   - Storage of prepared batter
     - For immediate use
     - Freezing for later use
   - Using commercial mixes

4. Perform make-up of cheesecakes
   - Techniques for various products
   - Scaling/portioning
   - Store for future bake-off
LEARNING TASKS

5. Finish cheesecakes

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

6. Cool and store cheesecakes

- Cooling
- Storing

Achievement Criteria

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

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

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

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

**Level 1**

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

**Competency:** E1  Prepare icings, fillings, glazes and meringues

**Objectives**

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

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

**LEARNING TASKS**

1. Describe basic icings, fillings, glazes and meringues

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

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

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

3. Prepare basic icings, fillings, glazes and meringues

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

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

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

Achievement Criteria

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

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

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

   - Volume
   - Viscosity
   - Taste
   - Colour
   - Consistency
   - Texture
   - Stability
   - Production time within industry expectations
Program Content
Level 1

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

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

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

LEARNING TASKS

1. Describe the principles of assembling and decorating cakes and pastries
   - Architecture
     - Even sides
     - Even layers
     - Flat top
     - Symmetry
   - Visual appeal
     - Colour combination
     - Shapes
     - Textures
   - Taste
     - Flavour combinations
     - Harmony
     - Contrast

2. Perform basic cutting techniques
   - Cutting tools
   - Cutting methods
     - Slicing (torting)
     - Trimming
   - Techniques for different products
     - Cakes
     - Pastries
## LEARNING TASKS

### 3. Perform basic filling procedures

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

### 4. Perform basic coating techniques

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

### 5. Perform basic finishing and decorating techniques

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

## Achievement Criteria

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

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

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

- Visual appeal
- Taste
- Symmetry
- Consistency
- Production time within industry expectations
Line (GAC): F DESSERTS
Competency: F1 Prepare custards and mousses

Objectives
To be competent in this area, the individual must be able to:
- Describe basic custards.
- Describe the principles of preparing basic custards.
- Prepare basic custards.
- Cool and store basic custards.

LEARNING TASKS

1. Describe basic custards
   - Types of basic custards
     - Crème brulée
     - Crème caramel
     - Bread pudding
     - Pot de crème
     - Pastry cream
     - Crème anglaise

2. Describe the principles of preparing basic custards
   - Function of ingredients
     - Setting/gelling
     - Caramel
   - Formula balance
   - Flavouring
   - Mixing methods
   - Cooking
   - Baking
     - Temperatures
     - Water bath

3. Prepare basic custards
   - Measure ingredients
   - Prepare product
     - Mixing method
     - Timing of mixing
     - Cooking or baking method
   - Storage of prepared products
   - Using commercial mixes
LEARNING TASKS

4. Cool and store basic custards

CONTENT

- Cooling
- Storing
- Unmolding

Achievement Criteria

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

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

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

- Volume
- Colour
- Texture
- Taste
- Doneness
- Production time within industry expectations
Line (GAC): F DESSERTS
Competency: F2 Prepare plated desserts

Objectives
To be competent in this area, the individual must be able to:
- Describe basic fruit desserts.
- Describe the principles of preparing basic fruit desserts.
- Prepare basic fruit desserts.
- Cool and store basic fruit desserts.

LEARNING TASKS
1. Describe basic fruit desserts
   - Types of basic fruit desserts
     - Crumbles
     - Cobblers
     - Poached fruits
     - Stewed fruits
   - Basic fruit fillings
     - Cooked
     - Uncooked (old-fashioned)

2. Describe the principles of preparing basic fruit desserts
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Cooking and preparation methods
   - Selection of fruit
     - Quality
     - Ripeness
     - Seasonality
   - Fruit structure
   - Frozen, canned and dry fruits
   - Flavourings, spices
   - Cooking liquids
LEARNING TASKS

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

4. Cool and store basic fruit desserts
   - Cooling
   - Storing

Achievement Criteria

Performance  The individual will prepare basic fruit desserts to an industry standard for quality and production time.

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
   - Colour
   - Texture
   - Taste
   - Doneness
   - Production time within industry expectations
Line (GAC): G    CHOCOLATE AND CONFECTIONARY
Competency: G1 Demonstrate the principles of working with chocolate and confectionary

Objectives
To be competent in this area, the individual must be able to:
• Describe chocolate and cocoa products.
• Describe the principles of working with chocolate.
• Describe the principles of working with sugar.
• Prepare simple chocolate and sugar products.

LEARNING TASKS
1. Describe chocolate and cocoa products
   CONTENT
   • History and processing
   • Types
   o Couverture
   o Compound/coating
   • Varieties
   o Dark
   o Milk
   o White
   • Cocoa products
   o Cocoa powder
   o Cocoa butter

2. Describe the principles of working with chocolate
   CONTENT
   • Melting and tempering (crystallization)
   o Melting points
   o Tempering techniques
   o Dipping

3. Describe the principles of working with sugar
   CONTENT
   • Types of sugar
   • Temperature stages
   • Safety
   • Crystallization
   • Stopping cooking process
   • Cooling
LEARNING TASKS
4. Prepare simple chocolate and sugar products

CONTENT
• Syrups
• Caramel
• Chocolate for dipping
• Basic writing techniques
• Preparing a cornet

Achievement Criteria
Performance The individual will prepare basic chocolate and sugar products to an industry standard for quality and production time.

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

Criteria The individual will be evaluated on a grading sheet which reflects:
• Correct tempering
• Neatness
• Portion control
• Visual appeal
• Texture
• Taste
• Production time within industry expectations
Level 2
Baker
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A1 Demonstrate workplace safety procedures

Objectives
To be competent in this area, the individual must be able to:
- Access and interpret safety and emergency procedures.
- Apply personal safety practices.
- Apply workplace safety procedures.

LEARNING TASKS
1. Access and interpret safety and emergency procedures
   • Review basic safety procedures
   • Review site specific emergency procedures

2. Apply personal safety practices
   • Personal Protective Equipment
     - Clothing
     - Footwear
     - Hand protection
     - Eye protection
   • Safety practices for the bake shop
     - Lock-out procedures
     - Work safely
       - Equipment
       - Sharp utensils
       - Hot pans
     - Keep floors safe
     - Store supplies safely
     - Dispose of refuse properly
     - Proper lifting practices
   • Equipment safety
     - Ventilation systems
     - Emergency shutdown systems
     - Guards and barriers

3. Apply workplace safety procedures
   • Shop procedures
   • Emergency phone numbers
   • Fire and evacuation procedures
   • First aid procedures
   • Utility shut off procedures
Achievement Criteria

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

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

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

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

- Correct PPE
- Follows safe work practices
- Correct footwear and uniform
- Correct handling of hazardous materials
- Cleans up spills
- Handles hot pans appropriately
- Carries and stores knives and tools appropriately
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A2 Apply safe food handling practices

Objectives
To be competent in this area, the individual must be able to:
- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.

LEARNING TASKS
1. Apply general food handling and storage procedures
   - Food handling procedures
     - Receiving
     - Storage
     - Labelling
   - Temperature controls
   - Storage and labelling procedures
   - Inventory control - First In First Out (FIFO)
   - Food safety plans
   - Maintenance of refrigeration equipment
   - Contaminated foods
   - Identification
   - Disposal
   - Cross contamination

2. Apply workplace sanitation procedures
   - Avoiding cross contamination
   - Spills
   - Keeping floor clear
   - Cleaning and sanitizing procedures and schedules
     - Cleaning and sanitizing products
     - Cleaning shelves and floor
     - Cleaning and maintaining equipment
     - Cleaning schedule
   - Recognizing and handling infestation and contamination, including bacteria, fungi, and mould
   - Checking equipment for cracks and defaults
LEARNING TASKS
3. Apply personal hygiene procedures

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

Achievement Criteria
Performance
The individual will exercise safe food handling and personal hygiene procedures as required to industry and regulatory standards.

Conditions
The individual will be given a work station and appropriate tools and equipment. The competency will be observed and assessed by the instructor during technical training.

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Hands washed before starting work and between tasks
- Hair covered or tied back appropriately
- Perishable products stored at correct temperatures
- Product covered and stored in appropriate location
- Cleans and sanitizes between tasks
- Correct temperatures for cooking, holding, and re-heating
- Minimizes risk of cross contamination
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A3 Apply interpersonal skills

Objectives
To be competent in this area, the individual must be able to:
- Apply customer service and communication techniques.
- Maintain professional interactions with co-workers and business colleagues.

LEARNING TASKS
1. Apply customer service and communication techniques
   - Communication skills
     - Speaking and listening
     - Use of trade language and slang
     - Reading and comprehension
     - Writing
     - Body language
     - Customer relations
   - Product knowledge
   - Phone etiquette
   - Taking orders
   - Company policies and procedures
   - Escalation of incidents

2. Maintain professional interactions with co-workers and business colleagues
   - Interaction with co-workers
   - Conflict resolution procedures
   - Interactions with suppliers
   - Company policies and procedures
   - Business relationships
     - Suppliers
     - Industry

Achievement Criteria
Performance The individual will demonstrate effective interpersonal skills.
Conditions The individual will be given guidelines for interpersonal communication in the bake shop.
The competency will be observed and assessed by the instructor during technical training.
Criteria The individual will be evaluated on a grading sheet which reflects:
- Communicates effectively with others
- Uses appropriate language and tone of voice
- Maintains composure
- Demonstrates respect for others
- Follows policies and procedures
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A4 Use and maintain baking tools and equipment

Objectives
To be competent in this area, the individual must be able to:
- Identify specialty baking tools and equipment.
- Demonstrate the efficient use of tools and equipment.
- Select and use bakery tools and equipment.

LEARNING TASKS
1. Identify specialty baking tools and equipment
   - Specialty hand tools
   - Specialty equipment
   - Specific cleaning and maintenance requirements

2. Demonstrate the efficient use of tools and equipment
   - Proper technique
   - Correct body position
   - Increasing production speed with consistent results

3. Select and use bakery tools and equipment
   - Selection
   - Matching tool or equipment to task
   - Cleaning and storage
   - Communicating any concerns

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

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

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Proper selection
- Matching or tool or equipment to task
- Correct assembly and use
- Correct cleaning and storage
- Production time within industry expectations
Program Content
Level 2

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

Objectives
To be competent in this area, the individual must be able to:
- Identify the basic nutritional properties of baking ingredients.
- Describe food allergies and intolerances.
- Describe a variety of special diets.
- Identify ingredients appropriate for special diets, allergies, and intolerances.
- Prepare products appropriate for special diets, allergies, and intolerances.

