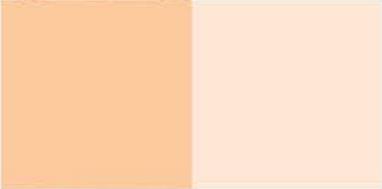
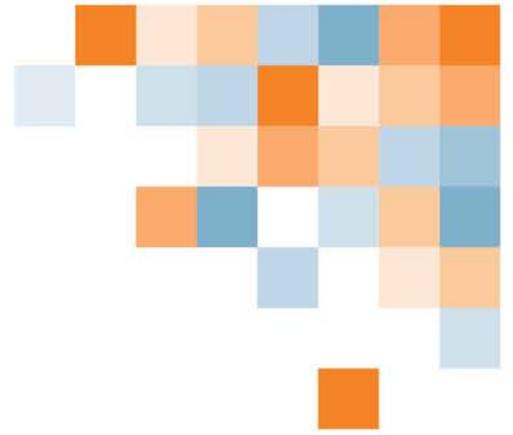


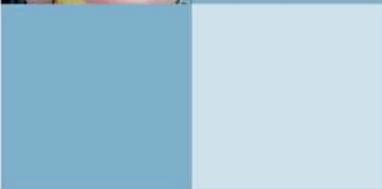
ita
YOUR TICKET.



PROGRAM OUTLINE



Meatcutter





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MEATCUTTER PROGRAM OUTLINE

**APPROVED BY INDUSTRY
2009**

**Developed by
Industry Training Authority
Province of British Columbia**



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Section 1

INTRODUCTION

Meatcutter



Foreword

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

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

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

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

SAFETY ADVISORY

Be advised that references to the WorkSafe BC safety regulations contained within these materials do not/may not reflect the most recent Occupational Health and Safety Regulation (the current Standards and Regulation in BC can be obtained on the following website: <http://www.worksafebc.com>). Please note that it is always the responsibility of any person using these materials to inform 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 go2. Members include:

- Paul Benson
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Corey Davidson of Thompson Rivers University was retained to assist in the development of a Program Outline update in 2020.

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



How to Use this Document

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

Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Program Credentialing Model	Communicates program length and structure, and all pathways to completion	Illustrates the length and structure of the program	Illustrates the length and structure of the program, and pathway to completion	Illustrates the challenger pathway to Certificate of Qualification
OAC	Communicates the competencies that industry has defined as representing the scope of the occupation	Displays the competencies that an apprentice is expected to demonstrate in order to achieve certification	Displays the competencies apprentices will achieve as a result of program completion	Displays the competencies challengers must demonstrate in order to challenge the program
Training Topics and Suggested Time Allocation	Shows proportionate representation of general areas of competency (GACs) at each program level, the suggested proportion of time spent on each GAC, and percentage of time spent on theory versus practical application	Shows the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Shows the scope of competencies covered in the technical training, the suggested proportion of time spent on each GAC, and the percentage of that time spent on theory versus practical application	Shows the relative weightings of various competencies of the occupation on which assessment is based
Program Content	Defines the objectives, learning tasks, high level content that must be covered for each competency, as well as defining observable, measurable achievement criteria for objectives with a practical component	Identifies detailed program content and performance expectations for competencies with a practical component; may be used as a checklist prior to signing a recommendation for certification (RFC) for an apprentice	Provides detailed information on program content and performance expectations for demonstrating competency	Allows individual to check program content areas against their own knowledge and performance expectations against their own skill levels



Section	Training Providers	Employers/ Sponsors	Apprentices	Challengers
Training Provider Standards	Defines the facility requirements, tools and equipment, reference materials (if any) and instructor requirements for the program	Identifies the tools and equipment an apprentice is expected to have access to; which are supplied by the training provider and which the student is expected to own	Provides information on the training facility, tools and equipment provided by the school and the student, reference materials they may be expected to acquire, and minimum qualification levels of program instructors	Identifies the tools and equipment a tradesperson is expected to be competent in using or operating; which may be used or provided in a practical assessment
Appendix – Glossary of Acronyms			Defines program specific acronyms	



Section 2

PROGRAM OVERVIEW

Meatcutter

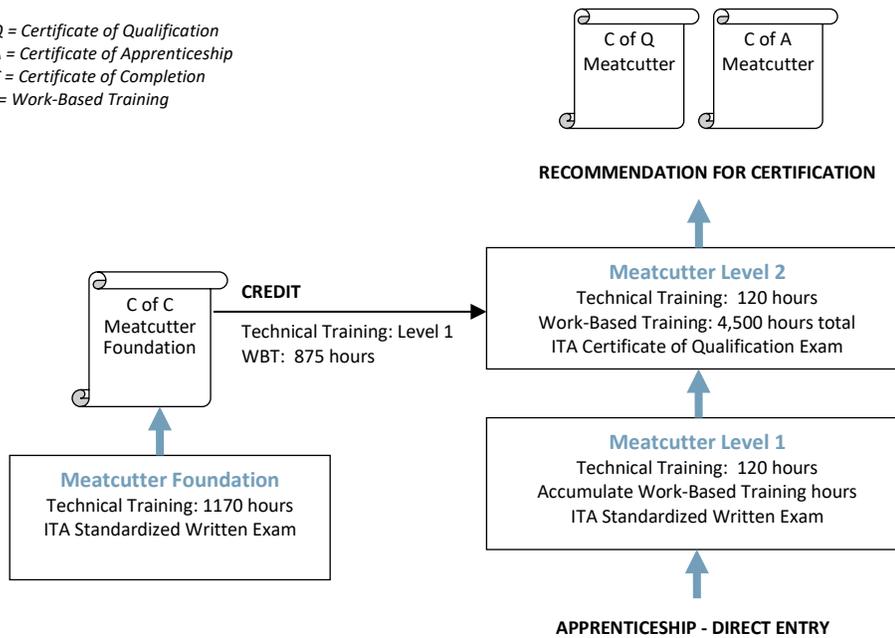


Program Credentialing Model

Apprenticeship Pathway

This graphic provides an overview of the Meatcutter apprenticeship pathways.

