

Vocational Training Program

5797

Pastry Making

Training Sector

3

Food Services
and Tourism

Reach for
your **Dreams**

Québec 



Vocational Training Program

5797

Pastry Making

Training Sector

3

Food Services
and Tourism

Formation professionnelle et technique
et formation continue

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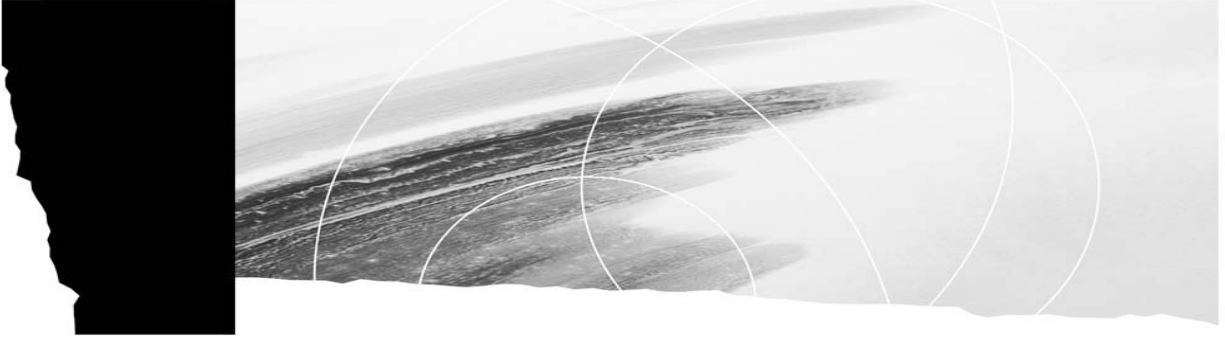
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5797

Pastry Making

Year of approval: 2005

Certification:	Diploma of Vocational Studies
Number of credits:	90
Number of modules:	19
Total duration:	1 350 hours

To be admitted to *Pastry Making* program, students must meet one of the following conditions:

- Persons holding a Secondary School Diploma or its recognized equivalent.
- OR
- Persons who are at least 16 years of age on September 30 of the school year in which their training is to begin must meet the following additional requirement: to have earned the Secondary IV credits in language of instruction, second language and mathematics in the programs of study established by the Minister, or to have been granted recognition of equivalent learning.
- OR
- Persons who are at least 18 years of age upon entry into the program must have the following functional prerequisites: the successful completion of the general development test, or recognition of equivalent learning.
- OR
- Persons having earned Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister must continue their general education courses concurrently with their vocational training in order to obtain the credits they are missing in the following areas: Secondary IV credits in language of instruction, second language and mathematics in the programs of study established by the Minister.

Introduction to the Program

The vocational training curriculum, from which this program of study derives, is the responsibility of both the Ministère de l'Éducation, du Loisir et du Sport, which develops programs and their teaching guides, and the educational institutions, which implement the programs and the evaluation process. Programs of study include compulsory objectives and suggestions for competency-related knowledge, skills and attitudes.

Programs of study provide teachers with a frame of reference for planning teaching activities. They define the scope of teaching strategies by identifying the broad educational orientations to be favoured and the objectives to be attained. By successfully completing a program, students acquire not only the entry-level competencies required by the workplace in order to practise a trade or occupation, but also learning that provides students with a certain degree of versatility.

The duration of the program is 1 350 hours, which includes 825 hours spent on the specific competencies required to practise the trade and 525 hours on general, work-related competencies. The program of study is divided into 19 modules, which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to evaluation for certification purposes and to remedial work.