LEARNING TASKS
1. Identify the basic nutritional properties of baking ingredients
   - Sweeteners
   - Salt
   - Fresh fruit and vegetables
   - Dried fruit and vegetables
   - Spices and flavourings
   - Wheat flours
   - Rye and other flours
   - Whole grains
   - Eggs
   - Dairy products
   - Fats
   - Thickeners
   - Nuts and seeds
   - Water

2. Describe food allergies and intolerances
   - Allergies
   - Allergic reactions
   - Highly allergic substances
   - Food sensitivity modified diets
     - Wheat-free
     - Milk-free
     - Egg-free
     - Gluten restricted (celiac)
     - Lactose restricted
     - Others
LEARNING TASKS

3. Describe a variety of special diets

- Vegetarian
  - Semi vegetarian
  - Ovo-Lacto diet
  - Pure vegetarian or vegan diet
- Religious and ethnic based diets
  - Jewish dietary practices
  - Muslim diets
  - Hindu diets
- Medical and health based diets
  - Diabetic
  - Low sodium
  - Low fat
  - Low cholesterol

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

- Gluten free options
- Dairy and egg substitutes
- Fat substitutes or alternatives
- Sugar substitutes and alternatives
- Vegetarian fats
- “Hidden” ingredients

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

- Importance of sanitation
- Procedures to avoid cross contamination
- Requirements for separate tools and equipment
- Product labelling and signage
- Communication procedures
Objectives
To be competent in this area, the individual must be able to:
- Apply scientific principles used in baking.
- Describe the function of ingredients in baking when making additions and substitutions.
- Apply mathematical principles in the baking industry.
- Convert, modify and adjust formulas and recipes.
- Use and follow formulas and recipes.
- Identify and evaluate faults in baking.

LEARNING TASKS
1. Apply scientific principles used in baking
   - Processes that occur in baking
     - Review of basic principles
     - Gelatinization
     - Coagulation
     - Crystallization
   - Adjusting for high altitude
   - Adjusting for ingredient substitutions and additions

2. Describe the function of ingredients in baking when making additions and substitutions
   - Review basic types and functions
     - Leaveners
     - Salt
     - Sweeteners
     - Flours
     - Fats
     - Thickeners
     - Water
     - Eggs and dairy
   - Enzymes
   - Eggs substitutes
   - Dairy substitutes
   - Nuts and seeds
   - Whole grains
   - Fresh and dried fruit and vegetables
   - Meat products
LEARNING TASKS

CONTENT

3. Apply mathematical principles in the baking industry

• Baker’s percentage with complex formulas
• Specific gravity calculations
• Calculating ingredient and dough temperature with additions and substitutions

4. Convert, modify and adjust formulas and recipes

• Converting an Imperial/US measuring system formula to a Metric system formula
• Adjust recipes and formulas for additions and substitutions
• Cautions when modifying formulas and recipes with additions and substitutions

5. Use and follow formulas and recipes

• Modifying method or sequence for additions or substitutions
• Following correct sequence
• Yield accurate
• Identifying and correcting faults

6. Identify and evaluate faults in baking

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

Achievement Criteria

Performance
The individual will adjust and modify recipes with additions and substitutions with consistent results to industry standards.

Conditions
The individual will be given formulas/recipes, additional or substitute ingredients and appropriate measuring equipment.
The competency will be observed and assessed by the instructor during technical training.

Criteria
The individual will be evaluated on a grading sheet which reflects:
• Additions and substitutions applied correctly
• Final product outcome within industry standards
• Yield accurate
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A7 Plan and organize production

Objectives
To be competent in this area, the individual must be able to:
• Demonstrate organization and time management in the bake shop.
• Prepare an individual production schedule and work plan.

LEARNING TASKS
1. Demonstrate organization and time management in the bake shop
   • Accurate mise en place
   • Organized work station
   • Cleaning and organizing between tasks
   • Keeping the area free of clutter
   • Prioritizing work assignments
   • Developing and maintaining production speed
   • Multi-tasking
   • Clarifying instructions with supervisor

2. Prepare an individual production schedule and work plan
   • Principles of a production schedule and work plan
     o Efficient use of time
     o Availability of equipment
     o Requirements of recipe or formula
   • Products produced according to schedule
   • All tasks completed within time limit

Achievement Criteria
Performance The individual will prepare an individual production schedule and work plan.
Conditions The individual will be given a list of required products and timeline.
The competency will be observed and assessed by the instructor during technical training.
Criteria The individual will be evaluated on a grading sheet which reflects:
• Proper use of time
• Efficient use of equipment
• Tasks completed within time limit
• Production time within industry expectations
Program Content
Level 2

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

Objectives
To be competent in this area, the individual must be able to:
• Describe inventory control procedures.
• Describe ordering and purchasing procedures.

LEARNING TASKS
1. Describe inventory control procedures

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

2. Describe ordering and purchasing procedures

CONTENT
• Par levels
• Order cycles
• Availability
• Purchase factors
  o Cost of ingredients
  o Quantity of ingredients
  o Quality of ingredients
• Ordering procedures
  o Order sheets
  o Purchase orders
  o Standing orders
• Receiving procedures
• Storage procedures
  o Stock rotation - First in First Out (FIFO)
Program Content
Level 2

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

Objectives
To be competent in this area, the individual must be able to:
• Describe the principles of product costing.
• Calculate the cost of a recipe and individual products.

LEARNING TASKS
1. Describe the principles of product costing
   • Ingredient costs
     o As purchased (raw) costs
     o Usable portion calculations
     o Net costs
   • Ingredient amounts
   • Recipe yield
   • Industry and product standards
   • Wastage

2. Calculate the cost of a recipe and individual products
   • Apply costing principles
   • Cost calculations accurate
   • Total cost of recipe
   • Cost per unit
Program Content
Level 2

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

Objectives
To be competent in this area, the individual must be able to:
- Describe the basic principles of retail sales and merchandizing.
- Set up a retail bakery display.

LEARNING TASKS
1. Describe the basic principles of retail sales and merchandizing

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

2. Describe a retail bakery display

   CONTENT
   - Displays
     - Counter
     - Showcase
     - Bread rack
     - Shelf
   - Wrapping
   - Pricing
   - Bagging
   - Boxing
   - Labelling
   - Show cards
Line (GAC): B FERMENTED GOODS
Competency: B1 Prepare basic doughs and products

Objectives
To be competent in this area, the individual must be able to:
- Describe basic doughs and products with additions and substitutions.
- Describe the principles of preparing basic doughs with additions and substitutions.
- Scale and mix basic doughs with additions and substitutions.
- Perform make-up of basic doughs and products with additions and substitutions.
- Finish and bake basic dough products with additions and substitutions.
- Cool, slice and package basic dough products with additions and substitutions.

LEARNING TASKS
1. Describe basic doughs and products with additions and substitutions
   - Straight dough additions and substitutions
     - Flours
     - Grains
     - Dried fruit and vegetables
     - Fats
     - Cheese and dairy
   - Products
     - Rye bread
     - Baguettes
     - Multi-grain breads
     - Olive and nut breads
     - European rolls and buns

2. Describe the principles of preparing basic doughs with additions and substitutions
   - Function of ingredients
   - Formula balance
   - Adjusting formula for additions and substitutions
   - Pre-conditioning (soaking)
   - Dough temperature
   - Mixing time
   - Freezing and par-baking
     - Formulation
     - Thawing
     - Storage
   - Retarding
LEARNING TASKS

3. Scale and mix basic doughs with additions and substitutions

   - Calculate ingredient measurement
   - Calculate dough temperature using friction theory
   - Measure ingredients for use in bread formulae
   - Mix dough
     - Time
     - Machine speed
     - Testing for gluten development

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

   - Primary fermentation
   - Degassing
   - Scale dough
   - Bench dough (intermediate proofing)
   - Mold dough
     - Hand mold
     - Machine mold
   - Panning

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

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

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

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


Program Content
Level 2

Achievement Criteria

Performance  The individual will prepare basic breads and rolls with additions and substitutions, to an industry standard for quality and production time.

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

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

- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Evenness of bake
- Production time within industry expectations
Line (GAC): B FERMENTED GOODS
Competency: B2 Prepare laminated doughs and products

Objectives
To be competent in this area, the individual must be able to:
- Describe Danish doughs and products.
- Describe the principles of preparing Danish pastries.
- Scale and mix Danish pastry doughs.
- Perform make-up of Danish pastry products.
- Finish and bake Danish pastry products.
- Cool and package Danish pastry products.

LEARNING TASKS
1. Describe Danish pastry products
   - Danish dough
   - Products
     - Filled and stuffed Danish

2. Describe the principles of preparing Danish pastry products
   - Function of ingredients
   - Formula balance
     - Adjusting for fillings and additions
   - Theory of fermentation and proofing
     - Proofing time
     - Heat and humidity

3. Scale and mix Danish pastry doughs
   - Measure ingredients
   - Mix dough
     - Mixing method
     - Timing of mixing
     - Roll-in shortening and folding techniques
       - Operate sheeters
       - Use of rolling pin
   - Storage of prepared dough
     - For immediate use
     - Freezing for later use
LEARNING TASKS

4. Perform make-up of Danish pastry products

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

5. Finish and bake Danish pastry products

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

6. Cool and package Danish pastry products

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

Achievement Criteria
Performance The individual will prepare Danish pastry products to an industry standard for quality and production time.

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

Criteria The individual will be evaluated on a grading sheet which reflects:
- Volume
- Colour
- Flakiness
• Greasiness
• Form
• Appearance and garnish
• Taste
• Evenness of bake
• Aroma
• Production time within industry expectations
Line (GAC): B FERMENTED GOODS
Competency: B3 Prepare specialty doughs and products

Objectives
To be competent in this area, the individual must be able to:
- Describe enriched specialty doughs and products.
- Describe the principles of preparing enriched specialty doughs.
- Scale and mix basic enriched specialty doughs.
- Perform make-up of enriched specialty doughs and products.
- Finish and bake enriched specialty dough products.
- Cool, slice and package enriched specialty dough products.