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



CROSS-PROGRAM CREDITS

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

None



Occupational Analysis Chart

MEATCUTTER

Occupation Description: Meatcutter means a person who breaks down carcasses, cuts meat to industry specification using hand and power tools in a safe and sanitary manner, and/or has a basic understanding of handling meat carcasses. A Meatcutter also orders, handles and prepares for sale a variety of seafood products, manufacturers prepared meat products, and handles cured meat products for sale. A Meatcutter also has a knowledge of ordering and inventory control and of human and customer relations.

OCCUPATIONAL SKILLS A	Trade Knowledge A1	Safety Standards A2	Sanitary Standards A3	Tools and Equipment A4	Ordering and Inventory A5	Trade Math and Cost Controls A6
	1	1	1	1	1 2	1 2
	Customer Relations A7	Human Resource and Leadership Skills A8	Retail Merchandizing A9			
	2	2	1 2			
HANDLING MEAT, POULTRY AND, SEAFOOD B	Meat Science and Nutrition B1	Inspection and Grading B2	Handling and Storage B3	Cutting Procedures B4	Cooking Potential B5	
	1 2	1 2	1 2	1	1 2	
BEEF C	Carcass Breaking C1	Cuts of Beef C2				
	1	1 2				
VEAL D	Carcass Breaking D1	Cuts of Veal D2				
	1	1 2				



PORK
E

Carcass Breaking
E1
1

Cuts of Pork
E2
1 2

LAMB
F

Carcass Breaking
F1
1

Cuts of Lamb
F2
1 2

POULTRY
G

Cuts of Poultry
G1
1 2

SEAFOOD AND FRESHWATER FISH
H

Identification
H1
1

Cutting Procedure
H2
1

Cuts of Fish
H3
1 2

GAME
I

Cuts of Game
I1
2

PROCESSED PRODUCTS
J

Fresh Sausage and Ready to Serve Products
J1
2



Training Topics and Suggested Time Allocation

MEATCUTTER – LEVEL 1

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	20%	60%	40%	100%
A1	Trade Knowledge		✓	✓	
A2	Safety Standards		✓	✓	
A3	Sanitary Standards		✓	✓	
A4	Tools and Equipment		✓	✓	
A5	Ordering and Inventory		✓	✓	
A6	Trade Math and Cost Controls		✓	✓	
A9	Retail Merchandizing		✓	✓	
Line B	HANDLING, MEAT, POULTRY AND SEAFOOD	20%	70%	30%	100%
B1	Meat Science and Nutrition		✓		
B2	Inspection and Grading		✓	✓	
B3	Handling and Storage		✓	✓	
B4	Cutting Procedures		✓	✓	
B5	Cooking Potential		✓		
Line C	BEEF	25%	30%	70%	100%
C1	Carcass Breaking		✓	✓	
C2	Cuts of Beef		✓	✓	
Line D	VEAL	5%	30%	70%	100%
D1	Carcass Breaking		✓	✓	
D2	Cuts of Veal		✓	✓	
Line E	PORK	15%	30%	70%	100%
E1	Carcass Breaking		✓	✓	
E2	Cuts of Pork		✓	✓	
Line F	LAMB	5%	30%	70%	100%
F1	Carcass Breaking		✓	✓	
F2	Cuts of Lamb		✓	✓	
Line G	POULTRY	5%	30%	70%	100%
G1	Cuts of Poultry		✓	✓	
Line H	SEAFOOD AND FRESHWATER FISH	5%	50%	50%	100%
H1	Identification		✓	✓	
H2	Cutting Procedures		✓	✓	
H3	Cuts of Fish		✓	✓	
Total Percentage for Meatcutter Level 1		100%			



Training Topics and Suggested Time Allocation

MEATCUTTER – LEVEL 2

		% of Time Allocated to:			
		% of Time	Theory	Practical	Total
Line A	OCCUPATIONAL SKILLS	20%	25%	75%	100%
A5	Ordering and Inventory		✓	✓	
A6	Trade Math and Cost Controls		✓	✓	
A7	Customer Relations		✓	✓	
A8	Human Resource and Leadership Skills		✓	✓	
A9	Retail Merchandizing		✓	✓	
Line B	HANDLNG, MEAT, POULTRY AND SEAFOOD	15%	25%	75%	100%
B1	Meat Science and Nutrition		✓		
B2	Inspection and Grading		✓	✓	
B3	Handling and Storage		✓	✓	
B5	Cooking Potential		✓		
Line C	BEEF	20%	20%	80%	100%
C2	Cuts of Beef		✓	✓	
Line D	VEAL	5%	20%	80%	100%
D2	Cuts of Veal		✓	✓	
Line E	PORK	10%	20%	80%	100%
E2	Cuts of Pork		✓	✓	
Line F	LAMB	5%	20%	80%	100%
F2	Cuts of Lamb		✓	✓	
Line G	POULTRY	5%	20%	80%	100%
G1	Cuts of Poultry		✓	✓	
Line H	SEAFOOD AND FRESHWATER FISH	5%	20%	80%	100%
H3	Cuts of Fish		✓	✓	
Line I	GAME	5%	50%	50%	100%
I1	Cuts of Game		✓	✓	
Line J	PROCESSED PRODUCTS	10%	50%	50%	100%
J1	Fresh Sausage and Ready to Serve Products		✓	✓	
Total Percentage for Meatcutter Level 2		100%			



Section 3

PROGRAM CONTENT

Meatcutter



Level 1

Meatcutter



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A1** **Trade Knowledge**

Objectives

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

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

LEARNING TASKS

1. Describe personal attributes and professionalism in the workplace

2. Describe roles and responsibilities in the workplace

3. Describe meatcutting occupations and necessary skill diversity

4. Describe meatcutting training programs and certification pathways

CONTENT

- Work well with superiors
 - Ability to follow directions
 - Ability to act independently, when appropriate
- Work well with colleagues
- Good interpersonal skills
 - Act as a contributing member of the staff team
- Professionalism
- Reliability
- Personal initiative
 - Accept responsibility for the actions and decisions of the staff team
- Time management
- Job satisfaction
- Apprentice’s role
- Supervisor’s role
- Employee attendance and punctuality
- Employee evaluation
- Meatcutting occupations
- Career ladder
- Skill levels
- Roles and responsibilities of various occupation
- Educational requirements of various occupations
- Apprenticeship
 - Obtaining a Certificate of Qualification
- Industry Associations

Achievement Criteria

Performance The learner will demonstrate an ability to work as part of a team in a retail meat shop as described.

