

# Market-Fresh Cooking

Training Sector

3

Food Services  
and Tourism



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Training Sector

3

Food Services  
and Tourism

Formation professionnelle et technique  
et formation continue

Direction générale de la formation  
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# Introduction to the Program

In vocational training, a program of study presents the competencies required to practise a given trade or occupation at entry level on the job market. The training provided allows students to acquire a degree of versatility that will be useful in their career and personal development.

A program is a coherent set of competencies to be developed. It outlines the knowledge and broad orientations to be favoured during training. The competencies correspond to the tasks of the trade or occupation or to activities related to work, vocational or personal life, depending on the case. Learning is acquired in a specific achievement context and targets the ability to act, succeed and evolve.

According to the Education Act<sup>1</sup>, “every program shall include compulsory objectives and contents and may include optional objectives and contents that shall be enriched or adapted according to the needs of students who receive the services.” For behavioural competencies, the compulsory components include the statement of the competency, the elements of the competency, the achievement context and the performance criteria; for situational competencies, they include the corresponding components.

For information purposes, programs also provide a grid of competencies, educational aims, a summary of competency-related knowledge and know-how, and guidelines. They also specify the suggested duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

## Program Components

### Program Goals

Program goals consist of the expected outcome at the end of training as well as a general description of a given trade or occupation. They also include the four general goals of vocational training.

### Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal development that have not been explicitly included in the program goals or competencies. They serve to orient appropriate teaching strategies to contextualize students' learning, in keeping with the dimensions underlying the practice of a trade or occupation. They help guide educational institutions in implementing the program.

### Competency

A competency is the ability to act, succeed and evolve in order to adequately perform tasks or activities related to one's working or personal life, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

A competency in vocational training can be defined in terms of a behaviour or a situation, and includes specific practical guidelines and requirements for learning.

#### 1. Behavioural Competency

A behavioural competency describes the actions and the results expected of the student. It consists of the following features:

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1. Education Act, R.S.Q., c. I-13.3, ss 461

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The *achievement context* corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context attempts to recreate an actual work situation but does not describe a learning or evaluation situation.
- The *performance criteria* define the requirements to be respected. They may refer to elements of the competency or to the competency as a whole. When associated with a specific element, performance criteria are used to judge whether a competency has been acquired. When associated with the competency as a whole, the criteria describe the requirements for performing a task or activity and provide information on the expected level of performance or the overall quality of a product or service.

## 2. Situational Competency

A situational competency describes the situation in which students are placed to acquire learning, and allows for actions and results to vary from one student to another. It consists of the following features:

- The *statement of the competency* is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The *elements of the competency* outline the essential aspects of the competency and ensure a better understanding of the competency with respect to the expected outcome. The elements of the competency are fundamental to the implementation of the learning situation.
- The *learning context* provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The *instructional guidelines* provide reference points and means for teachers to ensure that learning takes place and that the context in which it occurs is always the same. These guidelines may include general principles or specific procedures.
- The *participation criteria* describe requirements that the students must meet when participating in learning activities. They focus on how the students take part in the activities rather than on the results obtained. Participation criteria are normally provided for each phase of the learning situation.

## Competency-Related Knowledge and Know-How

Competency-related knowledge and know-how together with related guidelines, are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

## Duration

The total duration of the program is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

The amount of teaching time corresponds to the amount of time allotted to training, which is established during program development as the average amount of time needed to acquire a competency and evaluate learning. This duration is helpful in organizing training.

### **Credit**

A credit is a unit used for expressing the quantitative value of each competency. One credit corresponds to 15 hours of training.

## **Aspects of Program Implementation**

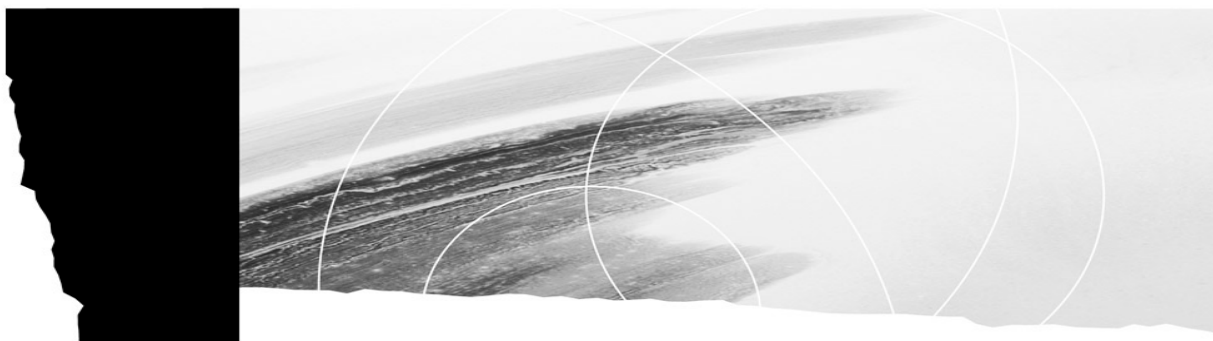
### **Program-Based Approach**

The program-based approach is founded on a comprehensive view of a program of study and its components (e.g. goals, educational aims, competencies). It requires concerted action among all players involved, from the initial stages of program design and development, to program implementation and evaluation. It consists in ensuring that all of the actions and activities proposed are based on the same aims and take into account the same orientations. For students, the program-based approach makes training more meaningful as it presents learning as a coherent whole.

### **Competency-Based Approach**

In vocational training, the competency-based approach is based on a teaching philosophy that is designed to help students mobilize their own individual sets of resources in order to act, succeed and evolve in different contexts, according to established performance levels with all the required knowledge and know-how (e.g. skills, strategies, attitudes, perceptions). The competency-based approach is carried out in situations that are relevant to the students' working life and personal life.





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## Market-Fresh Cooking

Year of approval: 2008

<b>Certification:</b>	Attestation of Vocational Specialization
<b>Number of credits:</b>	35 credits
<b>Number of competencies:</b>	10 competencies
<b>Total duration:</b>	525 hours

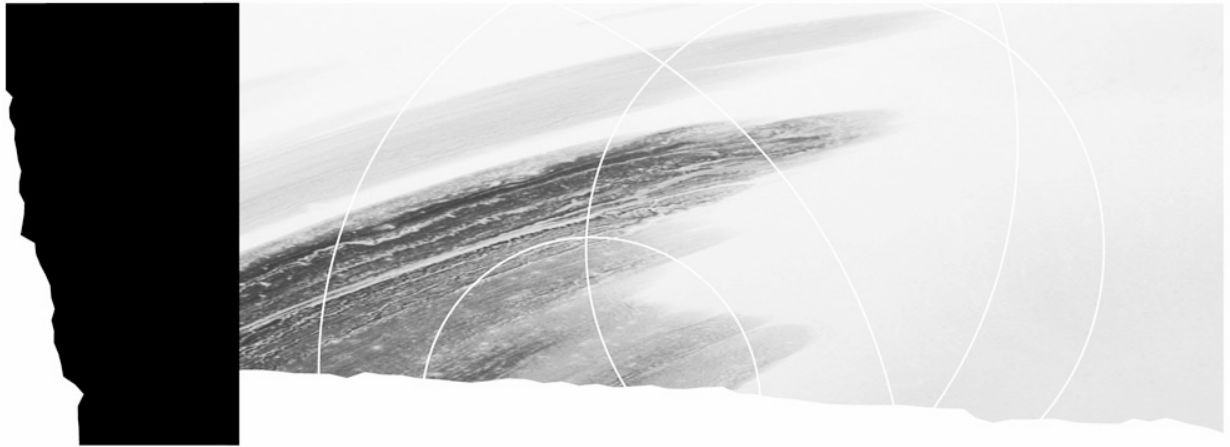
To be eligible for admission to the *Market-Fresh Cooking* program, candidates must meet one of the following requirements:

- Persons who hold a DVS in the occupation corresponding to the program of study selected or have been granted recognition of equivalent learning.
- OR
- Persons practising an occupation related to the program of study.