LEARNING TASKS
1. Describe enriched specialty doughs and products

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

2. Describe the principles of preparing enriched specialty doughs

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

3. Scale and mix basic enriched specialty doughs
   - Calculate ingredient measurement
   - Calculate dough temperature using friction theory
   - Measure ingredients for use in bread formulae
   - Mix dough
     - Time
     - Machine speed
     - Testing for gluten development

4. Perform make-up of enriched specialty doughs and products
   - Primary fermentation
   - Degassing
   - Scale dough
   - Bench dough (intermediate proofing)
   - Mold dough
     - Hand mold
     - Use of rolling pin
     - Operate sheeters
   - Making fillings for specialty sweet doughs
   - Panning

5. Finish and bake enriched specialty dough products
   - Final proofing
   - Pre-bake finishes and garnishes
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Baking times
     - Testing for doneness

6. Cool, slice and package enriched specialty dough products
   - Prepare fresh fruits for garnishing
   - Glazing and finishing
   - Cool products
     - Process
     - Optimal temperature
   - Package product
     - Shelf life
     - Label
Achievement Criteria

Performance  The individual will prepare enriched specialty fermented breads and products to an industry standard for quality and production time.

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

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

- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Evenness of bake
- Production time within industry expectations
Line (GAC): B FERMENTED GOODS
Competency: B4 Prepare natural ferments and Artisan breads

Objectives
To be competent in this area, the individual must be able to:
- Describe doughs and products made with natural ferments and pre-ferments.
- Describe the principles of preparing doughs with natural ferments and pre-ferments.
- Scale and mix doughs with natural ferments and pre-ferments.
- Perform make-up of basic doughs and products with natural ferments and pre-ferments.
- Finish and bake basic dough products with natural ferments and pre-ferments.
- Cool, slice and package basic dough products with natural ferments and pre-ferments.

LEARNING TASKS
1. Describe doughs and products made with natural ferments and pre-ferments
   - Conventional
   - Delayed sponge methods and pre-ferments
     - Poolish
     - Autolyse
     - Biga
   - Products
     - Sourdough breads and rolls
     - Rye bread
     - Ciabatta
     - Baguette

2. Describe the principles of preparing doughs with natural ferments and pre-ferments
   - Function of ingredients
   - Formula balance
   - Starters, sponges and pre-ferments
     - Nurture to full development
     - Calculate amount required
   - Dough temperature
   - Mixing time
LEARNING TASKS

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

4. Perform make-up of basic doughs and products with natural ferments and pre-ferments

5. Finish and bake basic dough products with natural ferments and pre-ferments

6. Cool, slice and package basic dough products with natural ferments and pre-ferments

CONTENT

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

Performance  The individual will prepare basic dough products with natural ferments and pre-ferments, to an industry standard for quality and production time.

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

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

- Volume
- Shape
- Colour
- Texture, grain and crumb
- Taste and aroma
- Evenness of bake
- Production time within industry expectations
Line (GAC): C PASTRIES
Competency: C1 Prepare pies and tarts

Objectives
To be competent in this area, the individual must be able to:
- Describe specialty pie and tart doughs and products.
- Describe the principles of preparing specialty pie and tart doughs.
- Scale and mix specialty pie and tart doughs.
- Perform make-up of specialty pies and tarts.
- Finish and bake specialty pies and tarts.

LEARNING TASKS

1. Describe specialty pie and tart doughs and products
   - Review basic pie doughs
   - Specialty pie and tart doughs
     - Linzer
     - Additions and substitutions
     - Crumb and press crusts
     - Pâte brisée
   - Tarts and flans
   - Savories
     - Quiche
     - Meat pies
     - Vegetarian fillings
     - Alternate fillings
   - Cooked fillings
     - Pastry cream
     - Ganache
     - Lemon curd

2. Describe the principles of preparing specialty pie and tart doughs
   - Ingredient function
   - Formula balance
   - Temperature
   - Mixing methods
   - Resting and shrinkage
   - Equipment
   - Procedures
LEARNING TASKS
3. Scale and mix specialty pie and tart doughs
   - Calculate and measure ingredients
   - Use appropriate method
   - Mix dough
   - Resting

4. Perform make-up of specialty pies and tarts
   - Equipment
   - Procedures
     - Pie press and sheeter
     - Use of rolling pin
   - Blind baking
   - Filling
   - Topping and finishing

5. Finish and bake specialty pies and tarts
   - Garnish
   - Pre-bake finish
   - Vent
   - Temperature
   - Time
   - Cooling
   - Finishing

Achievement Criteria
Performance  The individual will prepare specialty pies and tarts to an industry standard for quality and production time.

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

Criteria      The individual will be evaluated on a grading sheet which reflects:
   - Crust colour
   - Texture
   - Symmetry and shrinkage
   - Filling
   - Evenness of bake
   - Taste
   - Production time within industry expectations
Line (GAC): C  PASTRIES
Competency: C2  Prepare laminated pastry doughs and products

Objectives
To be competent in this area, the individual must be able to:
• Describe laminated pastry doughs and products.
• Describe the principles of preparing laminated pastry doughs.
• Scale and mix laminated pastry doughs.
• Perform make-up of laminated pastry dough products.
• Finish and bake laminated dough products.
• Cool and package basic laminated pastry dough products.

LEARNING TASKS

1. Describe laminated pastry doughs and products
   • Variations
     o Basic puff paste
     o Quick puff paste
   • Products
     o Strudel
     o Cream horns
     o Louvers
     o Palmiers
     o Vol au vent/patty shells

2. Describe the principles of preparing laminated pastry doughs
   • Function of ingredients
   • Formula balance
   • Principles of lamination
     o Roll in fat
     o Single folds
     o Double folds
     o Resting
     o Rotation
   • Dough and roll-in fat temperature
   • Using frozen or par-baked products
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Achievement Criteria

Performance  The individual will prepare laminated pastry products to an industry standard for quality and production time.

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

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

- Volume
- Colour
- Symmetry
- Taste
- Texture
- Visual appeal
- Production time within industry expectations
Program Content
Level 2

Line (GAC): C PASTRIES
Competency: C3 Prepare specialty pastries

Objectives
To be competent in this area, the individual must be able to:
- Describe specialty pastries and products.
- Describe the principles of preparing specialty pastries.
- Perform make-up of specialty pastries.
- Finish and bake specialty pastries.
- Cool and package basic specialty pastries.

LEARNING TASKS

1. Describe specialty pastries and products

   - Products
     - Linzer
     - Frangiapanne
     - Other

2. Describe the principles of preparing specialty pastries

   - Function of ingredients
   - Formula balance
   - Fillings
   - Layering
   - Pan preparation
   - Blind baking
   - Using frozen or par-baked products

3. Perform make-up of specialty pastries

   - Techniques for various products
     - Cutting
     - Fillings
     - Seal
     - Other techniques
   - Store and freeze for future bake-off
LEARNING TASKS

4. Finish and bake specialty pastries

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

5. Cool and package basic specialty pastries

   CONTENT
   • Cool products
     o Process
     o Optimal temperature
   • Package product
     o Shelf life
     o Label

Achievement Criteria

Performance The individual will prepare specialty pastries to an industry standard for quality and production time.

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

Criteria The individual will be evaluated on a grading sheet which reflects:
   • Volume
   • Colour
   • Crust
   • Symmetry
   • Evenness of bake
   • Taste
   • Texture
   • Production time within industry expectations
Line (GAC): C PASTRIES
Competency: C4 Prepared deep fried pastries and products

Objectives
To be competent in this area, the individual must be able to:
• Describe donuts and fritters.
• Describe the principles of preparing donuts and fritters.
• Scale and mix donuts and fritters.
• Perform make-up of donuts and fritters.
• Finish donuts and fritters.
• Cool and package donuts and fritters.

LEARNING TASKS
1. Describe donuts and fritters
   • Characteristics
   • Products
     o Cake donuts
     o Yeast donuts
     o French crullers
     o Fritters

2. Describe the principles of preparing donuts and fritters
   • Function of ingredients
   • Formula balance
   • Mixing method
   • Frying method
     o Frying fats
     o Frying temperatures
     o Frying procedures
     o Safety review

3. Scale and mix donuts and fritters
   • Measure ingredients
   • Mix dough or batter
   • Storage of prepared dough or batter
   • Using commercial mixes
LEARNING TASKS

4. Perform make-up of donuts and fritters
   - Selection of ingredients
   - Mixing method (cake donuts)
   - Preparation method (crullers)
   - Primary fermentation (yeasted)
   - Degassing
   - Scale dough
   - Bench dough (intermediate proofing)
   - Mold dough
     - Use of rolling pin
     - Operate sheeters
     - Cutting and shaping
     - Piping
   - Final proof
     - Proofing time
     - Heat and humidity

5. Finish yeast donuts and fritters
   - Fry products
     - Fryer controls
     - Setting temperatures
     - Cooking times
     - Testing for doneness
   - Finishing, glazing and coating

6. Cool and package yeast donuts and fritters
   - Cooling
   - Storing
   - Package product
     - Shelf life
     - Label

Achievement Criteria

Performance
The individual will prepare donuts and fritters to an industry standard for quality and production time.

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

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

- Volume
- Colour
- Evenness of frying
- Greasiness
- Form
- Appearance and garnish
- Taste
- Texture
- Production time within industry expectations
Line (GAC): D CAKES AND COOKIES
Competency: D1 Prepare cookies, squares and bars

Objectives
To be competent in this area, the individual must be able to:
- Describe cookies, squares and bars.
- Describe the principles of preparing cookies, squares and bars.
- Scale and mix cookies, squares and bars.
- Perform make-up of cookies, squares and bars.
- Finish cookies, squares and bars.
- Cool and package cookies, squares and bars.

LEARNING TASKS

1. Describe cookies, squares and bars

   • Types of cookies
     o Macaroons
     o Macarons
     o Sandwich
     o Ladyfingers
     o Piped (spritz)
     o Meringues
   • Characteristics of cookies
   • Types of slices and squares
     o Nanaimo bars
     o Sebastopol
     o Other types with multiple components

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

   • Function of ingredients
   • Formula balance
   • Mixing methods
     o Review basic methods
     o Foaming
     o Multiple stage
   • Layering
   • Portioning methods
     o Rolled
     o Drop
     o Hand-formed
     o Piped
LEARNING TASKS

3. Scale and mix cookies, squares and bars
   - Measure ingredients
   - Mix dough
     - Mixing method
     - Timing of mixing
   - Storage of prepared dough
     - For immediate use
     - Freezing for later use
   - Using commercial mixes

4. Perform make-up of cookies, squares and bars
   - Techniques for various products
     - Use of rolling pin
     - Operate sheeter
     - Hand forming
     - Piping
     - Cutting
     - Spreading
   - Store for future bake-off

5. Finish cookies, squares and bars
   - Pre-bake finishes
   - Garnish
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Baking times
     - Testing for doneness
   - De-panning
   - Finishing, glazing and coating

6. Cool and package cookies, squares and bars
   - Cooling
   - Storing
   - Package product
     - Shelf life
     - Label
Achievement Criteria

Performance  The individual will prepare cookies, squares and bars to an industry standard for quality and production time.