Conditions Behaviour will be observed and assessed by the instructor.

Criteria • Safety
 • Professionalism



LEARNING TASKS

4. Describe basic first aid procedures

5. Describe basic fire and emergency procedures and regulations

6. Describe the use of personal safety equipment

7. Describe WorkSafeBC regulations in the workplace

CONTENT

- Explain what lock-out means
- Demonstrate several ways to lock-out equipment
- Equipment safety
 - Ventilation systems
 - Emergency shutdown systems
 - Guards and barriers
- Utilities
 - Electrical
 - Water supply
 - Gas supply
 - Other services
- First aid procedures
 - Emergency eye wash or shower locations
 - Cuts and burns
 - Slips and falls
 - Strains and sprains
 - Stab wounds and severed parts

- Identify fire exits
- Explain procedures for a fire drill
- Components that produce fire
 - Fuel
 - Heat
 - Oxygen
- Identify classes of fires and types of extinguishers
- Fire safety precautions for working near, handling or storing
 - Flammable liquids or gases
 - Paper and wood products
 - Oily cloths
- Explain the rationale for the use of personal safety equipment
- List personal safety equipment
 - Hard hats
 - Apron
 - Gloves
 - Footwear
- 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



LEARNING TASKS

CONTENT

- Industrial health and safety committees
- Contravention of regulations
- Reporting accidents

Achievement Criteria

- Performance The learner will apply safety standards as described.
- Conditions Behaviour will be observed and assessed by the instructor.
- Criteria
- Safety
 - Professionalism



LEARNING TASKS

4. Describe the procedures to maintain workplace sanitation

5. Describe the procedures to maintain personal hygiene

CONTENT

- Humidity
- Spoilage
- Sweating
- Freezer burn
- Explain the temperature meat freezes at
- Explain the effects of temperature on bacteria growth
- Explain the five-step cleaning process
 - Scrape
 - Wash
 - Rinse
 - Sanitize
 - Elevate & air-dry cutting surfaces
- Explain the difference between sanitizers and detergents
- List proper water temperature for washing
- Clean equipment
- State the health regulations as laid out by the health board
- Describe the importance of good personal hygiene
- State personal grooming habits
 - Hair / hair nets
 - Clothing
 - Hands / disposable gloves
- List common food borne illnesses carried by humans
- Explain the role of the food handler in the cycle of transmission of food borne illnesses

Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will exercise safe food handling procedures at an acceptable industry standard. |
| Conditions | Behaviour will be observed and assessed by the instructor. |
| Criteria | <ul style="list-style-type: none"> • Safety • Procedure |



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A4** **Tools and Equipment**

Objectives

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

- Identify knives and common types of hand tools and their uses.
- Describe the maintenance and safety precautions of knives and hand tools .
- Identify common types of power tools and equipment .
- Demonstrate the correct use and maintenance of common types of power tools and equipment.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Identify knives and common types of hand tools and their uses</p> | <ul style="list-style-type: none"> • Identify different knife types <ul style="list-style-type: none"> ○ Straight bladed knives ○ Curved bladed knives ○ Flexible ○ Semi-flexible ○ Rigid ○ Boning and steak knives • Identify hand tools <ul style="list-style-type: none"> ○ Steel ○ Block scraper ○ Meat scraper ○ Needle ○ Handsaw • Describe use of hand tools • Select correct hand tools for the job |
| <p>2. Describe the maintenance and safety precautions of knives and hand tools</p> | <ul style="list-style-type: none"> • Demonstrate correct safety procedure for handling hand tools • Demonstrate cleaning requirements for hand tools • Maintenance <ul style="list-style-type: none"> ○ General guidelines ○ General safety precautions ○ Specific maintenance and safety precautions for knives • Cleaning and sharpening knives • List various sharpening tools • Demonstrate use of sharpening tools <ul style="list-style-type: none"> ○ Stones (oil, water & dry types) ○ Steel ○ Mechanical Grinding types |



LEARNING TASKS

3. Identify common types power tools and equipment

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

CONTENT

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

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

- Describe use of power tools
- Describe care and maintenance of power equipment
- Describe lock-out procedures
- Disassemble and assemble power equipment
 - Band saw
 - Grinder
 - Tenderizer
 - Slicer
 - Belt sander

- Explain safety concerns
- Demonstrate care and maintenance of power equipment
 - Replacing guide
 - Oil and lubricating parts
 - Tighten moving parts
 - Sharpen blades
 - Replacing blades
 - Replacing roller bearings



Achievement Criteria

- Performance The learner will demonstrate the correct use and maintenance of common hand and power tools.
- Conditions Behaviour will be observed and assessed by the instructor.
- Criteria
- Safety
 - Tool use
 - Procedure



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A5** **Ordering and Inventory**

Objectives

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

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

LEARNING TASKS

1. Describe receiving procedures

2. Identify storage temperatures and procedures

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

4. Describe basic ordering procedures

CONTENT

- Interpret invoices/purchasing orders
- Receiving practices

- Identify correct storage temperature
 - Coolers
 - Freezers
- Identify correct storage procedure
 - Check temperature
 - Dates
 - Product rotation
- Demonstrate rotation of product
 - First in – first out
 - Code dates
- Explain the importance of correct temperature
 - Cooler
 - Freezer

- Types of waste
- Correct protocols
- Materials needing separate disposal
- Usage and waste management
 - Reduce
 - Re-use
- Recycle
- Explain the usage of tonnage control sheet
- Explain the importance of keeping records
- List various suppliers of product, including phone number and contact
- Determine factors that will affect sales
 - Holidays
 - Weather
 - Time of Year



Achievement Criteria

- Performance The learner will demonstrate the correct use of receiving and storage procedures.
- Conditions Behaviour will be observed and assessed by the instructor.
- Criteria
- Safety
 - Procedure