Title	Code	Module	Duration	Credits
Occupation and Training	909301	1	15	1
Hygiene, Health and Safety	909312	2	30	2
Basic Ingredients	909324	3	60	4
Creams, Fillings and Toppings	909338	4	120	8
Products Made with Pâtes Friables	909344	5	60	4
Whipped Rising Batters	909487	6	105	7
Puff Pastry Products	909355	7	75	5
Petits Fours Secs	909363	8	45	3
Decoration of Pastries	909374	9	60	4
Traditional Entremets	909387	10	105	7
Small Fancy Cakes and Petits Fours Frais	909477	11	105	7
Additional Decorations	909395	12	75	5
Chocolate Products	909405	13	75	5
Modern Entremets	909416	14	90	6
Chilled and Frozen Desserts	909423	15	45	3
Brioches and Sweet Breads	909464	16	60	4
Viennoiseries	909435	17	75	5
Plated Desserts to Order and à la Carte	909443	18	45	3
Entering the Work Force	909457	19	105	7

Glossary

Program

A vocational training program is a coherent set of competencies to be acquired. It is formulated in terms of objectives and divided up into modules for administrative purposes. It describes the learning expected of students in accordance with a given performance level. Published as an official pedagogical document, the program leads to the recognition of training qualifying students to practise a trade or occupation.

A vocational training program includes compulsory objectives and content. Although the educational institutions are responsible for learning and evaluation activities, the program presents suggestions for competency-related knowledge, skills, attitudes and perceptions that must be enriched or adapted according to the needs of students, and information regarding the certification of studies.¹

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 personal and vocational development that have not been explicitly included in the program goals or competencies. They help guide educational institutions in implementing the program.

Competency

A competency is the ability to act successfully and evolve in order to adequately perform work-related tasks or activities, based on an organized body of knowledge and skills from a variety of fields, perceptions, attitudes, etc.

Objectives

Objectives refer to the operational aspect of a competency to be acquired. They are expressed in terms of specific requirements and serve as the practical basis for teaching, learning and evaluation. Objectives are either behavioural or situational.

Objectives also provide indicators for learning, related knowledge, skills, attitudes and perceptions, and associated guidelines. These indicators are grouped according to elements of the competency (in the case of behavioural objectives), and according to phases of the learning context (in the case of situational objectives).

1. Behavioural Objective

A behavioural objective is a relatively closed objective that describes the actions and results expected of the student. Behavioural objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which 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 the main components of the competency.

¹ Specifications regarding certification complement the program of study, but are presented in another document. Evaluation criteria are prescriptive.

- The *achievement context*, which corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.
- The *performance criteria*, which define the requirements by which to judge the attainment of the competency. They may refer to each element of the competency, to several elements or to the competency as a whole. Those associated with a specific element correspond to the requirements for performing a task or activity; those associated with several elements indicate the expected level of performance or the overall quality of a product or service.

Evaluation is based on expected results.

2. Situational Objective

A situational objective is a relatively open-ended objective that outlines the major phases of a learning situation in which a student is placed. It allows for output and results to vary from one student to another. Situational objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- The *learning context*, which provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three phases of learning:
 - information
 - participation
 - synthesis
- The *instructional guidelines*, which provide guidelines and means 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*, which describe requirements the students must fulfill when participating in the 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 context.

Evaluation is based on the student's participation in the activities suggested in the learning context.