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

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

- Volume/spreading
- Colour
- Texture
- Taste
- Appearance
- Doneness
- Finish
- Accuracy of cutting
- Production time within industry expectations
Program Content
Level 2

Line (GAC): D CAKES AND COOKIES
Competency: D3 Prepare cakes

Objectives
To be competent in this area, the individual must be able to:
- Describe cakes.
- Describe the principles of preparing cakes.
- Scale and mix cakes.
- Perform make-up of cakes.
- Finish cakes.
- Cool and store cakes.

LEARNING TASKS

1. Describe cakes
   - Types of cakes
     - Review basic cakes
     - Straight sponge
     - Emulsified sponge
     - Angel food
     - Chiffon
     - Separated egg sponges
     - Japonais
   - Characteristics of cakes

2. Describe the principles of preparing cakes
   - Function of ingredients
   - Formula balance
   - Cleanliness of equipment
   - Temperature of ingredients
   - Volume of batter
   - Mixing methods
     - Foaming
     - Creaming
     - One stage
     - Two stage
   - Pan preparation
     - Cake tins
     - Sheet pans
     - Tube pans
LEARNING TASKS

3. Scale and mix cakes
   - Measure ingredients
   - Mix batter
     - Mixing method
     - Timing of mixing
   - Storage of prepared batter
     - For immediate use
     - Freezing for later use

4. Perform make-up of cakes
   - Techniques for various products
   - Scaling/portioning
   - Store for future bake-off

5. Finish cakes
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Baking times
     - Testing for doneness

6. Cool and store cakes
   - Cooling
   - Storing

Achievement Criteria

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

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

Criteria The individual will be evaluated on a grading sheet which reflects:
   - Volume
   - Shape
   - Colour
   - Texture, grain and crumb
   - Taste and aroma
   - Evenness of bake
   - Production time within industry expectations
Line (GAC): D CAKES AND COOKIES
Competency: D4 Prepare specialty cakes and tortes

Objectives
To be competent in this area, the individual must be able to:
• Describe fruit cakes.
• Describe the principles of preparing fruit cakes.
• Scale and mix fruit cakes.
• Perform make-up of fruit cakes.
• Finish fruit cakes.
• Cool, store and package fruit cakes.

LEARNING TASKS

1. Describe fruit cakes
   • Types of fruit cakes
     o Dark
     o Light
     o Other
   • Characteristics of fruit cakes

2. Describe the principles of preparing fruit cakes
   • Function of ingredients
   • Formula balance
   • Preparation of fruit
   • Volume of batter
   • Mixing methods
     o Creaming
     o One stage
   • Pan preparation

3. Scale and mix fruit cakes
   • Measure ingredients
   • Mix batter
     o Mixing method
     o Timing of mixing
   • Storage of prepared batter
     o For immediate use
     o Freezing for later use
   • Using commercial mixes
LEARNING TASKS

4. Perform make-up of fruit cakes
   • Techniques for various products
   • Scaling/portioning
   • Store for future bake-off

5. Finish fruit cakes
   • Bake products
     o Select oven
     o Oven controls
     o Setting temperatures
     o Baking times
     o Testing for doneness
   • Finishing and glazing

6. Cool, store and package fruit cakes
   • Cooling
   • Storing
   • Package product
     o Shelf life
     o Label

Achievement Criteria

Performance  The individual will prepare fruit cakes to an industry standard for quality and production time.

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

Criteria     The individual will be evaluated on a grading sheet which reflects:
   • Volume
   • Colour
   • Appearance
   • Texture
   • Taste
   • Shrinkage
   • Evenness
   • Doneness
   • Production time within industry expectations
Line (GAC):   E   DECORATE AND FINISH BAKED GOODS
Competency:   E1 Prepare icings, fillings, glazes and meringues

Objectives
To be competent in this area, the individual must be able to:
* Describe icings, fillings, glazes and meringues.
* Describe the principles of preparing icings, fillings, glazes and meringues.
* Prepare icings, fillings, glazes and meringues.
* Cool and store icings, fillings, glazes and meringues.

LEARNING TASKS
1. Describe icings, fillings, glazes and meringues
   - Review basic icings, glazes and meringues
   - Types of icings
     - Ganache
     - Fudge
     - Boiled
     - Marshmallow frosting
   - Types of fillings and glazes
     - Fruit fillings
     - Gelee

2. Describe the principles of preparing icings, fillings, glazes and meringues
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Cooking methods
   - Temperature of equipment and ingredients
   - Cleanliness of equipment

3. Prepare icings, fillings, glazes and meringues
   - Measure ingredients
   - Prepare product
     - Mixing method
     - Timing of mixing
     - Cooking method
   - Storage of prepared products
     - For immediate use
     - Freezing for later use
   - Using commercial mixes

4. Cool and store icings, fillings, glazes and meringues
   - Cooling
   - Storing
Achievement Criteria

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

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

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

- Volume
- Viscosity
- Taste
- Colour
- Consistency
- Texture
- Stability
- Production time within industry expectations
Line (GAC): E DECORATE AND FINISH BAKED GOODS
Competency: E2 Assemble and decorate cakes and pastries

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

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

LEARNING TASKS

1. Perform cutting techniques
   - Cutting tools
   - Cutting methods
   - Techniques for different products
     - Cakes
     - Pastries

2. Perform filling procedures
   - Selecting tools
   - Select method
     - Piping
     - Spreading
   - Techniques for different products
     - Ganache
     - Creams and curds
     - Pastry cream

3. Perform coating techniques
   - Selecting tools
   - Select method
     - Textures
     - Combing
     - Coating with nuts or crumbs
   - Techniques for different products
     - Products with different textures
     - Layered items
LEARNING TASKS
4. Perform finishing and decorating techniques

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

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

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

Criteria The individual will be evaluated on a grading sheet which reflects:
- Visual appeal
- Taste
- Symmetry
- Consistency
- Production time within industry expectations
Line (GAC): E DECORATE AND FINISH BAKED GOODS
Competency: E3 Prepare decorative pastes and garnishes

Objectives
To be competent in this area, the individual must be able to:
- Describe decorative pastes and garnishes.
- Describe the principles of preparing decorative pastes and garnishes.
- Prepare decorative pastes and garnishes.
- Cool and store decorative pastes and garnishes.

LEARNING TASKS
1. Describe decorative pastes and garnishes
   - Types of decorative pastes
     - Marzipan
     - Modelling chocolate
     - Rolled fondant
   - Types of garnishes
     - Basic techniques for shaping and moulding

2. Describe the principles of preparing decorative pastes and garnishes
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Cooking methods
   - Temperature of equipment and ingredients
   - Cleanliness of equipment

3. Prepare decorative pastes and garnishes
   - Measure ingredients
   - Prepare product
     - Mixing method
     - Timing of mixing
     - Cooking method
   - Pinning
   - Cutting
   - Moulding
   - Storage of prepared products
   - Using commercial products

4. Cool and store decorative pastes and garnishes
   - Cooling
   - Storing
Achievement Criteria

Performance  The individual will prepare decorative pastes and garnishes to an industry standard for quality and production time.

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
  - Visual appeal
  - Texture
  - Taste
  - Production time within industry expectations
Program Content
Level 2

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

Objectives
To be competent in this area, the individual must be able to:
• Describe tiered and wedding cakes.
• Describe the principles of assembling and decorating tiered and wedding cakes.
• Assemble and decorate basic tiered and wedding cakes.

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

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

3. Assemble and decorate basic tiered and wedding cakes

CONTENT

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

Achievement Criteria

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

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

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

- Neatness
- Symmetry
- Quality of decoration
- Creativity and originality
- Visual appeal
- Production time within industry expectations
Line (GAC): F  DESSERTS  
Competency: F1  Prepare custards and mousses

Objectives
To be competent in this area, the individual must be able to:
• Describe custards and mousses.
• Describe the principles of preparing custards and mousses.
• Prepare custards and mousses.
• Cool and store custards and mousses.

LEARNING TASKS
1. Describe custards and mousses

2. Describe the principles of preparing custards and mousses

3. Prepare custards and mousses

CONTENT
• Types of custards and mousses
  o Review basic types
  o Chocolate mousse
  o Fruit mousse
  o Panna cotta
  o Bavarian cream
  o Lemon curd

• Function of ingredients
  o Function
  o Setting/gelling
  o Use of gelatine

• Formula balance
• Flavouring
• Mixing methods
• Cooking
• Baking
  o Temperatures
  o Water bath
• Freezing and defrosting
• Unmoulding

• Measure ingredients
• Prepare product
  o Mixing method
  o Timing of mixing
  o Cooking or baking method
• Storage of prepared products
• Using commercial mixes/products
LEARNING TASKS
4. Cool and store custards and mousses

CONTENT
• Cooling
• Storing
• Slicing and portioning
• Freezing and unmoulding

Achievement Criteria
Performance  The individual will prepare custards and mousses to an industry standard for quality and production time.
Conditions   The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria     The individual will be evaluated on a grading sheet which reflects:
• Volume
• Colour
• Texture
• Taste
• Doneness
• Production time within industry expectations
Line (GAC): F DESSERTS
Competency: F2 Prepare plated desserts

Objectives
To be competent in this area, the individual must be able to:
- Describe basic hot plated desserts.
- Describe the principles of preparing basic hot plated desserts.
- Prepare basic hot plated desserts.

LEARNING TASKS

1. Describe basic hot plated desserts
   - Types of basic hot plated desserts
     - Tatins
     - Clafoutis
     - Flambé and other hot fruit desserts

2. Describe the principles of preparing basic hot plated desserts
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Cooking methods
   - Selection of ingredients
   - Using frozen, canned, dried, and fresh fruits

3. Prepare basic hot plated desserts
   - Measure ingredients
   - Prepare ingredients
   - Prepare product
     - Mixing method
     - Cooking or baking method
     - Oven temperature
     - Testing for doneness
   - Finishing and serving

Achievement Criteria
Performance The individual will prepare basic hot plated desserts to an industry standard for quality and production time.