Line (GAC): **A** **OCCUPATIONAL SKILLS**
Competency: **A6** **Trade Math and Cost Controls**

Objectives

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

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

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Perform basic trade mathematics
 2. Convert weights and prices between the Metric and Imperial / US systems | <ul style="list-style-type: none"> • Conversion formulas <ul style="list-style-type: none"> ○ Weight ○ Volume ○ Temperature
 • Units of measurement <ul style="list-style-type: none"> ○ Metric system <ul style="list-style-type: none"> - Types, units and symbols <ul style="list-style-type: none"> • Length (distance) • Mass (weight) • Capacity (volume) • Temperature - Converting within the Metric system ○ Imperial / US system <ul style="list-style-type: none"> - Types, units and symbols <ul style="list-style-type: none"> • Weight • Volume • Length - Converting between units in the Imperial / US system ○ Converting between Metric and Imperial / US measurement systems
 • Conversion factor method <ul style="list-style-type: none"> ○ Determining conversion factors ○ Using conversion factors ○ Converting between price per lb/kg/100g
 • Types of measurements used in the meat shop <ul style="list-style-type: none"> ○ Number or count |
|--|--|



LEARNING TASKS

CONTENT

- Price
- Volume
- Weight

Achievement Criteria

Performance The learner will demonstrate the correct use of basic trade mathematics.

Conditions Behaviour will be observed and assessed by the instructor.

Criteria

- Procedure



Achievement Criteria

- Performance The learner will follow packaging procedures as described:
- Perform packaging and labelling procedures
- Conditions Behaviour will be observed and assessed by the instructor.
- Criteria
- Work area correctly prepared
 - Correct tools selected
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - Production time was within industry expectations



LEARNING TASKS

4. Describe diseases associated with meat (basic)

5. Describe allergies and sensitivities associated with meat

CONTENT

- Vitamins and minerals

- Common diseases associated with meat
- Types of diseases

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



LEARNING TASKS

CONTENT

4. Describe meat grading categories and factors

- Breaker joint
- Explain lamb indexing
 - Electronically probed
 - Estimated meat yield
- Beef
 - Define Grades
 - A Grades
 - B Grades
 - D Grades
 - E Grades
 - Define meat yields
 - Canada 1,2,3
 - Explain grading factors
 - Age
 - Colour of meat
 - Conformation
 - Fat covering
 - Fat thickness
 - Explain grading ruler
 - Fat thickness
 - Meat yield
- Veal
 - Explain veal classifications
 - Canada A1,2,3,4
 - Canada B1,2,3,4,
 - Canada C1,2
 - List grading indicators
 - Weight
 - Flesh colour (need access to color chart)
 - Kidney fat
 - Muscling
- Pork
 - List pork grades
 - Index
 - Canada emaciated
 - Canada ridge ling
 - Canada sow 1, 2, 3, 4, 5, 6, 7
 - Canada Stag
 - Canada Boar
- Lamb



LEARNING TASKS

CONTENT

- | | |
|---|--|
| <p>5. Describe grading regulations for poultry</p> | <ul style="list-style-type: none"> ○ List lamb classifications <ul style="list-style-type: none"> - Age / sex - Weight - Meat colour - Lean content - Meat yield - Conformation ○ Indicate conformation sites <ul style="list-style-type: none"> - Leg - Hip back - Shoulder ○ Explain conformation rating scale |
| <p>6. Describe grading categories and factors for poultry</p> | <ul style="list-style-type: none"> ● Explain grading criteria <ul style="list-style-type: none"> ○ Conformation ○ Fleshing ○ Fat cover ○ Bones ○ Dressing ● Define poultry grades <ul style="list-style-type: none"> ○ Canada A ○ Utility ○ Canada C |

Achievement Criteria

- | | |
|--------------------|---|
| <p>Performance</p> | <p>The learner will explain the inspection and grading of meat and poultry.</p> |
| <p>Conditions</p> | <p>To be observed and assessed by the instructor.</p> |
| <p>Criteria</p> | <p>Adherence to Canadian Food Inspection Agency regulations.</p> |



Line (GAC): **B** **HANDLING MEAT, POULTRY, AND SEAFOOD**
Competency: **B3** **Handling and Storage**

Objectives

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

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

LEARNING TASKS

1. Identify correct meat handling and storage procedures

2. Identify correct poultry handling and storage procedures

CONTENT

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



LEARNING TASKS

3. Identify correct seafood storage and handling procedures

CONTENT

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



LEARNING TASKS

CONTENT

- Seafood bacteria
 - Listeria Monocytogens
 - Salmonella
- Botulism

Achievement Criteria

Performance The learner will explain handling and storage of meat, poultry, and seafood.

Conditions To be observed and assessed by the instructor.

- Criteria
- Safety
 - Procedure



Line (GAC): **B HANDLING MEAT, POULTRY, AND SEAFOOD**
Competency: **B4 Cutting Procedures**

Objectives

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

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

LEARNING TASKS

1. Perform correct de-boning procedures

2. Perform correct trimming procedures

3. Perform correct portioning procedures

4. Perform correct tying and wrapping procedures

CONTENT

- Identify correct cutting procedures
- Determine separation points
- Identify correct cut order
- Use correct tools
- Identify correct storage procedure
 - Bones
 - Trim
 - Finished product
- Amount of trim appropriate
- Identify suitable trim for ground or processed products
- Scrape all cut surfaces
- Select correct size tray
- Cutting test for value added products
- Correct tools selected
- General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive
- Identify correct storage procedure
 - Select correct size tray
 - Follow wrapping and labelling procedures
 - Finished product stored in the correct location
- Identify correct rolling procedure
- Identify correct tying procedure
 - Materials
 - Knot types



LEARNING TASKS

- 5. Cutting, trimming, and portioning cuts of meat and poultry

CONTENT

- Less damage to hands
- Less damage to product
- Identify correct wrapping procedure
- Work area correctly prepared
- Correct tools selected
- Work area kept clean during cutting
- Work area cleaned and sanitized after cutting
- Safe practices observed throughout
- Production time was within industry expectations

Achievement Criteria

Performance The learner will perform correct cutting, trimming, and portioning procedures.