The duration of the program is 525 hours, which includes 165 hours spent on the specific competencies required to practise the trade or occupation and 360 hours on general, work-related competencies. The program of study is divided into 10 competencies which vary in length from 30 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
The Trade and the Training Process	902442	1	30	2
Charcuterie Products	902453	2	45	3
Bread Products	902462	3	30	2
International Dishes	902473	4	45	3
Dishes Made With Regional Products	902486	5	90	6
Plated Desserts	902494	6	60	4
Recipe Development	902502	7	30	2
Recipe Standardization	902512	8	30	2

Mise en Place and Service: Market-Fresh Menus	902528	9	120	8
Mise en place and Service: Tasting Menus	902533	10	45	3



## **Part I**

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**Program Goals**

**Educational Aims**

**Statements of the Competencies**

**Grid of Competencies**

**Harmonization**





## Program Goals

The *Market-Fresh Cooking* program prepares students to practise the trade of professional cook.

Generally speaking, professional cooks perform tasks related to preparing, transforming, serving and storing food. They are employed in restaurants, hotels, hospitals and other health care institutions, central food commissaries, educational institutions and other establishments. They can also work on ships, construction sites, for caterers, food production facilities, etc. They sometimes work under the authority of a chef.

Professional cooks perform all or part of the following tasks:

- prepare the mise en place and work plan for service
- plan the necessary elements for smooth service
- prepare, season and store hors-d'oeuvres, soups, meat, fish, vegetables, sauces, desserts and other products, in accordance with specific procedures
- cook various foods properly
- present food in accordance with standards
- create menus
- apply hygiene, food safety, and occupational health and safety standards
- clean and store tools and equipment
- keep track of, and store, perishable and non-perishable foods

The program goals of the *Market-Fresh Cooking* program are based on the general goals of vocational training. These goals are as follows:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the work force, that is:
  - to familiarize students with the job market in general, and with the specific context of their chosen trade or occupation
  - to familiarize students with their rights and responsibilities as workers
- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  - to help students develop their autonomy and ability to learn, and acquire effective work methods
  - to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  - to help students develop self-expression, creativity, initiative and entrepreneurial spirit

- to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence
- To promote job mobility, that is:
  - to help students develop positive attitudes toward change
  - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

## **Educational Aims**

The aim of the *Market-Fresh Cooking* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- Develop technical competencies in order to become more versatile.
- Develop a concern for controlling production costs and for standardizing products.
- Develop creativity in planning, preparing and presenting food.
- Develop a culinary interest in cooking.

# Statements of the Competencies

## List of Competencies

- To develop their professional practice.
- To make charcuterie products.
- To make certain types of bread.
- To make international dishes.
- To make dishes using regional products.
- To prepare plated desserts.
- To develop recipes.
- To standardize recipes.
- To do the mise en place for and serve market-fresh menus.
- To do the mise en place for and serve tasting menus.

## Grid of Competencies

The grid of competencies shows the relationship between general competencies, which correspond to work-related activities, and specific competencies, which are required to practise the particular trade or occupation, as well as the major steps in the work process.

The general competencies appear on the horizontal axis and the specific competencies, on the vertical axis. The symbol (○) indicates a correlation between a general and a specific competency. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. Shaded symbols indicate that these relationships have been taken into account in the acquisition of specific competencies. The logic used in constructing the grid influences the course sequence. Generally speaking, this sequence follows a logical progression in terms of the complexity of the learning involved and the development of the students' autonomy. The vertical axis presents the specific competencies in the order in which they should be acquired and serves as a point of departure for determining how all of the competencies will be taught.

GRID OF COMPETENCIES																	
					GENERAL COMPETENCIES							WORK PROCESS					
		Competency number	Type of competency	Duration (in hours)	To develop their professional practice	To make charcuterie products	To make certain types of bread	To make international dishes	To make dishes using regional products	To prepare plated desserts	To develop recipes	To standardize recipes	Familiarize oneself with the work to be done	Plan the work	Make the preparations	Check the quality of the preparations	Clean and tidy up the workstation
MARKET-FRESH COOKING																	
SPECIFIC COMPETENCIES																	
Competency number					1	2	3	4	5	6	7	8					
Type of competency					S	B	B	B	B	B	B	B					
Duration (in hours)					30	45	30	45	90	60	30	30					
To do the mise en place for and serve market-fresh menus		9	B	120	●	●	●	●	●	●	○	○	▲	▲	▲	▲	▲
To do the mise en place for and serve tasting menus		10	B	45	●	●	●	●	●	●	○	○	▲	▲	▲	▲	▲

## Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize the students' progress.

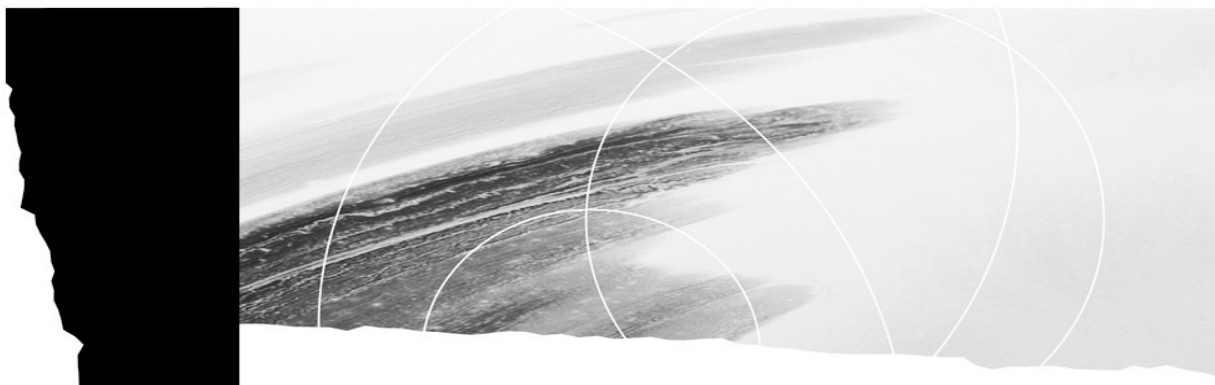
Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be “inter-level” when it focuses on training programs at different levels, “intra-level” when it focuses on programs within the same educational level, and “inter-sector” when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization of the *Market-Fresh Cooking* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Cuisine du marché*.





## **Part II**

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### **Program Competencies**





Competency 1      Duration 30      hours      Credits 2

### ***Situational Competency***

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To develop their professional practice.

#### **Elements of the Competency**

- Understand how the evolution of cooking has affected the practice of the trade.
- Recognize the importance of culinary culture, products and work methods to the future of their career.
- Examine opportunities for continuing education and training in cooking.
- Confirm their career path.

### **Learning Context**

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#### **Information Phase**

- Identifying types of international cuisines in terms of culture, products and specific techniques.
- Identifying the characteristics of Québec regional cuisine (culture, products and specific techniques).
- Recognizing the impact of food chemistry on work methods.
- Recognizing how changing cooking practices influence work organization and working conditions.
- Learning about the nature of the trade and job requirements, and how they are affected by various cooking trends (e.g. healthy or light, regional, international, vegetarian cooking).
- Learning about new developments in cooking (e.g. new technologies; changing eating habits, customer expectations and needs; genetically modified organisms (GMOs); organic foods; product traceability).
- Learning about foreseeable changes in cooking.
- Learning about quality control programs.

#### **Participation Phase**

- Learning about the *Market-Fresh Cooking* program and other cooking-related training programs.
- Explaining their interest in the *Market-Fresh Cooking* program.
- Discussing the relevance of the program with regard to employment prospects.