Competency-Related Knowledge, Skills, Attitudes and Perceptions

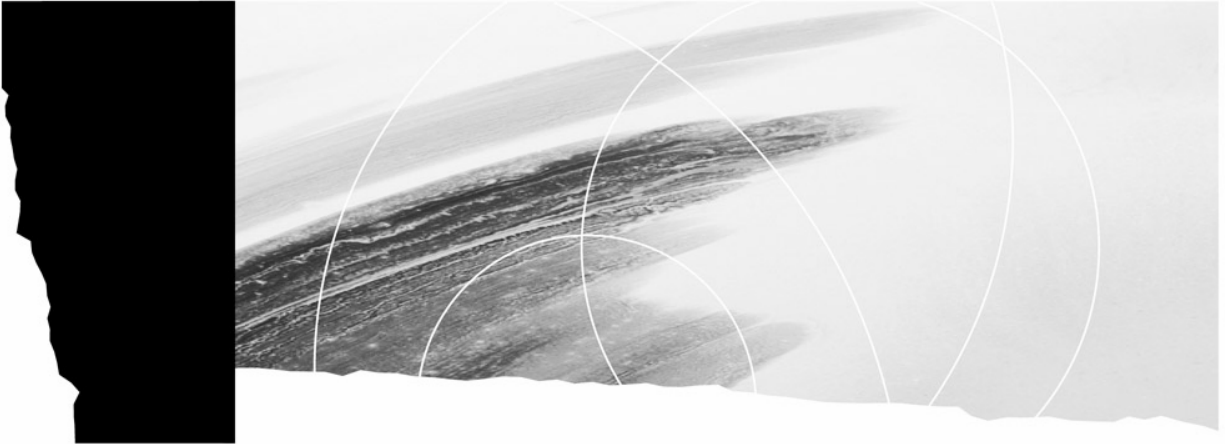
Competency-related knowledge, skills, attitudes and perceptions define the essential and important learning that the student must acquire in order to apply and continue to develop the competency. They correspond to activities in the job market and are accompanied by guidelines that provide information on the field of application, the level of complexity or content related to training. The knowledge, skills, attitudes and perceptions and the related guidelines are not prescriptive.

Module

A module is a component of a program of study comprising a prescriptive objective and suggestions for competency-related knowledge, skills, attitudes and perceptions.

Credit

A credit is a unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to obtain a diploma or attestation.



Part I

Program Goals

Educational Aims

Program Competencies and Grid of Competencies

Harmonization

Program Goals

The *Pastry Making* program prepares the students to practise the occupation of pastry maker.

These skilled workers are employed in the food, restaurant and hotel industry. They generally perform tasks related to preparing, producing, baking and decorating pastries and desserts. They practise their occupation in traditional pastry shops, hotels, restaurants, food stores and the pastry kitchens of cafeterias. They can also work for caterers, airline suppliers and other public or private institutions. In pastry shops, the principal preparations they are required to produce are various doughs, creams, biscuits, petits fours secs, small fancy cakes, petits fours frais, traditional entremets, chilled and frozen desserts, cakes for special occasions, presentation pieces, viennoiseries, brioches, sweet breads and chocolate products. In restaurants and hotels, they are required to prepare desserts to order and à la carte.

The program goals of the *Pastry Making* program are based on the general goals of vocational training. These goals are:

- 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 the context surrounding the trade or occupation they have chosen
 - 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 install 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 *Pastry Making* program is to help students develop attitudes and behaviours that are deemed essential to the practice of the trade or occupation:

- an awareness of the importance of projecting a positive, professional image of the occupation through their attitudes, their appearance and the way they express themselves
- meticulous standards and precision in the application of techniques
- the observance of best practices and traditions in pastry making
- creativity and a concern for keeping pace with new trends in pastry making
- a sense of aesthetics and quality

Program Competencies and Grid of Competencies

List of competencies

- To determine their suitability for the occupation and the training process.
- To apply preventive measures related to hygiene, health and safety in the workplace.
- To work with basic ingredients.
- To prepare creams, fillings and toppings.
- To prepare products made with pâtes friables.
- To prepare whipped rising batters.
- To prepare puff pastry products.
- To prepare petits fours secs.
- To decorate pastries.
- To prepare traditional entremets.
- To make small fancy cakes and petits fours frais.
- To prepare additional decorations.
- To prepare chocolate products.
- To prepare modern entremets.
- To prepare chilled and frozen desserts.
- To prepare brioches and sweet breads.
- To prepare viennoiseries.
- To prepare plated desserts to order and à la carte.
- To enter the work force.