- Conditions
- Given a workstation, proper tools and equipment
 - To be observed and assessed by the instructor

- Criteria
- Safety
 - Procedure



Line (GAC): **B** **HANDLING MEAT, POULTRY, AND SEAFOOD**
Competency: **B5** **Cooking Potential**

Objectives

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

- Identify tenderness factors associated with meat and poultry.
- Identify cooking methods used for meat, poultry and seafood.

LEARNING TASKS

1. Identify tenderness factors associated with meat and poultry

2. Identify cooking methods used for meat, poultry and seafood

CONTENT

- Muscle location
- Age of the animal
- Tenderness chart
- Muscle fibres
- Fat content
- Dry-heat methods
 - Baking
 - Roasting
 - Pan-frying
 - Stir-frying
 - Broiling
 - Grilling
 - Deep-frying
- Moist-heat methods
 - Boiling or simmering
 - Poaching
 - Steaming
- Combination heat methods
 - Braising
 - Stewing



LEARNING TASKS

CONTENT

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

Achievement Criteria

Performance The learner will correctly break down a side of beef into primals and sub-primals.

Conditions

- Given a workstation, proper tools and equipment
- To be observed and assessed by the instructor

Criteria

- Safety
- Procedure
- Quality of final product



LEARNING TASKS

3. Identify sub-primal cuts of veal

4. Break veal into sub-primal cuts

5. Cut and process veal sub-primals

CONTENT

- Fore shank
- Breast
- Identify correct order of cuts
- Use correct tools
- Identify correct storage procedure
- Identify leg sub-primals
 - Sirloin
 - Shank
 - Round
- Identify hip sub-primals
 - Shank
 - Heel
 - Round
 - Rump
- Identify light veal loin sub-primals
 - Loin
 - Rib
- Identify heavy veal loin sub-primals
 - Sirloin
 - Loin
 - Rib
- Identify veal shoulder sub-primals
 - Shoulder blade portion
 - Shoulder arm portion
- Cut leg sub-primals
- Cut hip sub-primals
- Cut light veal loin sub-primals
- Cut heavy veal loin sub-primals
- Cut veal shoulder sub-primals
- Cut hip retail cuts
- Cut loin retail cuts
- Cut sirloin tip retail cuts
- Cut veal front retail cuts

Achievement Criteria

- Performance The learner will correctly break down a side of veal into primals and sub-primals.
- Conditions To be observed and assessed by the instructor.
- Criteria
- Work area correctly prepared
 - Correct tools selected
 - Work area kept clean during cutting
 - Work area cleaned and sanitized after cutting
 - Safe practices observed throughout
 - Production time was within industry expectations



LEARNING TASKS

- 4. Cut pork into sub-primal cuts

- 5. Cut and process sub-primals of pork

CONTENT

- Pork hock
- Identify belly sub-primals
 - Pork side ribs
 - Side pork
- Cut pork leg sub-primals
- Cut pork loin sub-primals
- Cut pork shoulder sub-primals
- Cut pork belly sub-primals
- Cut pork leg retail cuts
- Cut pork loin retail cuts
- Cut pork belly retail cut
- Cut pork shoulder retail cuts

Achievement Criteria

Performance The learner will correctly break down a side of pork into primals and sub-primals.

Conditions To be observed and assessed by the instructor.

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



LEARNING TASKS

5. Cut and process sub-primals of lamb

CONTENT

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

Achievement Criteria

Performance The learner will correctly break down a side of lamb into primals and sub-primals.

- Conditions
- Given a workstation, proper tools and equipment
 - To be observed and assessed by the instructor

- Criteria
- Safety
 - Procedure



LEARNING TASKS

CONTENT

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

Achievement Criteria

Performance The learner will explain the identification of seafood as described.

Conditions To be observed and assessed by the instructor.

- Criteria
- Safety
 - Procedure



Line (GAC): H SEAFOOD AND FRESHWATER FISH
Competency: H2 Cutting Procedure

Objectives

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

- Perform correct filleting procedures for fish.
- Perform correct steaking procedures for fish.
- Perform correct portioning procedures for fish.

LEARNING TASKS

1. Perform correct filleting procedures for fish

2. Perform correct steaking procedures for fish

3. Perform correct portioning procedures for fish

CONTENT

- Fabricating procedures
 - Scaling
 - Filleting
 - Round fish
 - Flat fish
 - Skinning
 - Sole, salmon, etc.
 - Fish fillets
 - Pulling pin bones from a salmon fillet
 - Cutting a fillet

- Fabricating procedures
 - Cutting steaks
 - Round fish (salmon)
 - Flat fish (halibut)

- Correct tools selected

- General cutting procedures accurately followed
 - Portion accuracy
 - Amount of trim appropriate and product appearance neat and attractive

- Identify correct storage procedure
 - Select correct size tray
 - Follow wrapping and labelling procedures
 - Finished product stored in the correct location



Achievement Criteria

- | | |
|-------------|---|
| Performance | The learner will perform correct cutting and portioning procedures for seafood. |
| Conditions | <ul style="list-style-type: none">• To be observed and assessed by the instructor. |
| Criteria | <ul style="list-style-type: none">• Work area correctly prepared• Correct tools selected• Work area kept clean during cutting• Work area cleaned and sanitized after cutting• Safe practices observed throughout• Production time was within industry expectations |



Level 2

Meatcutter



LEARNING TASKS

5. Describe the calculation of wage cost and dollar per man hour

CONTENT

- Net profit
- Inventory and income statements
- Objectives
- Labour costs to total sales
- Sales per man hour
- Cost or dollar per man hour

Achievement Criteria

Performance The learner will apply the principles of pricing procedures according to industry standards.

Conditions To be observed and assessed by the instructor.

Criteria

- Procedure



LEARNING TASKS

3. Describe customer service practices and procedures

CONTENT

- Be sure that the customer is satisfied
- Initial greeting
 - Friendly, outgoing attitude
 - Smile with sincerity
- Personal manner
 - Courteous
 - Helpful
 - Knowledgeable
- Full attention given to customer
- Efficient
- Payment transactions
 - Handling cash and making change
 - Credit cards
 - Debit cards
 - Personal cheques
- Wrap purchases
 - Handle purchases with care
- Courtesy to the customer

Achievement Criteria

Performance The learner will demonstrate customer service skills as described.