#### **Synthesis Phase**

- Preparing a career planning portfolio in which they draw parallels between:
  - culinary trends and their preferences, aptitudes and interests
  - their current strengths and weaknesses
  - employment opportunities and prospects with regard to their future career and the evolution of cooking

### Instructional Guidelines

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- Create a climate favourable to personal development and professional integration.
- Help students develop an accurate, up-to-date view of the cooking trade.
- Enable students to become familiar with the program of study.
- Organize activities such as visits to restaurants and other establishments, meetings with or presentations by trade specialists.
- Help cultivate a desire to excel, innovate and improve.
- Help students explore new developments in cooking.
- Help students reflect on work methods and professional attitudes, skills and behaviours.
- Provide access to documentation and relevant resources.
- Provide students with the means to evaluate their current career path and future aspirations honestly and objectively.

### Participation Criteria

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#### Information Phase

- Information on the evolution of cooking and the practice of the trade

#### Participation Phase

- Information on education and training possibilities in cooking

#### Synthesis Phase

- Evaluation of their career path

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each phase of the learning context, along with their attendant guidelines.

#### Information Phase

- |   |   |
|---|---|
| • Situate the competency within the training program.                               | Reason for the competency; course outline; relationships to other competencies                            |
| • Look for information about customer expectations and needs.                       | Evolution of eating habits<br>Scientific concepts applied to eating: influence of certain foods on health |
| • Identify the culinary culture associated with the regions of Québec.              | Regional culinary culture<br>Specific regional products<br>Specific techniques                            |
| • Recognize the impact of food chemistry on the application of culinary techniques. | Concepts of molecular gastronomy<br>Impact of food chemistry on culinary techniques                       |

- Recognize how changing cooking practices influence work organization and working conditions.

Evolution of work organization  
Working conditions and recognition  
Genetically modified organisms, new technologies  
Organic foods

- Look for information on jobs and job requirements and how they are affected by culinary trends.

Culinary trends: healthy and light cooking; cooking based on regional products; international cooking; vegetarian cooking; market-fresh cooking  
Impact of culinary trends on jobs and job requirements

- Look for information on quality control programs.

Quality control: environmental protection, protected geographical indication  
Farm products, *terroir* products

#### Participation Phase

- Look for information about the training program.
- Discuss possibilities for continuing education and training.
- Express their views on the program and their reactions to the trade.
- Express their views on new developments in cooking.

Program of study: structure, training process, competencies, relationships among competencies, evaluation methods, certification of studies

Other GER, ACS programs; professional development seminars

Relationship between different program competencies and the practice of the trade  
Professional attitudes, skills and behaviours

Employment prospects, information on entrepreneurship

#### Synthesis Phase

- Prepare a portfolio confirming their career choice.

Summary of their preferences, aptitudes and interests in various culinary trends  
Explanation of strengths and weaknesses  
Evaluation of employment possibilities with regard to their professional practice and the evolution of cooking



Competency 2      Duration 45      hours      Credits 3

***Behavioural Competency***

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**Statement of the Competency**

To make charcuterie products.

**Achievement Context**

- Following recipes
- Using the ingredients required to make charcuterie products
- Using cooking tools and equipment

**Elements of the Competency****Performance Criteria**

---

1. Prepare cooked charcuterie products.

- Appropriate selection of ingredients, based on:
  - their properties
  - their use
  - quality criteria
- Appropriate cutting and sorting
- Rigour and precision in salt-curing preparations
- Dexterity and efficiency in preparing *mousselines*
- Precise seasoning
- Appropriate binding of ingredients (*liaison*)
- Application of means to improve sensory properties
- Rigorous application of cooking techniques appropriate to each type of charcuterie product
- Observance of degree of doneness

2. Prepare raw charcuterie products.

- Appropriate selection of ingredients, based on:
  - their properties
  - their use
  - quality criteria
- Appropriate marinades or brines
- Rigorous application of drying and smoking techniques
- Application of means to improve sensory properties

## 3. Prepare sausages.

- Appropriate selection of ingredients, based on:
  - their properties
  - their use
  - quality criteria
- Observance of techniques for preparing sausages
- Accuracy in seasoning
- Appropriate binding of ingredients (*liaison*)
- Application of means to improve sensory properties
- Meticulous application of filling techniques
- Observance of portion standards
- Rigorous application of cooking techniques appropriate to each type of charcuterie product

*For the competency as a whole:*

- Efficient organization of their work
- Accurate interpretation of recipes
- Proper use of tools and equipment
- Consideration of food allergies
- Use of accurate terminology specific to charcuterie products
- Careful handling of charcuterie products
- Observance of preparation procedure
- Appropriate storage method
- Demonstration of professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

**Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

## 1. Prepare cooked charcuterie products.

- Determine the type of cooked charcuterie product to prepare.

Types of cooked charcuterie products: traditional and fine

Composition: products made with meat, poultry, game, fish, seafood or vegetables

Criteria for selecting ingredients and substitute products

Availability of products

- Prepare cooked charcuterie products.
    - Preparation procedure
    - Techniques for incorporating fats
    - Techniques for preparing mixtures, ingredients, *mousselines*
    - Characteristics of cooking techniques appropriate to each type of product
    - Binding of preparations (*liaison*)
    - Cooking temperatures
    - Impact of physicochemical reactions of marinades and cooking on cooked charcuterie products
    - Means to improve the sensory properties of products
    - Storage methods
2. Prepare raw charcuterie products.
- Determine the type of raw charcuterie product to prepare.
    - Types of raw charcuterie products: traditional and fine
    - Composition: products made with meat, game, fish and seafood
    - Criteria for selecting ingredients and substitute products
    - Availability of products
  - Prepare raw charcuterie products.
    - Preparation procedure
    - Techniques for preparing mixtures, fats, ingredients
    - Marinades and brines
    - Drying and smoking techniques
    - Impact of physicochemical reactions of marinades on raw charcuterie products
    - Means to improve the sensory properties of products
    - Storage methods
3. Prepare sausages.
- Determine the type of sausage to prepare.
    - Types of sausages: blood pudding, traditional, and fine sausages
    - Composition: products made with meat, poultry, game, fish, seafood
    - Criteria for selecting ingredients and substitute products
    - Availability of products

- Prepare sausages.
  - Techniques for preparing sausages
  - Binding of preparations (*liaison*)
  - Filling techniques
  - Characteristics of cooking techniques appropriate to each type of product
  - Impact of physicochemical reactions of marinades and cooking on charcuterie products
  - Portion standards
  - Means to improve the sensory properties of products
  - Storage methods
- For the competency as a whole:*
- Recognize the importance of organizing their work.
  - Interpretation of recipes
  - Use of a work plan
  - Coordination of their work
- Recognize the importance of applying hygiene, food safety, health and safety rules.
  - Precautions for handling products
  - Hazards related to the handling of tools and equipment
  - Safe behaviours
- Recognize the importance of ensuring the quality of their work.
  - Concern for hygiene, food safety, health and safety rules
  - Quality criteria: concern for precision and accuracy in applying preparation techniques; concern for minimizing waste; concern for balancing flavours
  - Consideration of food allergies
- Use professional terminology.
  - Terminology specific to charcuterie products



Competency 3      Duration 30      hours      Credits 2

***Behavioural Competency***

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**Statement of the Competency**

To make certain types of bread.

**Achievement Context**

- Following recipes
- Using the ingredients required to make products with leavened dough
- Using cooking tools and equipment
- Types of bread: Pullman loaf (*pain de mie*), *fougasse*, whole-wheat, French country-style (*pain de campagne*), rye bread, etc.

**Elements of the Competency****Performance Criteria**

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1. Prepare the ingredients.