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

Criteria The individual will be evaluated on a grading sheet which reflects:
- Colour
- Texture
- Taste
- Doneness
- Production time within industry expectations
Line (GAC):  F DESSERTS
Competency:  F3 Prepare ice creams and frozen desserts

Objectives
To be competent in this area, the individual must be able to:
- Describe ice creams and sorbets.
- Describe the principles of preparing ice creams and sorbets.
- Prepare ice creams and sorbets.
- Freeze and store ice creams and sorbets.

LEARNING TASKS
1. Describe ice creams and sorbets

2. Describe the principles of preparing ice creams and sorbets

3. Prepare ice creams and sorbets

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

<table>
<thead>
<tr>
<th>4. Freeze and store ice creams and sorbets</th>
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</table>

### CONTENT

- Freezing of base
- Storing
- Tempering

### Achievement Criteria

- **Performance**: The individual will prepare ice creams and sorbets to an industry standard for quality and production time.
- **Conditions**: The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
- **Criteria**: The individual will be evaluated on a grading sheet which reflects:
  - Taste
  - Colour
  - Consistency
  - Texture
  - Production time within industry expectations
Program Content  
Level 2

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

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

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

LEARNING TASKS

1. Describe the basic principles of plate presentation

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

2. Apply basic dessert presentation techniques

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

Performance  The individual will apply basic dessert presentation techniques to an industry standard for quality and production time.

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
  - Colour
  - Appearance
  - Portion size
  - Neatness
  - Temperature
  - Production time within industry expectations
Program Content
Level 2

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

Objectives
To be competent in this area, the individual must be able to:
- Describe basic chocolate processing techniques.
- Prepare basic chocolate products and garnishes.

LEARNING TASKS
1. Describe basic chocolate processing techniques
   - Tools and equipment
   - Melting and tempering
     o Melting points
     o Tempering techniques
     o Crystallization stages
     o Maintaining temperature
   - Preparing ganache
     o Methods
     o Ratios
     o Additions and flavourings

2. Prepare basic chocolate products and garnishes
   - Selection of ingredients
   - Selection of equipment
   - Melt and crystallize product
   - Prepare basic products and garnishes
     o Ganache
     o Piped garnishes
     o Medallions
     o Curls, cigarettes, fans
   - Cooling
   - Finishing and storing

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

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

Criteria The individual will be evaluated on a grading sheet which reflects:
- Correct tempering
- Neatness
- Portion control
- Visual appeal
- Texture
- Taste
- Production time within industry expectations
Line (GAC): G  CHOCOLATE AND CONFECTIONARY
Competency: G3  Prepare confectionary products and garnishes

Objectives
To be competent in this area, the individual must be able to:
- Describe basic confectionary products and garnishes.
- Prepare basic confectionary products and garnishes.

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<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
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<td>2. Prepare basic confectionary products and garnishes</td>
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</table>
Achievement Criteria

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

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

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

- Neatness
- Portion control
- Visual appeal
- Texture
- Taste
- Production time within industry expectations
Level 3

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

Objectives
To be competent in this area, the individual must be able to:
• Access and interpret safety and emergency procedures.
• Apply personal safety practices.
• Apply workplace safety procedures.
• Identify supervisor’s responsibilities for safety in the workplace.

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

CONTENT
• Review basic safety procedures
• Review site specific emergency procedures
• Personal protective equipment
  o Clothing
  o Footwear
  o Hand protection
  o Eye protection
• Safety practices for the bake shop
  o Lock-out procedures
  o Work safely
    – Equipment
    – Sharp utensils
    – Hot pans
  o Keep floors safe
  o Store supplies safely
  o Dispose of refuse properly
  o Proper lifting practices
• Equipment safety
  o Ventilation systems
  o Emergency shutdown systems
  o Guards and barriers
• Shop procedures
• Emergency phone numbers
• Fire and evacuation procedures
• First aid procedures
• Utility shut off procedures
LEARNING TASKS
4. Identify supervisor’s responsibilities for safety in the workplace

CONTENT
Review WorkSafeBC supervisor and employer responsibilities
- Monitor safety of team members
- Joint Occupational Health and Safety Committee role
- Available training
  - Supervising for Safety
- Reporting procedures

Achievement Criteria
Performance The individual will apply safety standards as required to industry and regulatory standards.
Conditions The individual will be given access to a work station and appropriate Personal Protective Equipment (PPE).
- The competency will be observed and assessed by the instructor during technical training.
Criteria The individual will be evaluated on a grading sheet which reflects:
- Correct PPE
- Follows safe work practices
- Correct footwear and uniform
- Correct handling of hazardous materials
- Cleans up spills
- Handles hot pans appropriately
- Carries and stores knives and tools appropriately
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A2 Apply safe food handling practices

Objectives
To be competent in this area, the individual must be able to:
- Apply general food handling and storage procedures.
- Apply workplace sanitation procedures.
- Apply personal hygiene procedures.
- Describe the principles of a food safety plan.
- Prepare a food safety plan.

LEARNING TASKS

1. Apply general food handling and storage procedures

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

2. Apply workplace sanitation procedures

- Avoiding cross contamination
- Spills
- Keeping floor clear
- Cleaning and sanitizing procedures and schedules
  - Cleaning and sanitizing products
  - Cleaning shelves and floor
  - Cleaning and maintaining equipment
  - Cleaning schedule
- Recognizing and handling infestation and contamination, including bacteria, fungi, and mould
- Checking equipment for cracks and defaults
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<thead>
<tr>
<th>LEARNING TASKS</th>
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<td>4. Describe the principles of a food</td>
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<td>5. Prepare a food safety plan</td>
<td>• Available training (FOODSAFE Level 2)</td>
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<td>• Design a food safety plan</td>
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</table>

**Achievement Criteria**

**Performance**  
The individual will exercise safe food handling procedures as required to industry and regulatory standards.

**Conditions**  
The individual will be given a workstation and appropriate tools and equipment. The competency will be observed and assessed by the instructor during technical training.

**Criteria**  
The individual will be evaluated on a grading sheet which reflects:
- Hands washed before starting work and between tasks
- Hair covered or tied back appropriately
- Perishable products stored at correct temperatures
- Product covered and stored in appropriate location
- Cleans and sanitizes between tasks
- Correct temperatures for cooking, holding, and re-heating
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A3 Apply interpersonal skills

Objectives
To be competent in this area, the individual must be able to:
• Maintain professional interactions with co-workers and business colleagues.
• Describe teambuilding and leadership skills.
• Describe conflict resolution techniques.
• Describe effective problem-solving and decision-making.

LEARNING TASKS
1. Maintain professional interactions with co-workers and business colleagues

2. Describe teambuilding and leadership skills

3. Describe conflict resolution techniques

CONTENT
• Interaction with co-workers
• Conflict resolution procedures
• Business relationships
• Networking
• Professional development
• Keeping current with industry
• Company policies and procedures
• Overview of the team within the food services industry
• Characteristics of effective working groups
• Roles of group members
• Barriers to group performance
• Leadership styles
• Delegation and follow up
• Feedback and constructive criticism
• Overview
• Effective conflict resolution
• Conflict resolution process
• Dealing with anger
• Handling customer complaints
LEARNING TASKS

4. Describe effective problem-solving and decision-making

CONTENT

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

Achievement Criteria

Performance The individual will demonstrate effective interpersonal skills.

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

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

- Communicates effectively with others
- Uses appropriate language and tone of voice
- Maintains composure
- Demonstrates respect for others
- Follows policies and procedures
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A4 Use and maintain baking tools and equipment

Objectives
To be competent in this area, the individual must be able to:
- Identify specialty baking tools and equipment.
- Demonstrate the efficient use of tools and equipment.
- Select and use bakery tools and equipment.
- Adapt production to accommodate available tools and equipment.

LEARNING TASKS
1. Identify specialty baking tools and equipment
   - Specialty hand tools
   - Specialty equipment
   - Specific cleaning and maintenance requirements

2. Demonstrate the efficient use of tools and equipment
   - Proper technique
   - Correct body position
   - Increasing production speed with consistent results

3. Select and use bakery tools and equipment
   - Selection
   - Matching tool or equipment to task
   - Cleaning and storage
   - Communicating any concerns

4. Adapt production to accommodate available tools and equipment
   - Adapting to available equipment
   - Consistent results
   - Intended outcome
   - Safety procedures followed
   - No damage to tools or equipment
Objectives

To be competent in this area, the individual must be able to:
- Calculate the nutritional properties of baking ingredients and finished products.
- Identify nutritional requirements and regulations in the bake shop.

LEARNING TASKS

1. Calculate the nutritional properties of baking ingredients and finished products
   - Product information
   - Supplier data
   - Labels
   - Nutritional databases

2. Identify nutritional requirements and regulations in the bake shop
   - Trans fats
     - Regulations
     - Requirements
   - Sodium
     - Regulations
     - Requirements
   - Allergens
     - Regulations
     - Requirements
   - Labelling claims
     - Low fat
     - Fat free
     - Organic
     - Natural
   - Compliance and enforcement
   - Penalties
   - Formulating for nutritional requirements
   - How to calculate data for nutritional labels
Line (GAC): A   OCCUPATIONAL SKILLS
Competency: A6   Apply baking science and trade calculations

Objectives
To be competent in this area, the individual must be able to:
- Describe advanced scientific principles used in baking.
- Describe the function of specialty ingredients in baking.
- Apply mathematical principles in the baking industry.
- Create, modify and adjust formulas and recipes.
- Develop, use and follow formulas and recipes.
- Identify and evaluate faults in baking.