Conditions To be observed and assessed by the instructor.

Criteria

- Procedure



LEARNING TASKS

CONTENT

3. Describe the chemical changes associated with slaughter

- Listeria monocytogens
- Clostridium perfringens
- Clostridium Botulinum
- Slaughter process:
 - Stunning, hanging & bleeding
 - Electrical stimulation to enhance blood flow
 - pH levels & post mortem chemical changes
 - Rigor Mortis; Pre rigor, rigor max, rigor resolution
 - Cross bridges
- P.S.S Pre-slaughter stress syndrome:
 - Causes & effects on carcass meats
 - PSE, Pale soft & Exudative meat
 - DFD, Dark firm & dry meat
 - Minimizing PSE & DFD

4. Compare properties of seafood and meat

- Structure
- Flesh
- Bone
- Nutrition

5. Describe the sustainability of our food supply

- Importance of having a sustainable food supply
- Current issues
- Current trends
- Endangered resources



Line (GAC): **B** **HANDLING MEAT, POULTRY, AND SEAFOOD**
Competency: **B2** **Inspection and Grading**

Objectives

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

- Describe the grading and inspection of game.

LEARNING TASKS

1. Describe the grading and inspection of available game

CONTENT

- Regulations
- Inspection
- Species which have grading regulations
- Grades
 - Bison
 - Canada A1,2,3,4, B1,2,3, D1,2,3
 - Game birds (farm raised)
 - Grades as for other poultry
- Unregulated species
- Wild game rules and regulations
- Custom cutting

Achievement Criteria

Performance The learner will explain the inspection and grading of game meats and poultry.
 Conditions To be observed and assessed by the instructor.
 Criteria • Procedure



Line (GAC): **B HANDLING MEAT, POULTRY, AND SEAFOOD**
Competency: **B3 Handling and Storage**

Objectives

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

- Identify correct game handling and storage procedures.

LEARNING TASKS

1. Identify correct game handling and storage procedures

CONTENT

- Rules for handling wild game
- Storage
- Cross contamination
- Process to customer specifications
- Process to eliminate gun shot wounds and other foreign materials
- Use correct tools
- Identify correct storage procedure
 - Bones
 - Trim
- Finished product
- Explain the importance of correct temperature
 - Cooler
 - Freezer

Achievement Criteria

Performance The learner will explain the handling and storage of game.
Conditions To be observed and assessed by the instructor.
Criteria • Procedure



Line (GAC): **B HANDLING MEAT, POULTRY, AND SEAFOOD**
Competency: **B5 Cooking Potential**

Objectives

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

- Determine the best cooking method for various cuts of meat, poultry, and seafood.
- Describe the marinating and tenderizing of meat, poultry, and seafood.
- Describe the preparation of stuffed and ready to cook products.

LEARNING TASKS

CONTENT

- | | |
|--|--|
| <p>1. Determine the best cooking method for various cuts of meat, poultry, and seafood</p> | <ul style="list-style-type: none"> • Meats <ul style="list-style-type: none"> ○ Location on animal ○ Fat content ○ Tenderness • Poultry <ul style="list-style-type: none"> ○ Location on animal ○ Fat content ○ Tenderness • Seafood <ul style="list-style-type: none"> ○ Type of fish or shellfish ○ Cut ○ Fat content ○ Firmness ○ Flavour ○ Time factor by thickness of product |
| <p>2. Describe the marinating and tenderizing of meat, poultry, and seafood</p> | <ul style="list-style-type: none"> • Tenderizing <ul style="list-style-type: none"> ○ Mechanical ○ Chemical • Marinating <ul style="list-style-type: none"> ○ Principles ○ Types ○ Ingredients and ratios |
| <p>3. Describe the preparation of stuffed and ready to cook products</p> | <ul style="list-style-type: none"> • Prepare stuffing, seasonings or marinade • Marinate & or vacuum tumble product • Preparation (pockets)for stuffing <ul style="list-style-type: none"> ○ Roasts or steaks ○ Breasts or legs ○ Fillets • Presentation • Accompaniments |



Line (GAC): D VEAL
Competency: D2 Cuts of Veal

Objectives

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

- Identify correct game handling and storage procedures.

LEARNING TASKS

1. Identify correct game handling and storage procedures

CONTENT

- Rules for handling wild game
- Storage
- Cross contamination
- Process to customer specifications
- Process to eliminate gun shot wounds and other foreign materials
- Use correct tools
- Identify correct storage procedure
 - Bones
 - Trim
- Finished product
- Explain the importance of correct temperature
 - Cooler
 - Freezer

Achievement Criteria

Performance The learner will explain the handling and storage of game.
Conditions To be observed and assessed by the instructor.
Criteria

- Procedure



Line (GAC): F LAMB
Competency: F2 Cuts of Lamb

Objectives

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

- Describe specialty cuts of lamb.
- Describe lamb variety meats and offal.

LEARNING TASKS

1. Describe specialty cuts of lamb

2. Describe lamb variety meats and offal

CONTENT

- Marinated & vacuumed tumbled lamb cuts
- Stuffed lamb leg & shoulder & roasts
- Lamb rack & crown roasts
 - Lamb kabobs
- Kidney, heart, tongue
- Liver
- Sweetbreads (Thymus glands)

Achievement Criteria

Performance The learner will identify and prepare specialty cuts of lamb.

Conditions

- The learner will be given a workstation, proper tools and equipment
- Be observed and assessed by the instructor

Criteria

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



Line (GAC): H SEAFOOD AND FRESHWATER FISH
Competency: H3 Cuts of Fish

Objectives

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

- Describe specialty or value added seafood items.

LEARNING TASKS

1. Describe specialty or value-added seafood items

CONTENT

- Smoked and salted fish
- Canned seafood, spiced and marinated etc.
- Chicken haddie, variety of white fish mixed and canned
- Kamaboko products; fish paste cakes, imitation crab meat etc.