- Appropriate selection of ingredients, based on:
  - the type of bread
  - their use
  - quality criteria
- Accurate measures

2. Make the dough for various types of bread products.

- Observance of the sequence of steps in the bread-making process:
  - measuring ingredients
  - kneading
  - first rising
  - weighing, division
  - rest period
  - shaping
  - proof
- Preparation techniques appropriate to various types of bread products
- Rigorous, precise execution of steps
- Dexterity and quick execution
- Observance of portion standards

3. Bake bread products.

- Correct application of egg wash (*dorure*), garnishes and decorative elements
- Correct application of scoring techniques
- Adequate control of oven temperature, steam and baking time
- Accurate assessment of signs of doneness (e.g. shape, appearance, colour, resonance)

4. Store bread products.

- Storage method appropriate to the products
- Observance of storage conditions:
  - for immediate use
  - for future use

5. Tidy up the work station.

- Clean tools and equipment
- Appropriate storage of tools and equipment
- Clean workstation

*For the competency as a whole:*

- Efficient organization of their work
- Observance of recipes
- Use of appropriate terminology
- Consideration of food allergies
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Products meet quality criteria

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Prepare the ingredients.

- Determine the bread products to make.

Basic characteristics of the baking trade  
 Characteristics of bread products: whole-wheat, country-style, French, Pullman, rye, specialty breads  
 Production methods  
 Materials and equipment used

- Choose the ingredients.

Types of flour  
 Selection or quality criteria of ingredients  
 Main physical and chemical properties of ingredients  
 Food additives used

- Weigh the ingredients.

Conversion of imperial units into metric units, and vice versa

- Prepare the ingredients.

Temperature calculations

2. Make the dough for various types of bread products.

- Apply bread-making techniques.

Steps in the bread-making process  
 Preparation of leaven  
 Fermentation  
 Scaling the dough  
 Standards concerning bread size

<ul style="list-style-type: none"> <li>Recognize the importance of the effects of physicochemical reactions on the sensory properties of doughs during bread-making.</li> </ul>	Impact of physicochemical reactions on the sensory properties of doughs
3. Bake bread products.	
<ul style="list-style-type: none"> <li>Prepare the products for baking.</li> </ul>	Application of egg wash, garnishes and decorative ingredients Scoring techniques
<ul style="list-style-type: none"> <li>Bake products.</li> </ul>	Oven placement, baking times and temperatures Physicochemical reactions of ingredients on bread baking: appearance, texture, colour Changes in bread after baking
<ul style="list-style-type: none"> <li>Recognize the importance of the effects of physicochemical reactions on the sensory properties of doughs during baking.</li> </ul>	Impact of physicochemical reactions on the sensory properties of doughs
4. Store bread products.	
<ul style="list-style-type: none"> <li>Store the preparations.</li> </ul>	Physicochemical reactions on the keeping qualities of breads Storage conditions: for immediate or future use Recommended storage temperatures Packaging options Labelling Freezing and blast-freezing conditions
5. Tidy up the workstation.	
<ul style="list-style-type: none"> <li>Apply storage, cleaning and sanitation procedures.</li> </ul>	Logical sequence for disassembling equipment Storage locations Use of cleaning and sanitation products
<ul style="list-style-type: none"> <li>Recognize the importance of the effects of physicochemical reactions on the sensory properties of breads during storage.</li> </ul>	Impact of physicochemical reactions on the sensory properties of breads
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> <li>Understand the importance of organizing their work.</li> </ul>	Interpretation of recipes Use of a work plan Coordination of their work
<ul style="list-style-type: none"> <li>Recognize the importance of applying hygiene, food safety, health and safety rules.</li> </ul>	Precautions for handling products Hazards related to the handling of tools and equipment Safe behaviours

- Recognize the importance of ensuring the quality of their work.
  - Concern for hygiene, food safety, health and safety rules
  - Quality criteria: concern for rigour and precision in applying bread-making techniques; concern for minimizing waste
  - Consideration of food allergies
  - Qualities of finished products
  - Means to improve the sensory properties of products
- Use professional terminology.
  - Terminology specific to bakery products

Competency 4      Duration 45      hours      Credits 3

### ***Behavioural Competency***

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#### **Statement of the Competency**

To make international dishes.

#### **Achievement Context**

- Following recipes
- Using the necessary ingredients
- Using the cooking tools and equipment required
- Using reference documents
- European, Asian, African or American dishes
- Dishes that may require exotic fruits and vegetables

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#### **Elements of the Competency**

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#### **Performance Criteria**

1. Prepare international soups.

- Rigorous, efficient application of soup preparation techniques:
  - prepping
  - cuts
  - cooking
- Meticulous preparation of garnishes and decorative elements
- Application of means to improve sensory properties
- Observance of portion and presentation standards
- Attractive presentation

2. Prepare international hors-d'oeuvres and appetizers.

- Rigorous, efficient application of preparation techniques for:
  - cold hors-d'oeuvres and appetizers
  - hot hors-d'oeuvres and appetizers
- Meticulous preparation of garnishes and decorative elements
- Application of means to improve sensory properties
- Observance of portion and presentation standards
- Attractive presentation

## 3. Prepare international main courses.

- Dexterous execution of preliminary operations
- Careful application and adaptation of preparation techniques for:
  - fish, mollusks and crustaceans
  - meat, poultry and game
  - fruit and vegetables
  - garnishes
  - sauces and *jus*
- Efficient, accurate application of cooking techniques specific to various products
- Meticulous preparation and handling of garnishes and decorative elements
- Application of means to improve sensory properties
- Observance of portion and presentation standards
- Attractive presentation

*For the competency as a whole:*

- Efficient organization of their work
- Accurate interpretation of recipes
- Concern for the quality of ingredients selected
- Observance of the specificity and authenticity of recipes
- Concern for the quality of the finished product
- Consideration of food allergies
- Appropriate selection of tools and equipment for the type of cuisine
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

## 1. Prepare international soups.

- Determine the soup to prepare.

Characteristics of various international soups  
Products associated with different types of international soups

- Select the ingredients.

Ingredients and substitute products  
Quality criteria  
Availability of products

- Make international soups.
  - Specialized tools
  - Prep techniques for soups
  - Thickening (*liaison*) techniques
  - Control of cooking times and temperatures
  - Means to improve sensory properties of soups
  - Types of garnishes and finishing elements
  - Storage methods
  - Portion and presentation standards

## 2. Prepare international hors-d'oeuvres and appetizers.

- Determine the hors-d'oeuvres and appetizers to prepare.
  - Characteristics of various international hors-d'oeuvres and appetizers
  - Products associated with different types of international hors-d'oeuvres and appetizers
- Select the ingredients.
  - Ingredients and substitute products
  - Quality criteria
  - Availability of products
- Make international hors-d'oeuvres and appetizers.
  - Specialized tools and equipment
  - Preliminary operations
  - Preparation techniques
  - Finishing elements
  - Effects of physicochemical reactions on the preparations
  - Means to improve sensory properties of the preparations
  - Storage methods
  - Portion and presentation standards

## 3. Prepare international main courses.

- Determine the main courses to prepare.
  - Characteristics of various international main courses
  - Products associated with different types of international main courses
  - Storage
- Select the ingredients.
  - Ingredients and substitute products
  - Quality criteria
  - Availability of products

- Make international main courses.
  - Preliminary operations
  - Preparation techniques
  - Use of marinades and brines
  - Effects of physicochemical reactions on the preparations
  - Choice of cooking techniques
  - Basic preparations adapted to international recipes: *fumets*, glazes, broths, sauces, marinades, brines, stuffings, panadas and compound butters
  - Means to improve sensory properties of the preparations
  - Storage methods
- For the competency as a whole:*
- Identify different types of international cooking.
  - Characteristics of different types of international cooking
  - European, Asian, African and American (e.g. diet, culinary tradition, local beverages)
  - Specialties of various countries
  - Special tools and equipment
- Identify varieties of products available.
  - Exotic fruits and vegetables
  - Fish, mollusks and crustaceans
  - Meat, poultry and game
  - Beverages
  - Allergens
  - Seasonality of products
- Recognize the importance of organizing their work.
  - Interpretation of recipes
  - Use of a work plan
  - Coordination of their work
- Recognize the importance of ensuring the quality of their work.
  - Concern for hygiene, food safety, health and safety rules
  - Quality criteria: concern for rigour and precision in applying preparation techniques; concern for minimizing waste
  - Concern for the specificity and authenticity of recipes
  - Consideration of food allergies
  - Qualities of finished products
  - Means to improve sensory properties
- Use professional terminology.
  - Terminology specific to international dishes and products



Competency 5      Duration 90      hours      Credits 6

***Behavioural Competency***

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**Statement of the Competency**

To make dishes using regional products.