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, 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 (\triangle) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the formulation of objectives related to 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. The modules on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF COMPETENCIES																
					GENERAL COMPETENCIES							WORK PROCESS				
SPECIFIC COMPETENCIES	Competency number			Determine their suitability for the occupation and the training process	Apply preventive measures related to hygiene, health and safety in the workplace	Work with basic ingredients	Prepare creams, fillings and toppings	Prepare products made with pâtes friables	Prepare whipped rising batters	Prepare puff pastry products	Decorate pastries	Plan the work	Do the preparatory operations	Make the product	Do the final operations	Clean and put away materials
	Type of objective															
	Duration (in hours)															
Competency number				1	2	3	4	5	6	7	9					
Objective				S	B	B	B	B	B	B	B					
Duration (in hours)				15	30	60	120	60	105	75	60					
Prepare petits fours secs	8	B	45	○	●	●	○	●	●	○		▲	△	▲	▲	▲
Prepare traditional entremets	10	B	105	○	●	●	●	●	●	●	●	▲	▲	▲	▲	▲
Make small fancy cakes and petits fours frais	11	B	105	○	●	●	●	●	●	●	●	▲	▲	▲	▲	▲
Prepare additional decorations	12	B	75	○	●	●	●				●	▲	▲	▲	▲	▲
Prepare chocolate products	13	B	75	○	●	●	●				●	▲	▲	▲	▲	▲
Prepare modern entremets	14	B	90	○	●	●	●	○	●	●	●	▲	▲	▲	▲	▲
Prepare chilled and frozen desserts	15	B	45	○	●	●	●	○	●	○		▲	▲	▲	▲	▲
Prepare brioches and sweet breads	16	B	60	○	●	●	●		○			▲	△	▲	▲	▲
Prepare viennoiseries	17	B	75	○	●	●	●			○		▲	▲	▲	▲	▲
Prepare plated desserts to order and à la carte	18	B	45	○	●	●	●	●	●	●	●	▲	▲	▲	▲	▲
Enter the work force	19	S	105	○	○	○	○	○	○	○		△	△	△	△	△

Harmonization

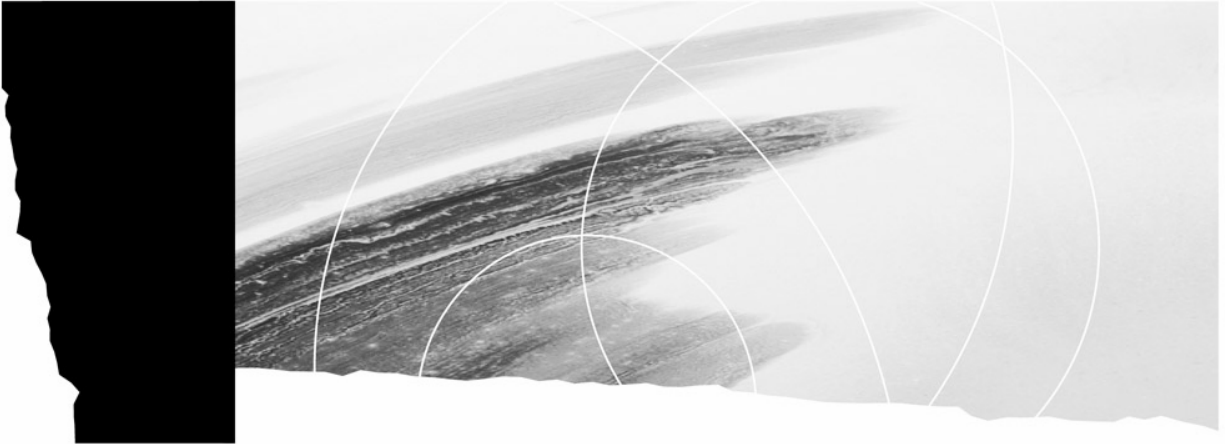
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior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



Part II

Objectives

Situational Objective

Statement of the Competency

To determine their suitability for the occupation and the training process.