LEARNING TASKS CONTENT

1. Describe advanced scientific principles used in baking
   - Review of basic principles
   - Gelatinization
   - Hydrocolloids
   - Crystallization
   - Spherification
   - Molecular gastronomy
   - Low temperature cooking and sous-vide

2. Describe the function of ingredients in baking
   - Leaveners
   - Salt
   - Sweeteners
   - Enzymes
   - Flours
   - Eggs and substitutes
   - Dairy products and substitutes
   - Fats
   - Thickeners
   - Water
   - Nuts and seeds
   - Whole grains
   - Fresh and dried fruit and vegetables
   - Meat products

3. Apply mathematical principles in the baking industry
   - Creating formulas using Baker’s percentage
   - Specific gravity calculations
   - Determining product requirements based on purchase orders and customer requirements
LEARNING TASKS

4. Create, modify and adjust formulas and recipes
   • Creating formulas and recipes from scratch
   • Adjust recipes and formulas for additions and substitutions
   • Cautions when modifying formulas and recipes with additions and substitutions

5. Develop, use and follow formulas and recipes
   • Determining method and sequence for new recipe or formula
   • Modifying method or sequence for additions or substitutions
   • Calculating required yield
   • Identifying and correcting faults
   • Determining cause and effect based on finished product
   • Reviewing and revising recipes and formulas

6. Identify and evaluate faults in baking
   • Identification of faults
     ○ Colour
     ○ Size
     ○ Shape
     ○ Texture
     ○ Flavour
   • Identification of causes
     ○ Formula balance
     ○ Method
     ○ Effects of root cause
   • Responding to faults

Achievement Criteria

Performance
The individual will create, adjust and modify recipes with consistent results to industry standards.

Conditions
The individual will be given criteria for a formula or recipe, ingredients and appropriate measuring equipment.
The competency will be observed and assessed by the instructor during technical training.

Criteria
The individual will be evaluated on a grading sheet which reflects:
   • Correct formula balance
   • Correct production methods
   • Final product outcome within industry standards
   • Yield accurate
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A7 Plan and organize production

Objectives
To be competent in this area, the individual must be able to:
- Demonstrate organization and time management in the bake shop.
- Prepare a production schedule for a team.

LEARNING TASKS CONTENT
1. Demonstrate organization and time management in the bake shop
   - Mise en place accurate
   - Individual work plan in place
   - Organized work station
   - Cleaning and organizing between tasks
   - Keeping the area free of clutter
   - Prioritizing work assignments
   - Developing and maintaining production speed
   - Multi-tasking
   - Clarifying instructions with supervisor

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

Achievement Criteria
Performance
The individual will prepare a production schedule for a bakery shift.

Conditions
The individual will be given a list of available equipment, layout, staff and production requirements.
The competency will be observed and assessed by the instructor during technical training.

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Correct allocation of staff to tasks
- Proper use of time
- Efficient use of equipment
- Tasks completed within time limit
- Production time within industry expectations
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A8 Manage bakery products and inventory

Objectives
To be competent in this area, the individual must be able to:
- Describe basic inventory procedures.
- Take a basic inventory.
- Extend a basic inventory.
- Apply ordering and purchasing procedures.

LEARNING TASKS
1. Describe basic inventory procedures
   - Purpose
   - Count
   - Inventory record keeping
   - Computer use
   - Commonly available software products
   - Pricing and costing for physical inventory
   - Inventory turnover

2. Take a basic inventory
   - Physical inventory
   - Directions followed correctly
   - Inventory is appropriately done
   - Work was well organized with safe work habits

3. Extend a basic inventory
   - Use appropriate tools (spreadsheet)
   - Categorize inventory
   - Calculate value of inventory
LEARNING TASKS
4. Apply ordering and purchasing procedures

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

Achievement Criteria
Performance  The individual will conduct and extend an inventory to an industry standard for accuracy.
Conditions  The individual will be given appropriate tools, equipment and access to a bake shop and storeroom.
  The competency will be observed and assessed by the instructor during technical training.
Criteria  The individual will be evaluated on a grading sheet which reflects:
  - Accurate count
  - Accurate value
  - Correct categories
Line (GAC): A  OCCUPATIONAL SKILLS
Competency: A9  Apply cost control procedures

Objectives
To be competent in this area, the individual must be able to:
• Describe the principles of costing in the bake shop.
• Price bakery products.
• Calculate labour costs.

LEARNING TASKS

1. Describe the principles of costing in the bake shop
   - Costing elements
     o Ingredients
     o Labour
     o Packing
     o Overhead
     o Profit
   - Formulas for costing product
   - Pricing pre-purchased product (markup)

2. Price bakery products
   - Apply costing principles
   - Accurate sale price
   - Determine profit

3. Calculate labour costs
   - Productivity
   - Net work hours
   - Scheduling
   - Leveraging employee strengths
Line (GAC): A OCCUPATIONAL SKILLS
Competency: A10 Apply packaging and merchandizing procedures

Objectives
To be competent in this area, the individual must be able to:
- Describe wholesale and retail sales principles.
- Describe marketing and branding principles.
- Identify labelling and packaging requirements.

LEARNING TASKS
1. Describe wholesale and retail sales principles

   CONTENT
   - Order taking
     - Phone
     - In-person
     - Online
   - Order filling
   - Packaging and labelling
   - Invoicing
   - Delivery

2. Describe marketing and branding principles

   CONTENT
   - Marketing
     - Brand identity
     - Brand standards
     - Marketing for margin
   - Promotional strategies
     - Traditional advertising
     - Social media
     - Promotions and specials

3. Identify labelling and packaging requirements

   CONTENT
   - Packaging requirements
     - Purpose
     - Selection
   - When is label required
   - Information required on a nutritional label
   - Strategic placement of label
Line (GAC): B FERMENTED GOODS
Competency: B3 Prepare specialty doughs and products

Objectives
To be competent in this area, the individual must be able to:
- Describe advanced specialty doughs and products.
- Describe the principles of preparing advanced specialty doughs.
- Scale and mix basic advanced specialty doughs.
- Perform make-up of advanced specialty doughs and products.
- Finish and bake advanced specialty dough products.
- Cool and package advanced specialty dough products.

LEARNING TASKS
1. Describe advanced specialty doughs and products
   - Advanced doughs
     - Stollen
     - Panettone
     - Gugelhopf
     - Pumpernickel
     - Sprouted grain breads
     - Other advanced sweet doughs
   - Doughs for special diets
     - Gluten free
     - Low sodium
   - Dough for showpieces (dead dough)

2. Describe the principles of preparing advanced specialty doughs
   - Function of ingredients
   - Formula balance
   - Dough temperature
   - Theory of fermentation and proofing
     - Proofing time
     - Heat and humidity
   - Machine selection
   - Principal objectives of mixing
     - Ingredient distribution
     - Gluten development (window test)
     - Mixing time
     - Clean-up stage
   - Using frozen or par-baked products
LEARNING TASKS

3. Scale and mix basic advanced specialty doughs
   - Calculate ingredient measurement
   - Calculate dough temperature using friction theory
   - Measure ingredients for use in bread formulae
   - Mix dough
     - Time
     - Machine speed
     - Testing for gluten development

4. Perform make-up of advanced specialty doughs and products
   - Primary fermentation
   - Degassing
   - Scale dough
   - Bench dough (intermediate proofing)
   - Mold dough
     - Hand mold
     - Use of rolling pin
     - Operate sheeters
   - Making fillings for specialty sweet doughs
   - Panning

5. Finish and bake advanced specialty dough products
   - Final proofing
   - Pre-bake finishes and garnishes
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Baking times
     - Testing for doneness

6. Cool and package advanced specialty dough products
   - Prepare fresh fruits for garnishing
   - Glazing and finishing
   - Cool products
     - Process
     - Optimal temperature
   - Package product
     - Shelf life
     - Label
Achievement Criteria

Performance  The individual will prepare specialty fermented breads and products to an industry standard for quality and production time.

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
  - Volume
  - Shape
  - Colour
  - Texture, grain and crumb
  - Taste and aroma
  - Evenness of bake
  - Production time within industry expectations
Program Content
Level 3

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

Objectives
To be competent in this area, the individual must be able to:
• Describe doughs and products made with natural ferments and pre-ferments.
• Describe the principles of preparing doughs with natural ferments and pre-ferments.
• Scale and mix doughs with natural ferments and pre-ferments.
• Perform make-up of doughs and products with natural ferments and pre-ferments.
• Finish and bake products with natural ferments and pre-ferments.
• Cool, slice and package products with natural ferments and pre-ferments.

LEARNING TASKS

1. Describe doughs and products made with natural ferments and pre-ferments
   • Sourdoughs and Levain
   • Delayed sponge methods and pre-ferments
   • Products
     o Sourdough breads and rolls
     o Braided
     o Other variety breads

2. Describe the principles of preparing doughs with natural ferments and pre-ferments
   • Function of ingredients
   • Formula balance
   • Starters, sponges and pre-ferments
     o Nurture to full development
     o Calculate amount required
   • Dough temperature
   • Mixing time

3. Scale and mix doughs with natural ferments and pre-ferments
   • Calculate ingredient measurement
   • Calculate dough temperature using friction theory
   • Measure ingredients for use in bread formulae
   • Mix dough
     o Time
     o Machine speed
     o Testing for gluten development
LEARNING TASKS

4. Perform make-up of doughs and products with natural ferments and pre-ferments
   - Primary fermentation
   - Folding and degassing
   - Scale dough
   - Bench dough (intermediate proofing)
   - Hand mould dough
     - Braiding
     - Specialty designs
     - Advanced scoring and shaping
   - Panning
   - Retarding

5. Finish and bake products with natural ferments and pre-ferments
   - Final proofing
   - Pre-bake finishes
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Steam
     - Baking times
     - Testing for doneness

6. Cool, slice and package products with natural ferments and pre-ferments
   - De-pan product
   - Cool products
     - Process
     - Optimal temperature
   - Operate slicer
   - Package product
     - Shelf life
     - Label

Achievement Criteria

Performance The individual will prepare products with natural ferments and pre-ferments to an industry standard for quality and production time.

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

Criteria The individual will be evaluated on a grading sheet which reflects:
   - Volume
   - Shape
   - Colour
   - Texture, grain and crumb
   - Taste and aroma
   - Evenness of bake
   - Production time within industry expectations
Line (GAC): C PASTRIES
Competency: C3 Prepare specialty pastries

Objectives
To be competent in this area, the individual must be able to:
- Describe specialty pastries and products.
- Describe the principles of preparing specialty pastries.
- Perform make-up of specialty pastries.
- Finish and bake specialty pastries.
- Cool and package basic specialty pastries.