**Achievement Context**

- Following recipes
- Using the necessary ingredients
- Using the cooking tools and equipment required
- Using reference documents

**Elements of the Competency****Performance Criteria**

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1. Prepare soups, using regional products.

- Rigorous, efficient application of soup preparation techniques:
  - prepping
  - cuts
  - cooking
- Meticulous preparation of garnishes and decorative elements
- Application of means to improve sensory properties
- Observance of portion and preparation standards
- Attractive presentation

2. Prepare hors-d'oeuvres and appetizers, using regional products.

- Rigorous, efficient application of preparation techniques for:
  - cold hors-d'oeuvres and appetizers
  - hot hors-d'oeuvres and appetizers
- Meticulous preparation of garnishes and decorative elements
- Application of means to improve sensory properties
- Observance of portion and preparation standards
- Attractive presentation

3. Prepare main courses, using regional products.
- Dexterous execution of preliminary operations
  - Careful application and adaptation of preparation techniques for:
    - fish, mollusks and crustaceans
    - meat, poultry and game
    - fruit and vegetables
    - garnishes
    - sauces and *jus*
  - Quick, efficient execution of dishes
  - Accurate control of cooking times and temperatures
  - Appropriate choice of accompanying garnishes
  - Application of means to improve sensory properties
  - Observance of portion and presentation standards
  - Attractive presentation

*For the competency as a whole:*

- Efficient organization of their work
- Consideration of food allergies
- Concern for the source and quality of ingredients selected
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Concern for the quality of the finished product

### **Suggestions for Competency-Related Knowledge and Know-How**

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Prepare soups, using regional products.

- Determine the soup to prepare.

Types of soups  
Soups associated with different regions  
Composition

- Select the ingredients.

Ingredients and substitute products  
Quality criteria  
Availability of products  
Seasonality  
*Terroir* products, protected geographical indication

- Make soups, using regional products.
    - Specialized tools
    - Prep techniques for soups
    - Thickening (*liaison*) techniques
    - Control of cooking times and temperatures
    - Means to improve sensory properties of soups
    - Types of garnishes
    - Finishing elements
    - Portion and presentation standards
    - Storage methods
2. Prepare hors-d'oeuvres and appetizers, using regional products.
- Determine the hors-d'oeuvres and appetizers to prepare.
    - Types of hors-d'oeuvres and appetizers
    - Hors-d'oeuvres and appetizers associated with different regions
    - Composition
  - Select the ingredients.
    - Ingredients and substitute products
    - Quality criteria
    - Availability of products
    - Seasonality
    - Terroir* products, protected geographical indication
  - Make hors-d'oeuvres and appetizers.
    - Composition
    - Specialized tools and equipment
    - Preliminary operations
    - Preparation techniques
    - Finishing elements
    - Effects of physicochemical reactions on the preparations
    - Means to improve sensory properties of preparations
    - Portion and presentation standards
    - Storage methods
3. Prepare main courses, using regional products.
- Determine the main courses to prepare.
    - Types of main courses
    - Main courses associated with different regions
    - Composition
  - Select the ingredients.
    - Ingredients and substitute products
    - Quality criteria
    - Availability of products
    - Seasonality
    - Terroir* products
    - Protected geographical indication

- Make main courses, using regional products.
  - Preliminary operations
  - Preparation techniques
  - Use of marinades and brines
  - Effects of physicochemical reactions on the preparations
  - Choice of cooking techniques
  - Recipes for basic preparations: stocks and glazes, sauces, marinades, brines, stuffings and panadas, compound butters
  - Means to improve the sensory properties of preparations
  - Portion and presentation standards
  - Storage methods
- For the competency as a whole:*
- Recognize the importance of organizing their work.
  - Interpretation of recipes
  - Use of a work plan
  - Coordination of their work
- Recognize the importance of ensuring the quality of their work.
  - Concern for hygiene, food safety, health and safety rules
  - Quality criteria: concern for rigour and precision in applying preparation techniques; concern for minimizing waste
  - Consideration of food allergies
  - Qualities of finished products
  - Means to improve the sensory properties of products
- Use professional terminology.
  - Terminology specific to regional products

Competency 6      Duration 60      hours      Credits 4

***Behavioural Competency***

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**Statement of the Competency**

To prepare plated desserts.

**Achievement Context**

- Following recipes
- Using the necessary ingredients
- Using cooking tools and equipment
- Using reference documents
- Desserts made with regional or international products
- International desserts, as appropriate

**Elements of the Competency****Performance Criteria**

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1. Plan the work.

- Accurate interpretation of recipes
- Appropriate selection of ingredients, based on:
  - their use
  - quality criteria
- Appropriate selection of substitute products
- Efficient work plan, taking into account:
  - logical execution of tasks
  - time required to execute the recipes

2. Make cold, frozen and hot desserts.

- Precise measures, in accordance with recipe instructions
- Meticulous, dexterous application of dessert-making techniques
- Precise control of cooking times and temperatures
- Application of means to improve sensory properties

3. Make decorative elements.

- Precise measures, in accordance with recipe instructions
- Correct application of methods of tempering chocolate
- Precise control of cooking times and temperatures for sugar
- Appropriate use of additional decorative elements made out of:
  - chocolate
  - sugar
  - almond paste
- Application of means to improve sensory properties

- 4. Present plated desserts.
  - Careful application of assembly techniques
  - Careful application of piped decorations
  - Observance of portion standards
  - Efficient work:
    - quick execution
    - meticulous execution of operations
    - uniformity
  - Original, attractive arrangement
  - Appropriate selection of serving ware
  - Application of means to improve sensory properties
- 5. Store desserts.
  - Storage method appropriate to the preparations
  - Observance of storage conditions:
    - for immediate use
    - for future use
- 6. Tidy up the workstation.
  - Clean tools and equipment
  - Safe, proper storage of tools and equipment
  - Clean workstation

*For the competency as a whole:*

- Efficient organization of their work
- Proper use of terminology specific to desserts
- Proper use of tools and equipment
- Consideration of food allergies
- Quality of the finished product
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Demonstration of appropriate professional attitudes and behaviours

### **Suggestions for Competency-Related Knowledge and Know-How**

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

- 1. Plan the work.
  - Determine the plated dessert to present.
    - Types of cold, frozen and hot desserts
    - Composition
  - Interpret the recipes for the chosen dessert.
    - Work method
    - Characteristics of the recipes

<ul style="list-style-type: none"> <li>• Check the ingredients required.</li> </ul>	Food additives Sweeteners Selection of ingredients based on their characteristics, composition, taste, role, and possible food allergies Availability of products Seasonality
<ul style="list-style-type: none"> <li>• Select the tools and equipment.</li> </ul>	Specialized tools and equipment
<ul style="list-style-type: none"> <li>• Plan the work to be done.</li> </ul>	Use of a work plan Consideration of the menu Choice of dishware
2. Make cold, frozen and hot desserts.	
<ul style="list-style-type: none"> <li>• Prepare doughs, pastries and batters.</li> </ul>	Basic dough, pastry and batter and their derivatives Use of dough, pastry and batter Preparation and cooking techniques Standard dimensions of dough, pastry and batter
<ul style="list-style-type: none"> <li>• Prepare creams.</li> </ul>	Basic creams and their derivatives Components Preparation techniques Impact of the mixtures' physicochemical reactions on texture and cooking Control of cooking times and temperatures
<ul style="list-style-type: none"> <li>• Prepare garnishes.</li> </ul>	Types of garnishes made with fresh or dried fruit, chocolate, almonds, etc. Possible uses <i>Ganache</i> Preparation techniques Impact of the mixtures' physicochemical reactions on texture and cooking Control of cooking times and temperatures
<ul style="list-style-type: none"> <li>• Make cold desserts.</li> </ul>	Preparation techniques: cold entremets and various pastries Means to improve sensory properties Verification of temperatures and textures Use of substitute products and additives
<ul style="list-style-type: none"> <li>• Make frozen desserts.</li> </ul>	Preparation techniques for frozen desserts: ice creams, parfais, soufflés, sherbets, <i>granités</i> , fruit <i>givrés</i> , frozen entremets Means to improve sensory properties Verification of temperatures and textures Use of substitute products and additives