Elements of the Competency

- Become familiar with the nature of the occupation and its opportunities for entrepreneurship.
- Become familiar with the effects of new developments on the practice of the occupation.
- Understand the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the characteristics of the job market in pastry making.
- Learning about the nature of the work and working conditions.
- Learning about the requirements of professional ethics.
- Learning about various new developments in the occupation.
- Understanding the opportunities for starting a business and working for oneself.
- Participating in a group discussion about the advantages and demands of the occupation.

Participation Phase

- Learning about the program of study and the training process.
- Drawing a parallel between the training offered and the work situations of pastry makers.
- Sharing their initial reactions to the occupation and the training process.
- Discussing how the program offers opportunities to acquire the versatility required to develop in the occupation and in related fields.
- Learning about professional and personal development in pastry making.

Synthesis Phase

- Producing a report in which they:
 - evaluate their career choice by comparing the aspects and the requirements of the occupation with their preferences, aptitudes and interests
 - consider the possibilities for success and advancement in a career in pastry making

Instructional Guidelines

- Create a climate that favours social interaction and entry into the work force.
- Encourage all students to engage in discussions and express their opinions.
- Encourage the students to actively participate in the proposed activities.
- Help students to arrive at an accurate perception of the occupation.
- Provide the students with the means to assess their career choice honestly and objectively.
- Organize activities such as visits to businesses and exhibitions, meetings with specialists in the occupation, lectures, etc.
- Encourage the students to cultivate a desire for excellence, innovation and professional development.
- Encourage the students to adopt attitudes and behaviours that conform to the ethics of the occupation.
- Provide the students with relevant and varied documentation.
- Provide a model for writing a report and support students in writing tasks.

Participation Criteria

Information Phase

- Gather information on most of the subjects to be covered.
- Express their views on the occupation during a group discussion, relating these views to the information they have gathered.

Participation Phase

- Carefully review the documents provided.
- Show an interest in the proposed activities.
- Express their views on the program of study during a group discussion.

Synthesis Phase

- Produce a report in which they:
 - explain their career choice by clearly indicating connections with their preferences, aptitudes and interests
 - reflect on future opportunities possible in pastry making

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the learning context, the elements of the competency related to each phase and the related guidelines.

Information Phase

- | | |
|---|--|
| • Look for information on subjects to be discussed in connection with the occupation. | Determination of what they are looking for
Determination of sources of information available
Identification of important points to keep in mind
Writing down these points |
| • Enquire about the characteristics of the job market in pastry making. | Types of companies, job prospects, pay, opportunities for advancement and transfer, hiring criteria |

- Gather information on the nature and the requirements of pastry making.
Tasks and operations, skills and knowledge required, attitudes and behaviours required
Work conditions
Workers' and employers' rights and responsibilities
- Enquire about the rules of professional ethics associated with the occupation.
Punctuality, initiative, autonomy, concern for aesthetics, presentation and clothing, etc.
- Reflect on possible future developments in the occupation.
New directions and trends, new developments in basic ingredients, etc.
Creativity
Need for taking further training in order to maintain and upgrade their skills, etc.

Participation Phase

- Learn about the training process.
Competency-based approach
Objectives of the program of study, relationships between the modules, content of the program
Evaluation methods and certification of studies
- Check whether the program of study is relevant to the work situation.
Comparisons between the report on the work situation and the competencies selected for the program of study
- Explore areas for personal and professional development in pastry making.
Further training
Trade fairs, events, contests, etc.

Synthesis Phase

- Distinguish among preferences, aptitudes and interests.
Definition of terms
- Define their personal objectives.
Self-examination to identify their preferences, aptitudes and interests
Determination of their strengths and weaknesses
- Give reasons why they choose or choose not to continue the training process.
Model for writing a report provided by the teacher
Determination whether they can or cannot attain their personal objectives
Future opportunities offered by the occupation

Module 2 Duration 30 hours

Behavioural Objective**Statement of the Competency**

To apply preventive measures related to hygiene, health and safety in the workplace.