LEARNING TASKS
1. Describe specialty pastries and products
   - Traditional strudel
   - Phyllo products
   - Other ethnic and specialty products
   - Products
     - Strudel
     - Spanakopita
     - Baklava

2. Describe the principles of preparing specialty pastries
   - Function of ingredients
   - Formula balance
   - Working with Phyllo dough
   - Stretching
   - Fillings
   - Using frozen or par-baked products

3. Perform make-up of specialty pastries
   - Techniques for various products
     - Cutting
     - Fillings
     - Seal
     - Other techniques
   - Store and freeze for future bake-off
LEARNING TASKS

4. Finish and bake specialty pastries

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

5. Cool and package basic specialty pastries

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

Achievement Criteria

Performance
The individual will prepare specialty pastries to an industry standard for quality and production time.

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

Criteria
The individual will be evaluated on a grading sheet which reflects:
- Volume
- Colour
- Crust
- Symmetry
- Evenness of bake
- Taste
- Texture
- Production time within industry expectations
Line (GAC): D
Competency: D4 Prepare specialty cakes and tortes

Objectives
To be competent in this area, the individual must be able to:
- Describe specialty cakes.
- Describe the principles of preparing specialty cakes.
- Scale and mix specialty cakes.
- Perform make-up of specialty cakes.
- Finish specialty cakes.
- Cool, store and package specialty cakes.

LEARNING TASKS
1. Describe specialty cakes
   - Types of specialty cakes
     o Sacher
     o Flourless
     o Other
   - Characteristics of specialty cakes

2. Describe the principles of preparing specialty cakes
   - Function of ingredients
   - Formula balance
   - Temperature of ingredients
   - Volume of batter
   - Mixing methods
     o Creaming
     o One stage
   - Layering
   - Pan preparation

3. Scale and mix specialty cakes
   - Measure ingredients
   - Mix batter
     o Mixing method
     o Timing of mixing
   - Storage of prepared batter
     o For immediate use
     o Freezing for later use
   - Using commercial mixes
LEARNING TASKS

4. Perform make-up of specialty cakes
   - Techniques for various products
   - Scaling/portioning
   - Store for future bake-off

5. Finish specialty cakes
   - Bake products
     - Select oven
     - Oven controls
     - Setting temperatures
     - Baking times
     - Testing for doneness
   - Finishing and glazing

6. Cool, store and package specialty cakes
   - Cooling
   - Storing
   - Package product
     - Shelf life
     - Label

Achievement Criteria

Performance The individual will prepare specialty cakes to an industry standard for quality and production time.

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

Criteria The individual will be evaluated on a grading sheet which reflects:
   - Volume
   - Colour
   - Appearance
   - Texture
   - Taste
   - Shrinkage
   - Evenness
   - Doneness
   - Production time within industry expectations
Line (GAC): E DECORATE AND FINISH BAKED GOODS
Competency: E1 Prepare icings, fillings, glazes and meringues

Objectives
To be competent in this area, the individual must be able to:
- Describe specialty icings, fillings, glazes and meringues.
- Describe the principles of preparing specialty icings, fillings, glazes and meringues.
- Prepare specialty icings, fillings, glazes and meringues.
- Cool and store specialty icings, fillings, glazes and meringues.

LEARNING TASKS

1. Describe specialty icings, fillings, glazes and meringues
   - Review icings, glazes and meringues
   - Types of icings, fillings and glazes
     - Mirroir
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Cooking methods
   - Temperature of equipment and ingredients
   - Cleanliness of equipment

2. Describe the principles of preparing specialty icings, fillings, glazes and meringues
   - Measure ingredients
   - Prepare product
     - Mixing method
     - Timing of mixing
     - Cooking method
   - Storage of prepared products
     - For immediate use
     - Freezing for later use
   - Using commercial mixes

3. Prepare specialty icings, fillings, glazes and meringues
   - Cooling
   - Storing
Achievement Criteria

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

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

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

- Volume
- Viscosity
- Taste
- Colour
- Consistency
- Texture
- Stability
- Production time within industry expectations
Program Content  
Level 3  

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

Objectives  
To be competent in this area, the individual must be able to:  
• Perform cutting techniques.  
• Perform filling procedures.  
• Perform coating techniques.  
• Perform finishing and decorating techniques.  

LEARNING TASKS  
1. Perform cutting techniques  
   • Cutting tools  
   • Cutting methods  
   • Techniques for different products  
     o Various slices  
     o Various petit fours sec and glace  

2. Perform filling procedures  
   • Selecting tools  
   • Select method  
     o Piping  
     o Spreading  
     o Pouring  
   • Techniques for different products  

3. Perform coating techniques  
   • Selecting tools  
   • Select method  
   • Techniques for different products  
     o Rolled fondant  
     o Ganache  
     o Fondant dipped  
     o Chocolate dipped  
     o Glacage
### LEARNING TASKS

4. Perform finishing and decorating techniques

### CONTENT

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

## Achievement Criteria

**Performance**

The individual will assemble and decorate specialty cakes, pastries, and petit fours to an industry standard for quality and production time.

**Conditions**

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

**Criteria**

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

- Volume
- Consistency and application of glazes
- Taste
- Colour
- Consistency
  - Size
  - Proportion
- Texture
- Stability
- Design
- Visual appeal
- Production time within industry expectations
Objectives
To be competent in this area, the individual must be able to:
- Describe decorative pastes and garnishes.
- Describe the principles of preparing decorative pastes and garnishes.
- Prepare decorative pastes and garnishes.
- Cool and store decorative pastes and garnishes.

LEARNING TASKS
1. Describe decorative pastes and garnishes
   - Types of decorative pastes
     - Marzipan
     - Modelling chocolate
     - Rolled fondant
   - Types of garnishes
     - Review basic techniques
     - Flowers
     - Figures
     - Decorations

2. Describe the principles of preparing decorative pastes and garnishes
   - Function of ingredients
   - Formula balance
   - Mixing methods
   - Cooking methods
   - Temperature of equipment and ingredients
   - Cleanliness of equipment
   - Colouring and painting
   - Flavouring
   - Textures
LEARNING TASKS
3. Prepare decorative pastes and garnishes
   - Measure ingredients
   - Prepare product
     - Mixing method
     - Timing of mixing
     - Cooking method
   - Pinning
   - Cutting
   - Moulding
   - Storage of prepared products
   - Using commercial products

4. Cool and store decorative pastes and garnishes
   - Cooling
   - Storing

Achievement Criteria
Performance The individual will prepare decorative pastes and garnishes to an industry standard for quality and production time.
Conditions The individual will be given formulas, a work station, appropriate ingredients and utensils. The competency will be observed and assessed by the instructor during technical training.
Criteria The individual will be evaluated on a grading sheet which reflects:
   - Visual appeal
   - Texture
   - Taste
   - Production time within industry expectations
Line (GAC): E  DECORATE AND FINISH BAKED GOODS
Competency: E4  Assemble and decorate tiered and wedding cakes

Objectives
To be competent in this area, the individual must be able to:
• Describe tiered and wedding cakes.
• Describe the principles of assembling and decorating tiered and wedding cakes.
• Assemble and decorate basic tiered and wedding cakes.

LEARNING TASKS

1. Describe tiered and wedding cakes
   • Review types
   • Review finished product
     o Decorations
     o Traditional
     o Contemporary
     o Themes

2. Describe the principles of assembling and decorating tiered and wedding cakes
   • Architecture
     o Balance
     o Weight distribution
     o Symmetry
   • Visual appeal
     o Colour combination
     o Shapes
     o Textures
   • Taste
     o Flavour combinations
     o Harmony
     o Contrast

3. Assemble and decorate tiered and wedding cakes
   • Planning
     o Single layer real cake
     o Use of inserts in dummy cakes
   • Cutting
   • Filling
   • Masking
   • Finishing
   • Techniques for different products
     o Rolled fondant
     o Royal icing
     o Marzipan
Achievement Criteria

Performance The individual will assemble and decorate tiered and wedding cakes to an industry standard for quality and production time.

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

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

- Neatness
- Symmetry
- Quality of decoration
- Creativity and originality
- Visual appeal
- Taste
- Production time within industry expectations
Line (GAC): F DESSERTS
Competency: F1 Prepare custards and mousses

Objectives
To be competent in this area, the individual must be able to:
- Describe custards and mousses.
- Describe the principles of preparing custards and mousses.
- Prepare custards and mousses.
- Cool and store custards and mousses.

<table>
<thead>
<tr>
<th>LEARNING TASKS</th>
<th>CONTENT</th>
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</table>
| 1. Describe custards and mousses | • Types of custards and mousses  
  o Sabayon  
  o Pate a Bombe  
  o Marquis  
  o Cremeux  
  o Aspuma |
| 2. Describe the principles of preparing custards and mousses | • Function of ingredients  
  o Function  
  o Setting/gelling  
  • Formula balance  
  • Mixing methods  
  • Cooking  
  • Baking  
  o Temperatures  
  o Water bath  
  • Advanced aeration techniques  
  o Canisters and cartridges |
| 3. Prepare custards and mousses | • Measure ingredients  
  • Prepare product  
  o Mixing method  
  o Timing of mixing  
  o Cooking or baking method  
  • Storage of prepared products  
  • Freezing and thawing  
  • Unmoulding |
| 4. Cool and store custards and mousses | • Cooling  
  • Storing |
Achievement Criteria

Performance  The individual will prepare custards and mousses to an industry standard for quality and production time.

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

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

- Volume
- Colour
- Texture
- Taste
- Doneness
- Production time within industry expectations
Line (GAC): F DESSERTS
Competency: F2 Prepare plated desserts

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

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

LEARNING TASKS

1. Describe specialty hot plated desserts

   CONTENT
   - Types of specialty hot plated desserts
     - Souffles
     - Crepes
     - Composed desserts

2. Describe the principles of preparing specialty hot plated desserts

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

3. Prepare specialty hot plated desserts

   CONTENT
   - Measure ingredients
   - Prepare ingredients
   - Prepare product
     - Mixing method
     - Cooking or baking method
     - Oven temperature
     - Testing for doneness
   - Finishing and serving
   - Timing of service
Achievement Criteria

Performance  The individual will prepare specialty hot plated desserts to an industry standard for quality and production time.