<ul style="list-style-type: none"> <li>• Make hot desserts.</li> </ul>	Preparation techniques for hot desserts: soufflés, molten desserts, etc. Means to improve sensory properties Verification of temperatures and textures Use of substitute products and additives
3. Make decorative elements.	
<ul style="list-style-type: none"> <li>• Make chocolate decorative elements.</li> </ul>	Techniques for tempering chocolate Decorative elements Preparation techniques Uses
<ul style="list-style-type: none"> <li>• Make sugar-based decorative elements.</li> </ul>	Pulled, spun, cast sugar; <i>nougatine</i> , royal icing, etc. Decorative elements Preparation techniques Uses
<ul style="list-style-type: none"> <li>• Make decorative elements out of dried and fresh fruit.</li> </ul>	Various dried-fruit pastes Candied fruit, fruit gellies Techniques for making decorative elements out of dried and fresh fruit Uses
<ul style="list-style-type: none"> <li>• Make various decorative elements using fine cookies, pastries and cakes (<i>petits fours</i>).</li> </ul>	Types of <i>petit four</i> : <i>sec</i> , <i>frais</i> , <i>glacé</i> (e.g. <i>tuiles</i> , <i>sables</i> , <i>madeleines</i> , mini <i>palmiers</i> , macaroons) Preparation techniques Uses
4. Present plated desserts.	
<ul style="list-style-type: none"> <li>• Finish the desserts.</li> </ul>	Techniques for finishing desserts Techniques for cooking hot desserts Accompanying sauces Use of substitute products Concern for rigour and precision regarding temperatures Means to improve sensory properties
<ul style="list-style-type: none"> <li>• Present plated desserts.</li> </ul>	Rules of aesthetics Pairing cold, frozen and hot desserts Additional decorative elements Accompanying sauces and <i>coulis</i> Portion standards Presentation standards Concern for rapidity of execution



## 5. Store desserts.

- Store the preparations.

Methods of storing or keeping cold, frozen and hot desserts  
 Impact of physicochemical reactions on the storage life of cold, frozen and hot desserts  
 Storage conditions: for immediate or future use  
 Storage temperatures  
 Hygiene and food safety rules specific to frozen products

## 6. Tidy up the workstation.

- Apply storage, cleaning and sanitation procedures.

Logical sequence for disassembling equipment  
 Storage locations for specialized tools and certain pieces of equipment  
 Use of cleaning and sanitation products

*For the competency as a whole:*

- Recognize the importance of doughs, pastries and batters, creams and garnishes in the presentation of plated desserts.

Variety and characteristics of basic doughs, pastries and batters, basic creams and garnishes in the presentation of plated desserts

- Recognize the importance of ensuring the quality of their work.

Concern for hygiene, food safety, health and safety rules  
 Quality criteria: concern for rigour and precision in applying preparation techniques; concern for minimizing waste  
 Qualities of finished products  
 Means to improve the sensory properties of products  
 Consideration of food allergies  
 Concern for observing work methods  
 Concern for producing meticulous, quick, uniform and attractive work

- Use professional terminology.

Terminology specific to desserts



Competency 7      Duration 30      hours      Credits 2

***Behavioural Competency***

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**Statement of the Competency**

To develop recipes.

**Achievement Context**

- Using recipes and reference documents
- Based on a range of ingredients available in the kitchen
- Using blank recipe development worksheets (e.g. for listing possible recipes; creativity and recipe worksheets)
- Using the cooking tools and equipment required
- For market-fresh dishes
- Yield: four servings
- Development of a recipe based on a list of possibilities containing the following:
  - basic products
  - procedures (e.g. whole cut, detailed cut, processed cut)
  - flavours (e.g. herbs, spices, condiments)
  - preparations (e.g. dough, stuffing, *mirepoix*)
  - cooking techniques
  - related products
- Garnishes:
  - components (e.g. fruits, vegetables)
  - procedures (e.g. whole cut, detailed cut, processed cut)
  - flavours (e.g. herbs, spices, condiments)
  - preparations (e.g. dough, stuffing, *mirepoix*)
  - cooking techniques
- Sauces

**Elements of the Competency****Performance Criteria**

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1. Gather information prior to developing a recipe.
  - Consideration of customer expectations
  - In-depth research on:
    - culinary trends
    - techniques of various chefs
    - available products
  - Appropriate gathering of elements that may enter into recipes:
    - basic products (procedures, flavours, preparations, cooking techniques)
    - related products: garnishes (components, procedures, flavours, preparations, cooking techniques) and sauces

## 2. Determine the recipe to develop.

- Determination of desired effects regarding the sensory properties and presentation of the dish
- Appropriate selection of recipe characteristics, based on the desired effects, with regard to:
  - procedures
  - preparations
  - cooking techniques
  - flavours
- Appropriate selection of ingredients
- Appropriate choice of tools and equipment, in accordance with the techniques selected
- Establishment of a logical procedure for preparing the dish
- Duly completed worksheets

## 3. Test the recipe.

- Observance of preparation techniques
- Application of means to improve the sensory properties of the dish
- Appropriate selection of serving ware
- Balanced composition and presentation
- Consideration of all information
- Appropriate adjustments, if applicable
- Concern for the quality of the finished product

## 4. Write the recipe.

- Observance of rules for writing recipes
- Detailed compilation of data:
  - quantity of ingredients
  - work method
- Proper use of cooking terminology

*For the competency as a whole:*

- Efficient organization of their work
- Effective use of documentation
- Observance of the creative process
- Demonstration of originality in developing recipes
- Receptivity to criticism
- Systematic consideration of constraints (e.g. costs, time, material)
- Consideration of food allergies
- Economical use of products
- Observance of hygiene and food safety rules
- Observance of health and safety rules

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Gather information prior to developing a recipe.

- Look for information.
  - Determination of customer expectations
  - Culinary trends
  - Use of specialized magazines
  - Research method
  - Gathering of all elements that may enter into a recipe
- List possible recipes.
  - Characteristics of information to be included when listing possible recipes
  - Use of listing technique
  - Identification of elements that may enter into the recipes:
    - basic products (procedures, flavours, preparations, cooking techniques)
    - related products: garnishes (components, procedures, flavours, preparations, cooking techniques) and sauces
  - Consideration of time and cost constraints

#### 2. Determine the recipe to develop.

- Determine possible combinations of products, procedures, preparations and cooking techniques.
  - Use of combinational analysis
  - Use of creativity worksheet
  - Recording of necessary information on the creativity worksheet
  - Consideration of constraints
- Determine the parameters of the recipe.
  - Rules for writing recipes
  - Characteristics of the recipe: procedures, preparations, cooking techniques
  - Desired effects: sensory properties, presentation
  - Determination of elements in the preparation phase
  - Determination of elements in the presentation phase

#### 3. Test the recipe.

- Plan the test.
  - Establishment of a logical procedure for preparing the dish
  - Selection of ingredients and substitute products
  - Selection of tools and equipment, based on the techniques selected
  - Selection of serving ware

- Make the recipe.  
Use of procedural worksheets  
Consideration of production constraints  
Application of basic and innovative techniques  
Means to improve sensory properties
- Make adjustments and conduct taste tests.  
Quality criteria of the finished product:
  - balanced composition and presentation
  - consideration of all information
 Evaluation of sensory properties  
Adjustments to be made, if applicable

## 4. Write the recipe.

- Determine the characteristics of the recipe.  
Determination of the procedure  
Determination of ingredients  
Determination of portion and presentation standards
- Write the recipe.  
Rules for writing recipes  
Criteria: description of the recipe, use of professional terminology

*For the competency as a whole:*

- Organize the creative process.  
Aspects of creativity  
Steps in the creative process, difficulties to overcome  
Qualities required for creativity  
Elements that promote creativity
- Select a creative technique.  
General  
Trial and error  
Contrasts  
Brainstorming  
Combinational analysis
- Recognize the importance of ensuring the quality of their work.  
Concern for hygiene, food safety, health and safety rules  
Consideration of food allergies  
Quality criteria: concern for observing work methods; for producing meticulous, rigorous work and for minimizing waste; concern for creativity and aesthetics

Competency 8      Duration 30      hours      Credits 2

### ***Behavioural Competency***

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#### **Statement of the Competency**

To standardize recipes.