Achievement Context

- Based on real or hypothetical work situations and directions
- Using tools and equipment commonly found in a pastry lab, basic ingredients, packaged and labelled ingredients, and cleaning and disinfecting products
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Take precautions to avoid food contamination.

- Identification of the risks in their work environment
- Proper measures for monitoring:
 - basic ingredients
 - work methods
 - labour
 - materials
 - the workplace

2. Take precautions to protect their own health and safety and that of others.

- Identification of dangerous situations in the work environment
- Proper surveillance measures related to:
 - work methods
 - the use of tools and equipment
 - handling heavy loads
 - cleaning, sterilization and maintenance of tools, equipment and work area
 - storage of tools, equipment and products

3. Intervene in case of an accident.

- Accurate determination of action to be taken:
 - summoning outside help
 - correct application of first-aid techniques
- Identification of the limitations of the intervention
- Clear communication with resource persons

For the competency as a whole:

- Observance of recommendations on labels
- Use of appropriate terminology
- Adoption of safe behaviour in all circumstances

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Take precautions to avoid food contamination.

- | | |
|---|---|
| • Apply regulations applicable to hygiene and health in a pastry lab. | Federal and provincial laws and regulations governing food-related hygiene and health |
| • Identify situations involving risks in the pastry lab. | Principal types of microorganisms (bacteria, moulds, germs)
Their characteristics, the factors in their proliferation and their effects on food and people's health
Cross contamination |
| • Determine the preventive measures to prevent the risk of contamination. | Cleaning and disinfecting of equipment, work tables and storage areas
Precautions associated with personal hygiene and clothing
Hygienic handling of food (importance of developing related habits and reflexes)
Procedures to be followed |
| • Read information on hygiene and health. | Current procedures
Instructions for storage and preservation of food
Pictograms
Directions for using cleaning products |

2. Take precautions to protect their own health and safety and that of others.

- | | |
|--|--|
| • Become aware of laws and regulations governing health and safety in the workplace. | Organizations governing health and safety in the workplace
Standards of the Commission de la santé et de la sécurité du travail (CSST)
Company standards |
| • Identify the dangers involved in working in a pastry lab. | Burns, lacerations, falls, injuries incurred during the handling of heavy objects, etc. |
| • Determine preventive measures to counter the dangers to health and safety. | Order and cleanliness of work areas
Protective accessories on tools and equipment
Safety measures concerning cooking materials
Work methods, ergonomic considerations, etc. |

3. Intervene in case of an accident.

- Write out the names and telephone numbers of services offering emergency aid.

Useful resources: medical personnel, ambulance workers, fire and police departments, community organizations, etc.
Dialling 911

- Summon help.

Importance of clear communication
Calm behaviour
Prompt intervention

For the competency as a whole:

- Show a critical attitude toward hygiene, health and safety conditions in their workplace.

Detection of potential dangers
Communication
Correction
Demonstration of sense of responsibility

Module 3 Duration 60 hours

Behavioural Objective**Statement of the Competency**

To work with basic ingredients.

Achievement Context

- Based on information on product labels, recipes and directions
- Using tools and equipment commonly found in a pastry lab, basic ingredients and price lists
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Assess the quality of basic ingredients.

- Accurate evaluation of freshness of basic ingredients
- Identification of quality indicators in basic ingredients
- Informed judgment of the price-quality ratio

2. Transform basic ingredients.

- Careful selection of procedures for transforming basic ingredients, based on:
 - their properties and the properties of their components
 - the desired result
- Correct application of work methods associated with the procedures
- Careful mixing of preparations, based on:
 - the compatibility of the ingredients
 - their reactions

3. Store basic ingredients.

- Appropriate selection of storage conditions, based on the type of basic ingredient or product
- Appropriate selection of processing methods
- Storage arrangement favouring stock rotation
- Consideration of expiry dates
- Observance of recommendations on packages

4. Modify the quantity of basic ingredients in recipes.

- Accurate conversion of measures of weight, volume and temperature in the international (SI) and imperial systems
- Observance of proportions in the original recipes

5. Estimate the cost of basic ingredients in recipes.

- Realistic estimate of recipe yields
- Accurate calculation of unit cost price of products

For the competency as a whole:

- Observance of hygiene and health conditions
- Observance of occupational health and safety rules
- Proper use of tools and equipment
- Rational use of basic ingredients
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Assess the quality of basic ingredients.