LEARNING TASKS

CONTENT

5. Describe specialty cuts of game

- Goat
- Caribou
- Musk ox
- Rabbit
- Ostrich
- Emu
- Game Birds
- Grilling steaks, seasoned & bacon wrapped
- Oven roasts seasoned, stuffed & or marinated
- Game kabobs, seasoned, marinated & vacuum tumbled
- Processed products
 - Jerky & sausage varieties

Achievement Criteria

- Performance The learner will identify cuts of game.
- Conditions To be observed and assessed by the instructor.
- Criteria
- Procedure



Line (GAC): J **PROCESSED PRODUCTS**
Competency: J1 **Fresh Sausage and Ready to Serve Products**

Objectives

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

- Describe fresh sausage types and styles.
- Describe ingredient selection and product ratios used in fresh sausage making.
- Describe flavouring and seasoning ingredients.
- Describe fresh sausage production procedures.
- Identify types of common ready to serve sausage products.

LEARNING TASKS

1. Describe fresh sausage types and styles

2. Describe ingredient selection and product ratios used in fresh sausage making

3. Describe flavouring and seasoning ingredients

CONTENT

- Generic commercial pre-mixed recipes
- Original recipes
- Ethnic types, German, Italian, Portuguese, Cajun etc
- Beef types
- Pork types
- Breakfast types
- Describe sausage fat / trim levels
- Explain chemical change and pH values in meats
- List spices
 - Amount of spice / kg
 - Correct spice usage for product
- Explain non-meat ingredients
- Describe casing selection
 - Pros and cons of each casing
- Spice history
- Common spices used in sausage manufacturing
- Flavour, smell and facts about spices
- Major spice groups
- Use of non-meat ingredients
 - Vitamin C, salt
 - Whey powders
 - De-heated mustards
 - Autolysed yeast
 - Plant proteins
 - M.S.G.
 - Soya protein



LEARNING TASKS

CONTENT

4. Describe fresh sausage production procedures

- Bread crumbs
- Etc.
- Describe sausage manufacturing sanitation procedures
- List power equipment for manufacturing
 - Band saw
 - Grinder and mixer grinders
 - Mixer
 - Stuffer
 - Silent cutter
 - Vacuum packer

5. Identify types of common ready to serve sausage products

- Describe processing problems
- Explain nomenclature regulations
- Pepperoni types
- Cooked linked sausage types:
 - Garlic, Mennonite, Farmers, Polish, Smokies, etc
- Cooked ready to eat sandwich types:
 - Hunter, Salami, Summer sausage, etc
- Jerky types

Achievement Criteria

Performance The learner will prepare fresh sausages.

Conditions

- The learner will be given a workstation, proper tools and equipment

Criteria

- Be observed and assessed by the instructor

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



Section 4

ASSESSMENT GUIDELINES



Assessment Guidelines – Level 1

Level 1 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		MEATCUTTER LEVEL 1	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	APPLY OCCUPATIONAL SKILLS	25%	25%
B	HANDLING MEAT, POULTRY AND SEAFOOD	22%	22%
C	BEEF	18%	18%
D	VEAL	4%	4%
E	PORK	14%	14%
F	LAMB	6%	6%
G	POULTRY	7%	7%
H	SEAFOOD AND FRESHWATER FISH	4%	4%
	Total	100%	100%
In-school theory/practical subject competency weighting		30%	70%
Final in-school percentage score		IN-SCHOOL %	

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



Assessment Guidelines – Level 2

Level 2 Grading Sheet: Subject Competency and Weightings

PROGRAM: IN-SCHOOL TRAINING:		MEATCUTTER LEVEL 2	
LINE	SUBJECT COMPETENCIES	THEORY WEIGHTING	PRACTICAL WEIGHTING
A	APPLY OCCUPATIONAL SKILLS	25%	25%
B	HANDLING MEAT, POULTRY AND SEAFOOD	22%	22%
C	BEEF	12%	12%
D	VEAL	4%	4%
E	PORK	10%	10%
F	LAMB	4%	4%
G	POULTRY	7%	7%
H	SEAFOOD AND FRESHWATER FISH	4%	4%
I	GAME	6%	6%
J	PROCESSED PRODUCTS	6%	6%
	Total	100%	100%
In-School theory/practical subject competency weighting		30%	70%
Final in-school percentage score Apprentices must achieve a minimum 70% for the final in-school percentage score to be eligible to write the Meatcutter Certificate of Qualification exam.		IN-SCHOOL %	

All apprentices who complete Level 2 of the Meatcutter program with a FINAL level percentage score of 70% or greater will write the Certificate of Qualification examination as their final assessment.

ITA will enter the apprentices' Meatcutter Certificate of Qualification examination percentage score into ITA Direct Access.

A minimum percentage score of 70% on the examination is required for a pass.



Section 5

TRAINING PROVIDER STANDARDS



Facility Requirements

Classroom Area

- 1,000 sq. ft. for a class size of 16 students
- Comfortable seating (moveable tables and chairs) suitable for training, teaching, lecturing and drafting
- Instructional media to include multimedia projector, projection screen, DVD player, and whiteboard (optional: flip chart)
- In-room temperature regulation and ventilation
- Lighting controls (for lights and shades or blinds)
- Compliance with all local and national fire code and occupational safety requirements

Shop Area

- Minimum 3,000 square feet of shop area including workstations
- Well ventilated
- 10 ft. high ceilings
- Lighting appropriate to detailed work

Lab Requirements

- Fully operational, representative equipment

Student Facilities

- Adequate lunch room as per WorkSafeBC requirements
- Adequate washroom facilities as per WorkSafeBC requirements
- Personal storage locker

Instructor's Office Space

- 150 sq. ft. per instructor, with a desk, chairs and materials storage / filing system



Tools and Equipment: Common to All Levels

Shop Equipment

Recommended

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

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

- Sanitation stations – twin tubs with rinse hose & sanitizer hook up
- Hand wash stations and knife sterilizers
- Eye wash station
- Coat, apron & sani glove hanging storage and drying area.
- Fire extinguishers, fire blankets
- First aid kit
- A locked area for the orderly storage of hazardous materials in accordance to WHIMS
- Signage posted (fire exits, hazardous materials, safety equipment)
- Charts
- Computer/printer with internet access
- Reference material library
- Projector