#### **Achievement Context**

- Following recipes
- Using suppliers' price lists
- Using ingredients
- Using the cooking tools and equipment required
- Using calculators, software applications, etc.
- Using documentation (e.g. reference documents, forms and worksheets)

#### **Elements of the Competency**

#### **Performance Criteria**

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1. Plan how to standardize the recipe selected.

- Accurate determination of:
  - total recipe yield
  - portion yield
  - conversion factor for increasing or decreasing the recipe yield
- Appropriate selection of ingredients, in terms of:
  - quantity
  - quality
- Observance of constraints related to:
  - cost
  - tools and equipment
  - time required to execute the recipe
- Establishment of a logical procedure, based on time required

2. Test the recipe.

- Rigour and precision in weights and measures
- Observance of preparation techniques
- Observance of the procedure
- Concern for the economical use of products
- Application of means to improve the sensory properties of foods
- Adjustment of recipe yield, if necessary
- Quality of the finished product

3. Write the standardized recipe on the worksheet.
- Detailed compilation of data, including:
    - recipe yield
    - precise quantity of each ingredient
    - procedure (in chronological order)
    - tools and equipment required
    - preparation time
    - cooking time and temperature, if applicable
  - Accurate compilation of unit purchase prices
  - Accurate calculation of cost per serving
  - Proper use of cooking terminology
  - Observance of standards for writing recipes
  - Appropriate categorization of the recipe

*For the competency as a whole:*

- Efficient organization of their work
- Consideration of all information
- Consideration of food allergies
- Concern for detail and accuracy
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Plan how to standardize the recipe selected.

- Determine the parameters of the recipe to standardize.
- Plan how to standardize the recipe selected.

Total recipe yield  
Portion yield  
Conversion factor  
Constraints related to cost, tools, equipment and time required to execute the recipe

Use of worksheets: function, use, information required  
Availability of ingredients  
Use of weighing and measuring instruments  
Use of a work plan

#### 2. Test the recipe.

- Execute the recipe.

Application of preparation techniques  
Kitchen tests: observations, notes  
Yield adjustment techniques  
Adjustment of sensory properties  
Adjustment of quantities of ingredients  
Adjustment of procedure



- Test the recipe. Use of recipe standardization and test worksheets

3. Write the standardized recipe on the worksheet.

- Compile data. Compilation of information required  
Calculation of total recipe cost
- Write the standardized recipe on the worksheet. Application of rules for writing recipes  
Establishment of a food cost multiplier  
Categorization of recipes  
Use of cooking terminology

*For the competency as a whole:*

- Recognize the importance of ensuring the quality of their work. Concern for hygiene, food safety, health and safety rules  
Consideration of food allergies  
Quality criteria: concern for observing work methods; concern for producing meticulous, detailed, precise work; concern for rigour in performing tasks



Competency 9      Duration 120 hours      Credits 8

***Behavioural Competency***

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**Statement of the Competency**

To do the mise en place for and serve market-fresh menus.

**Achievement Context**

- At designated stations
- Following recipes
- For a table d'hôte menu
- Using the necessary ingredients
- Using the cooking tools and equipment required
- Menus may include dishes made with regional and international products
- Menus may include international dishes

**Elements of the Competency****Performance Criteria**

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1. Plan the work to be done.

- Accurate interpretation of the menu
- Accurate interpretation of applicable recipes for:
  - dishes made using regional products
  - dishes made using international products
  - international dishes
  - charcuterie products
  - bread products
  - desserts
- Verification of the availability, origin and quality of ingredients
- Accurate determination of the number of portions to prepare
- Drafting of an efficient work plan that takes into account:
  - the number of cooks at each station
  - the type and specific nature of the recipes
  - the logical execution of tasks
  - the time required to execute the recipes
  - the tools and equipment available
- Appropriate organization of the workstation

2. Do the mise en place for the dishes on the menu.
  - Adaptation of preparation techniques, in accordance with the types of international or regional products
  - Dexterity in preparation techniques for:
    - soups
    - hors-d'oeuvres and appetizers
    - fruits and vegetables
    - main courses
    - breads
    - desserts
  - Efficient, precise application of cooking techniques specific to the products
  - Meticulous preparation of garnishes and decorative elements
  - Observance of portion standards
  - Application of means to improve sensory properties
  - Concern for the quality of products (MEP)
  - Appropriate storage of the mise en place, in accordance with the type of service, for future use
3. Finalize the mise en place for the service.
  - Complete, thorough verification of the mise en place for the service
  - Appropriate finishing of certain preparations, as required
  - Application of means to improve sensory properties
  - Thorough verification of the serving ware, in accordance with the type of menu
  - Efficient communication of all information required for smooth service
  - Functional setup of the workstation, in accordance with the type of menu
  - Clean workstation
4. Serve the dishes on the menu.
  - Efficient coordination of their work with:
    - the kitchen staff
    - the dining room staff
  - Accurate interpretation of instructions and orders
  - Proper finishing of recipes, in accordance with the type of menu
  - Observance of portion standards
  - Meticulous plating
  - Original, attractive arrangement of food on the plate
  - Uniform presentation of dishes
  - Concern for the quality of the finished product
  - Quick execution of orders

5. Tidy up the workstation.

- Accurate inventory taking
- Storage method appropriate to products
- Safe, proper storage of tools and equipment
- Clean workstation

*For the competency as a whole:*

- Efficient organization and coordination of their work
- Ability to work under stress
- Consideration of food allergies
- Concern for minimizing waste
- Concern for producing quality dishes
- Demonstration of creativity
- Demonstration of initiative
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

### Suggestions for Competency-Related Knowledge and Know-How

The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

1. Plan the work to be done.

- Interpret the menu.

Characteristics of market-fresh menus  
Market-fresh theme menus: regional and international  
Components of menus  
Quality standards of regional and international products  
Interpretation of regional and international recipes

- Develop a work plan.

Characteristics of the mise en place  
Tasks and dishes associated with different stations  
Number of portions  
Time allotted to the mise en place  
Characteristics of each recipe  
Time required to execute the recipes  
Work environment  
Availability of ingredients  
Cost of ingredients

- Organize the layout of the workstation.

Selection and arrangement of tools and equipment required for the mise en place

2. Do the mise en place for the dishes on the menu.

- Prepare the ingredients.

Selection of ingredients  
Quantity of ingredients  
Quality of ingredients  
Substitute products

- Prepare the dishes.

Work organization  
Application of basic culinary techniques  
Application of preparation techniques specific to regional, international and theme menus  
Application of preparation techniques specific to the dishes (soups, hors-d'oeuvres and appetizers, fruits and vegetables, main courses, breads, desserts)  
Preparation of garnishes and decorative elements  
Evaluation of the sensory properties of foods  
Means to improve sensory properties  
Storage of preparations

- Reserve the dishes.

Appropriate storage of the mise en place, in accordance with the type of service, for future use

- Do the mise en place for the dishes on the menu.