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

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

- Colour
- Texture
- Taste
- Doneness
- Production time within industry expectations
Program Content
Level 3

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

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

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

LEARNING TASKS

1. Describe parfaits and frozen desserts
   - Types of parfaits and frozen desserts
     - Sundaes/coupes
     - Bombes
     - Baked Alaska
     - Granites
     - Frozen souffles
     - Frozen sabayon

2. Describe the principles of preparing parfaits and frozen desserts
   - Function of ingredients
   - Formula balance
   - Preparation methods
   - Layering
   - Colour and texture
   - Cooking
   - Freezing
     - Machine
     - Traditional
     - Liquid nitrogen
   - Over run

3. Prepare parfaits and frozen desserts
   - Measure ingredients
   - Prepare product
     - Mixing method
     - Timing of mixing
     - Cooking or baking method
   - Cooling of base
   - Freezing of bases
   - Assembly of layers
**LEARNING TASKS**

4. Freeze and store parfaits and frozen desserts

**CONTENT**

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

**Achievement Criteria**

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

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

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

- Taste
- Colour
- Consistency
- Texture
- Visual appeal
- Symmetry
- Production time within industry expectations
Line (GAC): F DESSERTS
Competency: F4 Apply dessert presentation techniques

Objectives
To be competent in this area, the individual must be able to:
• Describe the basic principles of plate presentation.
• Apply basic dessert presentation techniques.

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

2. Apply dessert presentation techniques
   - Select components
   - Select accompaniments and garnishes
   - Portion desserts
   - Garnish appropriately
   - Serve at correct temperature
Achievement Criteria

Performance  The individual will apply dessert presentation techniques to an industry standard for quality and production time.

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

Criteria  The individual will be evaluated on a grading sheet which reflects:
- Colour
- Appearance
- Portion size
- Neatness
- Temperature
- Production time within industry expectations
Line (GAC): G CHOCOLATE AND CONFECTIONARY
Competency: G2 Prepare chocolate products and garnishes

Objectives
To be competent in this area, the individual must be able to:
- Describe chocolate processing techniques.
- Prepare chocolate products and garnishes.

**LEARNING TASKS**

1. Describe chocolate processing techniques

   CONTENT
   - Tools and equipment
   - Review melting and tempering
     - Melting points
     - Tempering techniques
     - Crystallization stages
     - Maintaining temperature
   - Dipping procedures
     - Preparation of goods to be dipped
   - Moulding
     - Preparation
     - Procedures
   - Assembling
     - Specialty pieces
     - Truffles
     - Simple chocolates
   - Using chocolate for writing
   - Finishing techniques
     - Textures
     - Flocking
     - Colouring

2. Prepare chocolate products and garnishes

   CONTENT
   - Selection of ingredients
   - Selection of equipment
   - Melt and crystallize product
   - Prepare chocolate products and garnishes
     - Moulded chocolates
     - Truffles
     - Plaques
     - Simple chocolates
     - Small showpieces
   - Cooling
   - Finishing and storing
Program Content
Level 3

Achievement Criteria

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

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

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

- Correct tempering
- Neatness
- Portion control
- Visual appeal
- Texture
- Taste
- Production time within industry expectations
Line (GAC): G CHOCOLATE AND CONFECTIONARY
Competency: G3 Prepare confectionary products and garnishes

Objectives
To be competent in this area, the individual must be able to:
- Describe basic confectionary products and garnishes.
- Prepare basic confectionary products and garnishes.

LEARNING TASKS
1. Describe confectionary products and garnishes
   - Types
     - Candying
     - Peel
     - Fudge
     - Pate de fruits
     - Marshmallows
   - Methods
     - Basic pulling
     - Decoration moulding
     - Blowing
   - Process
     - Temperature stages
   - Safety
   - Tools and equipment

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

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

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

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

- Neatness
- Portion control
- Visual appeal
- Texture
- Taste
- Production time within industry expectations
Section 4
TRAINING PROVIDER STANDARDS
Facility Requirements

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

**Shop Area**
- 200 m² kitchen with tile floor

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

**Student Facilities**
- Student change rooms
- Washrooms
- Lockers
Section 4
Training Provider Standards

Instructor’s Office Space

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

Other

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

Shop Equipment

Required

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

Recommended

- Combi oven
- Steam kettle
Shop (Facility) Tools

Standard Tools

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

Specialty Tools

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

Student Tools (supplied by student)

Required

- Hat and hair nets
- Calculator
- Disposable plastic piping bags, small and medium
- The Professional Bakers’ Manual or appropriate program materials
- Three-ring binder, containing lined paper pad for notes
- Plastic page holders (optional)
- Tool box/lock
- Combination or key lock for locker
- Bench scraper
- Ruler (centimetres and inches)
- One to two pairs of scissors, small and medium or large
- One to two wooden spoons or rubber spatulas, medium and large (preferably heat resistant)
- Dough thermometer (digital)
- 10 in. French knife
- 12 in. - 14 in. serrated knife
- 8 in. straight spatula
- 4 in. paring knife
- Pastry or pizza wheel
- Hand wire whisk (balloon)
- 8 in.- 10in. offset spatula
- 4 in. -6 in. offset spatula
- 4 in. - 6 in. straight spatula
- 1 1/2 in. diameter rose nail
- Decorating comb, plastic or aluminium
- Two or three piping bags, small to large
- Two or three decorating bags (smaller sizes #12 - #16 Ateco)
• Piping tips as follows: (large tips)
  o Round (#4, #6, #8); Star (#4, #6, #8); and

• Decorating tips as follows: (small tips)
  o Star (#30); Round (#3, #7, #10); Star (#24, #30); Basket weave (#48); Lily of the valley (#79);
    rose tips (#102, #104)

• Three Dipping forks (1 x 2-prong, 1 x 3-prong and 1 x circle)

**Recommended**

• Full set of decorating tips (27 tips in one box)
Reference Materials

Required Reference Materials

- Professional Bakers’ Manual (George Rudolph, Ken Sohm et al 2001)
  Crown Publication Services (BC) Product #7960003524 (print) #7630000027 (digital)
- Professional Baking (Wayne Gisslen)
- How Baking Works (Paula Figoni)

Recommended Resources

- go2hr www.go2hr.ca
- Industry Training Authority www.itabc.ca
- Inter-Provincial Red Seal Program www.red-seal.ca
- Baking Association of Canada www.baking.ca

Suggested Texts

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

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

Occupation Qualification
The instructor must possess:
• Baker - Certificate of Qualification with the Interprovincial Red Seal Endorsement or equivalent

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

Instructional Experience and Education
The instructor must:
• Be enrolled in or have completed a provincially recognized teaching certificate program, such as the BC Instructor’s Diploma Program or equivalent. (If in progress, a maximum of two years to completion.)
Appendix A

ASSESSMENT GUIDELINES
Training providers delivering Baker 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.

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

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

This final percentage score is entered into ITA Direct Access.

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

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.

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.
Appendix A  
Assessment Guidelines

In-school Component - Proprietary Examinations – Level 3

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

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

Interprovincial Red Seal

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

Interprovincial Red Seal exams should be requested by training providers via the usual ITA procedure. ITA will administer and invigilate Interprovincial Red Seal exams and score and record exam results in ITA Direct Access.
# Appendix A
## Assessment Guidelines

### 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>24%</td>
<td>24%</td>
</tr>
<tr>
<td>B</td>
<td>Prepare Breads and Rolls</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>C</td>
<td>Prepare Sweet Yeast Products</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>D</td>
<td>Prepare Cookies</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>E</td>
<td>Prepare Cakes</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>F</td>
<td>Prepare Pies, Puff and Pastry Doughs</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>G</td>
<td>Assemble, Ice and Decorate Cakes, French Pastries and Petit Fours</td>
<td>8%</td>
<td>8%</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**
Baker in-school theory & practical subject competency weighting

30% 70%

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

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

**Calculated by ITA:** Standard Level Exam Mark
ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by 20%

**Calculated by ITA:** Final Mark
The final mark for determining credit is calculated by ITA Direct Access.

FINAL%
## Appendix A
### Assessment Guidelines

**Program:** Baker Industry Training Authority 196

**In-School Training:** Baker

**Level 2**

**ITA Direct Access Code:** 0146BA

<table>
<thead>
<tr>
<th>LINE</th>
<th>Subject Competencies</th>
<th>Theory Weighting</th>
<th>Practical Weighting</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Apply Occupational Skills</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>B</td>
<td>Prepare Breads and Rolls</td>
<td>16%</td>
<td>16%</td>
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<td>Prepare Sweet Yeast Products</td>
<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>D</td>
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<td>12%</td>
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<td>12%</td>
<td>12%</td>
</tr>
<tr>
<td>G</td>
<td>Assemble, Ice and Decorate Cakes, French Pastries and Petit Fours</td>
<td>12%</td>
<td>12%</td>
</tr>
</tbody>
</table>

**Total** 100% 100%

**Calculated by the Training Provider**

**Baker** in-school theory & practical subject competency weighting

<table>
<thead>
<tr>
<th></th>
<th>30%</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Provider enters final in-school mark into ITA Direct Access</td>
<td>Calculation of final in-school percentage</td>
<td></td>
</tr>
</tbody>
</table>

**Calculated by ITA:**

**In-School Mark**

ITA Direct Access calculates the percentage weighting once the in-school mark is entered. Combined theory and practical subject competency multiplied by 80%

**Standard Level Exam Percentage Score**

ITA Direct Access will calculate the percentage weighting once the standard level exam marks have been entered. The exam score is multiplied by 20%

**Final Percentage Score**

The final mark for determining credit is calculated by ITA Direct Access. FINAL%
## Appendix A
### Assessment Guidelines

<table>
<thead>
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<th>PRACTICAL WEIGHTING</th>
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<tr>
<td>A</td>
<td>Apply Occupational Skills</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td>B</td>
<td>Prepare Breads and Rolls</td>
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<tr>
<td>C</td>
<td>Prepare Sweet Yeast Products</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td>D</td>
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<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>G</td>
<td>Assemble, Ice and Decorate Cakes, French Pastries and Petit Fours</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>H</td>
<td>Prepare Chocolate and Sugar Work</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>I</td>
<td>Prepare Fruit, Ice Cream and Specialty Desserts</td>
<td>5%</td>
<td>5%</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

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

Training Provider enters final in-school mark into ITA Direct Access

| Calculation of final in-school percentage | |

---

All apprentices who have completed all levels of the Baker program with a FINAL level mark of 70% or greater will write the Interprovincial Red Seal examination as their final assessment. ITA will enter the apprentices’ Baker Interprovincial examination mark in ITADA. A minimum mark of 70% on the examination is required for a pass.