- Examine basic ingredients.

Main basic ingredients used in pastry making
Recognition of basic ingredients by sight, taste, smell and touch
Origin of basic ingredients
Appearance and characteristics of basic ingredients
Industrial transformation processes
Comparison of basic ingredients with their substitutes
Factors that can affect the quality of basic ingredients

- Understand the information on product labels.

Composition of basic ingredients
Nutritional value
Storage procedures
Expiry dates, etc.

2. Transform basic ingredients.

- Read a recipe.

Properties of basic ingredients and their components
Compatibilities, incompatibilities and action of ingredients in a recipe

- Use transformation processes.

Principles underlying crystallization, leavening by chemical or natural means, saturation, solubility, coagulation, etc.
Description of and experimentation with techniques for whipping, emulsion, binding, baking, etc.
Work methods and instructions for using equipment

3. Modify the quantity of basic ingredients in recipes.

- Do conversions.
Unit values in the two systems
Equivalency tables
Conversion formulas
Adjustment of quantities of each ingredient in the recipe
- Increase or decrease a recipe.
Ratios and proportions

4. Estimate the cost of basic ingredients in recipes.

- Calculate the costs and the yield.
Rule of three
Percentages

For the competency as a whole:

- Show concern for economical use of basic ingredients.
Effects of waste on company profits
- Use professional terminology.
Standard terminology

Module 4 Duration 120 hours

Behavioural Objective

Statement of the Competency

To prepare creams, fillings and toppings.

Achievement Context

- Based on directions and recipes
- Using the required tools, equipment and materials, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| 1. Prepare the work. | <ul style="list-style-type: none"> • Methodical verification of availability of basic ingredients • Accurate assessment of freshness of ingredients • Appropriate selection and preparation of tools and equipment |
| 2. Prepare a whipped cream and an emulsified cream. | <ul style="list-style-type: none"> • Correct application of methods of whipping and emulsifying • Temperature compatibility of ingredients to be emulsified • Appropriate consistency of the whipped cream, based on its intended use • Smoothness of the emulsified cream |
| 3. Prepare cooked creams. | <ul style="list-style-type: none"> • Strict observance of recipes • Observance of particular cooking conditions for each type of cream • Constant monitoring of the cooking process • Uniform consistency of the cream |
| 4. Prepare mousses. | <ul style="list-style-type: none"> • Correct application of preparation methods for different components of a mousse • Compatibility of preparations to be mixed and their respective temperatures • Correct mixing sequence • Lightness of mousse |
| 5. Prepare fillings and toppings. | <ul style="list-style-type: none"> • Observance of cooking conditions • Frequent monitoring of cooking process • Attainment of desired consistency through: <ul style="list-style-type: none"> – binding – caramelization – reduction |

- | | |
|--|---|
| 6. Store creams, mousses, fillings and toppings. | <ul style="list-style-type: none"> • Appropriate selection of storage method • Appropriate processing of products • Consideration of expiry dates • Storage arrangements favouring stock rotation |
| 7. Clean up the workstation. | <ul style="list-style-type: none"> • Proper cleaning and disinfecting of tools, equipment and workstation • Proper storage of tools and equipment • Observance of storage conditions for perishable foods |

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Effective planning of the work
- Observance of mixing sequence
- Concern for cleanliness
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