Portion standards

3. Finalize the mise en place for the service.

- Communicate the information required for smooth service.

Instructions  
Communication of specific requirements for each dish  
Concern for communication of details concerning the service

- Set up the workstation for the service.

Selection of dishware based on the type of menu  
Specialized tools and equipment  
Arrangement of tools and equipment for the service  
Verification of the cleanliness of the workstation

- Check the mise en place for the service.

Finishing of certain preparations, as required  
Application of means to improve sensory properties  
Appropriate storage of the mise en place, in accordance with the type of menu

4. Serve the dishes on the menu.

- Coordinate the work.

Organization of the work involved in serving market-fresh dishes  
Interpretation of instructions and orders  
Coordination with the kitchen  
Coordination with the dining room

<ul style="list-style-type: none"> <li>• Execute orders.</li> </ul>	<ul style="list-style-type: none"> <li>Culinary techniques adapted to <i>à la minute</i> service</li> <li>Finishing of recipes</li> <li>Attention to detail, quick execution</li> </ul>
<ul style="list-style-type: none"> <li>• Plate the dishes.</li> </ul>	<ul style="list-style-type: none"> <li>Techniques for finishing dishes</li> <li>Means to improve sensory properties</li> <li>Application of portion standards</li> <li>Characteristics of food presentation: plating and arrangement</li> <li>Execution time</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate the work at the end of the service.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality of the dishes served</li> <li>Evaluation of the work organization and the service</li> <li>Self-evaluation</li> <li>End-of-service report</li> </ul>
5. Tidy up the workstation.	
<ul style="list-style-type: none"> <li>• Store the preparations.</li> </ul> <p><i>For the competency as a whole:</i></p>	<ul style="list-style-type: none"> <li>Labelling, storage</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize the importance of ensuring the quality of their work.</li> </ul>	<ul style="list-style-type: none"> <li>Concern for hygiene, food safety, health and safety rules</li> <li>Quality criteria: concern for rigour and precision in preparation techniques; concern for minimizing waste</li> <li>Concern for rules of effective communication</li> <li>Consideration of food allergies</li> <li>Means to improve sensory properties</li> <li>Concern for creativity and aesthetics</li> <li>Stress management</li> </ul>
<ul style="list-style-type: none"> <li>• Work independently.</li> </ul>	<ul style="list-style-type: none"> <li>Possible initiatives</li> <li>Use of reference materials</li> <li>Assistance from co-workers</li> <li>Concern for adapting to various work environments</li> </ul>
<ul style="list-style-type: none"> <li>• Use professional terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Terminology specific to market-fresh menu service</li> </ul>





Competency 10      Duration 45      hours      Credits 3

***Behavioural Competency***

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**Statement of the Competency**

To do the mise en place for and serve tasting menus.

**Achievement Context**

- At designated stations
- Following recipes
- Using the necessary ingredients
- Using the cooking tools and equipment required
- Using serving ware
- Menus consisting of at least seven courses

**Elements of the Competency****Performance Criteria**

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1. Plan the work to be done.

- Accurate interpretation of the menu, in accordance with the theme selected
- Accurate interpretation of applicable recipes for:
  - dishes made using regional products
  - dishes made using international products
  - charcuterie products
  - bread products
  - desserts
- Verification of the availability, origin and quality of ingredients
- Accurate determination of the number of portions to prepare
- Drafting of an efficient work plan that takes into account:
  - the number of cooks at each station
  - the type and specific nature of the recipes
  - the logical execution of tasks
  - the time required to execute the recipes
  - the tools and equipment available
- Appropriate organization of the workstation

2. Do the mise en place for the dishes on the menu.

- Adaptation of preparation techniques, in accordance with the types of products
- Dexterous, meticulous preparation techniques for the various dishes
- Efficient, precise work methods
- Observance of portion standards
- Application of means to improve sensory properties
- Appropriate storage of the mise en place

3. Finalize the mise en place for the service.
  - Complete, thorough verification of the mise en place for the service
  - Appropriate finishing of certain preparations, in accordance with the service
  - Thorough verification of the serving ware, in accordance with the menu
  - Efficient communication of all information required for smooth service
  - Functional setup of the workstation, in accordance with the menu
  - Clean workstation
4. Serve the dishes on the menu.
  - Efficient coordination of their work with:
    - the kitchen staff
    - the dining room staff
  - Accurate interpretation of instructions
  - Proper finishing of recipes
  - Observance of portion standards for the tasting menu
  - Meticulous, attractive arrangement of food on the plate
  - Concern for the refinement of the finished product, with regard to texture, flavour, taste and temperature
  - Quick, synchronized service
5. Tidy up the workstation.
  - Accurate inventory taking
  - Storage method appropriate to products
  - Safe, proper storage of tools and equipment
  - Clean workstation

*For the competency as a whole:*

- Efficient organization and coordination of their work
- Ability to work under stress
- Consideration of food allergies
- Concern for minimizing waste
- Demonstration of creativity
- Concern for producing quality dishes
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

### Suggestions for Competency-Related Knowledge and Know-How

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The following is a summary of the knowledge, skills, strategies, attitudes and perceptions related to each element of the competency, along with their attendant guidelines.

#### 1. Plan the work to be done.

- Interpret the menu.
  - Characteristics of tasting menus
  - Theme menus
  - Components of menus
  - Number of courses
  - Product quality standards
  - Interpretation of regional and international recipes
- Develop a work plan.
  - Characteristics of the mise en place
  - Tasks and dishes associated with each station
  - Number of portions and portion standards
  - Time allotted to the mise en place
  - Characteristics of each recipe
  - Time required to execute the recipes
  - Work environment
  - Ingredients used
  - Availability of ingredients
  - Cost of ingredients
- Organize the layout of the workstation.
  - Selection and arrangement of the tools and equipment required for the mise en place

#### 2. Do the mise en place for the dishes on the menu.

- Prepare the ingredients.
  - Selection of ingredients
  - Quantity of ingredients
  - Quality of ingredients
  - Substitute products
- Prepare the dishes.
  - Work organization
  - Application of basic culinary techniques
  - Application of preparation techniques associated with tasting menus
  - Evaluation of the sensory properties of foods
  - Means to improve sensory properties
- Reserve the dishes.
  - Appropriate storage of the mise en place, in accordance with the type of service, for future use
- Do the mise en place for the dishes on the menu.
  - Portion standards

3. Finalize the mise en place for the service.

- Communicate the information required for smooth service.

Instructions

Communication of specific requirements for each dish

Concern for communication of details concerning the service

- Set up the workstation for the service.

Selection of dishware

Specialized tools and equipment

Arrangement of tools and equipment for the service

- Check the mise en place for the service.

Finishing of certain preparations, as required

Application of means to improve sensory properties

Appropriate storage of the mise en place, in accordance with the tasting menu

4. Serve the dishes on the menu.

- Coordinate the work.

Coordination with the kitchen

Coordination with the dining room

Organization of the work involved in serving a tasting menu

Protocol for tasting menus

Particularities associated with serving tasting menus

- Plate the dishes.

Techniques for finishing dishes

Means to improve sensory properties

Characteristics of food presentation: plating and arrangement

- Evaluate the work at the end of the service.

Evaluation of the quality of the dishes served

Evaluation of the work organization and the service

Self-evaluation

End-of-service report

5. Tidy up the workstation.

- Store the preparations.

Labelling, storage

*For the competency as a whole:*

- Recognize the importance of ensuring the quality of their work.

Concern for hygiene, food safety, health and safety rules

Quality criteria: concern for rigour and precision in preparation techniques; concern for minimizing waste

Concern for rules of effective communication

Consideration of food allergies

Means to improve sensory properties

Concern for creativity and aesthetics

Concern for refinement

Concern for synchronization

Attitudes and behaviours related to the work setting

- Work independently.

Possible initiatives  
Use of reference materials  
Assistance from co-workers

- Use professional terminology.

Terminology specific to tasting menus