Specialty Tools**RETAIL OUTLET ITEMS**

- Fresh meat display cases x 2 @ 12 – 16 ft
- Frozen meat display cases @ 6 - 8 ft
- Retail outlet service counters
- Value added sales & display area for raw & cooked product
- Point-of-Sale System

Student Tools (supplied by student)

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

Required

- 6 inch boning knife
- 8 to 10 inch steak knife max
- Steel (fine grade)
- Knife scabbard with belt chain and 4 split rings
- Apron
- Safety goggles
- Padlock with 2 keys
- Pair clean sanitation
- Knee-height gumboots
- Sanitation gloves
- 1 Pocket calculator



Reference Materials

Recommended Resources

- Canadian Professional Meatcutters Association
 - www.meatforce.ca
- Canadian Food Inspection Agency
 - www.inspection.gc.ca

Suggested Texts

- CPMCA. CANADIAN PROFESSIONAL MEAT CUTTING: a Textbook for Industry Practitioners and Those Interested in ... a Career in the Meat Industry. TELLWELL TALENT, 2018.



Instructor Requirements

Occupation Qualification

The instructor must possess:

- A valid journeyperson certificate in the Meatcutter Trade

Work Experience

A minimum of 10 years' experience working in the industry as a Meatcutter journeyperson of which 3 years have been in a supervisory capacity.

Instructional Experience and Education

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

- A provincially recognized teaching certificate such as the BC Instructor's Diploma Program or equivalent.

OR

- Be enrolled in a provincially recognized teaching certificate such as the BC Instructor's Diploma Program or equivalent with a maximum of 2 years to completion.



Appendices



Appendix A Glossary

Analyze	To examine critically to determine appropriate procedures, process, or course of action
Apply	To put to use especially for some practical purpose
Arrange	To put into a proper order or into a correct or suitable sequence, relationship, or adjustment
Assemble	To fit together the parts of
Assess	To determine the value, significance, or extent of; appraise
Bake	To cook by dry heat especially in an oven
Bind	To cause to stick together
Boil	To undergo the action of a boiling liquid; to heat to the boiling point
Bone	To remove the bones from (see also debone)
Braise	To cook slowly in fat and little moisture in a closed pot
Broil	To cook by direct exposure to radiant heat
Butterfly	To split almost entirely and spread apart
Calculate	To arrive at a precise numerical answer often through the use of mathematical formulas
Chill	To make cold
Clean	To rid of dirt, impurities, or extraneous matter
Convert	To change from one form or function to another
Cool	To lose heat or warmth
Cook	To prepare food for eating especially by means of heat
Cost	To estimate or set the cost of
Cut	To divide into parts with an edged tool
Debone	To remove the bones from
Deep-fry	To cook in deep fat
Define	To set forth the meaning of a word or expression
Demonstrate	To exhibit, show clearly or perform, to a subject standard, a process or competence
Describe	To set forth the properties or characteristics of an object. To give a detailed or graphic account of a process or procedure. (To use correct terminology, sequencing and inter-relationship of the elements is implied where required.)
Determine	To arrive at, or locate, information by a simple process (e.g., by rule of thumb)
Emulsify	To disperse (as an oil) in an emulsion; <i>also</i> : to convert (two or more immiscible liquids) into an emulsion
Evaluate	To determine the significance, worth, or condition of; usually by careful appraisal and study
Explain	To show the logical development or relationships of
Extend	To increase the scope, meaning, or application of
Fill	To put into as much as can be held or conveniently contained
Fillet	To cut into a piece or slice of boneless meat or fish
Finish	To bring to completion or issue
Freeze	To solidify as a result of abstraction of heat
Grade	To assign a grade to or determine the quality of
Grill	To broil on a grill; <i>also</i> : to fry or toast on a griddle
Handle	To act on or perform a required function with regard to



Hold	To maintain (a certain condition, situation, or course of action) without change
Ice	To cover with or as if with icing; <i>also</i> : to put on ice
Identify	To use the correct terminology to describe objects, both individually and collectively; to state their application or use, and to point out and name them
Inspect	To view closely in critical appraisal: look over
Interpret	To explain the meaning of
List	To give in point form, several items of information; no sequence or inter-relationship is implied
Locate	To seek out and determine the location of
Maintain	To keep in good condition. To keep functional, and in good repair.
Obtain	To gain or attain usually by planned action or effort
Operate	To perform a function: exert power or influence
Pack	To cover or surround with
Pan-fry	To cook in a frying pan with a small amount of fat
Perform	To carry out. To do in a formal manner or according to prescribed ritual.
Poach	To cook in simmering liquid
Portion	To divide into portions
Prepare	To make ready beforehand for some purpose, use, or activity
Prevent	To keep from happening or existing
Price	To set a price for
Process	To subject to or handle through an established set of procedures
Produce	To oversee the making of
Rinse	To cleanse by flushing with liquid (as water)
Roast	To cook by exposing to dry heat (as in an oven or before a fire)
Roll	To wrap round on itself: shape into a ball or roll
Sanitize	To make sanitary (as by cleaning or sterilizing)
Sauté	To fry quickly in a small amount of fat
Scrub	To clean with hard rubbing
Select	To choose the most appropriate object, process or procedures, given a specific situation (when used in relation to an object it also implies the ability to identify and describe)
Service	To remove, maintain, repair, or replace items and/or components
Set up	To assemble the parts of and erect in position
Simmer	To stew gently below or just at the boiling point
Sketch	To make a sketch, rough draft, or outline of
Steam	To expose to the action of steam (as for softening or cooking)
Stew	To boil slowly or with simmering heat
Stir-fry	To fry quickly over high heat in a lightly oiled pan (as a wok) while stirring continuously
Store	To place or leave in a location for preservation or later use or disposal
Stuff	To prepare by filling or lining
Test	To evaluate something against a criterion or standard
Trim	To remove by, or as if by, cutting
Troubleshoot	To investigate a problem. To look at, or into, critically and methodically in order to find out the causes, facts, conditions, etc.
Use	The act or practice of employing something
Utilize	The act or practice of employing something
Wash	To cleanse by, or as if by, the action of liquid (as water)