- | | | |
|---|---|--|
| 1. Prepare the work. | <ul style="list-style-type: none"> • Check the freshness of the ingredients. | <p>Use of taste, smell and sight
Signs of spoilage
Product label information such as expiry date, storage conditions, etc.</p> |
| 2. Prepare a whipped cream and an emulsified cream. | <ul style="list-style-type: none"> • Match the techniques to be used with the creams to be prepared. • Make a whip and an emulsion. | <p>Types of creams, their composition and their uses
Principles of whipping and emulsion
Factors that contribute to a successful whipped or emulsified cream
Transformations that whipped creams and emulsified creams can undergo</p> <p>Application of techniques
Procedure for using equipment
Assessment of signs of successful creams</p> |
| 3. Prepare cooked creams. | <ul style="list-style-type: none"> • Understand the cooking instructions in the recipes. | <p>Types of cooked creams, their composition and their uses
Effects of cooking on various ingredients
Transformations that cooked creams can undergo</p> |

- Use the cooking method appropriate to the cream to be prepared.

Work methods associated with type of cream to be prepared
Cooking methods
Assessment of baking signs

4. Prepare mousses.

- Understand mousse recipes.

Types of mousses, their composition and their uses
Procedures for preparation
Role of stabilizers, gelling agents, emulsifiers, etc.
Steps for adding ingredients

- Apply techniques for producing mousses.

Techniques appropriate to desired textures
Arrangement of components according to their textures
Blending of flavours

5. Prepare fillings and toppings.

- Select fillings and toppings.

Types of fillings and toppings and their uses
Compatibility of fillings and toppings with products to be prepared
Blending of flavours

- Apply production methods.

Principles of binding, caramelization and reduction
Related techniques
Work methods

For the competency as a whole:

- Adopt behaviour that complies with health rules.

Habits and reflexes formed to maintain the cleanliness of instruments and work area
Personal hygiene
Directions for storing food, etc.

- Use professional terminology.

Standard terminology

Module 5 Duration 60 hours

Behavioural Objective**Statement of the Competency**

To prepare products made with pâtes friables.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of pâtes friables.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability of basic ingredients
- Accurate assessment of their freshness
- Appropriate selection and preparation of tools and equipment

2. Prepare a pâte friable.

- Strict observance of recipe
- Correct application of the preparation method, based on the type of pâte friable
- Appropriate storage, based on subsequent use of the pastry

3. Prepare a product.

- Correct application of methods for rolling out pastry and for lining moulds
- Determination of appropriate quantity of filling to use, where applicable
- Complete preparation of product for baking
- Observance of rest time according to type of pâte friable
- Product in conformity with aesthetic standards

4. Finish a product.

- Proper control of baking conditions
- Accurate assessment of signs of doneness
- Proper removal of product from baking pan
- Uniform application of glaze
- Observance of storage conditions appropriate to the product

5. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical work
- Economical use of pastry dough
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of pâtes friables.

- Understand pâte friable recipes.

Types of pâtes friables, their characteristics and their uses
Main ingredients used in their composition
Methods of making different types of pâtes friables

2. Prepare a pâte friable.

- Apply methods of preparing pâtes friables.

Factors that contribute to successful pâtes friables
Effect of choice of fats on how dough is handled
Methods of creaming, *sablage* and tempering

3. Prepare a product.

- Apply preparation methods.

Purpose of rest time
Methods for rolling out pastry dough, lining moulds and filling pastries
Quantity of filling to use
Concern for minimizing waste
Use of accessories such as pastry cutters, dockers, rolling pins, etc.

- Prepare a product for baking.

Application of egg wash
Decoration of the product

4. Finish a product.

- Bake products made with pâtes friables.

Baking temperatures specific to different products
Factors that cause variations in baking time
Signs of doneness

Products Made with Pâtes Friables

Code:

909344

- Process products made with pâtes friables.

Factors that affect the shelf life of products
Storage methods based on types of products
Packaging
Attractive presentation

For the competency as a whole:

- Clean the materials after use.

General hygiene and health rules for a pastry lab
Selection of appropriate products, based on the
cleaning to be carried out
Directions for use and work methods

- Use professional terminology.

Standard terminology

Module 6 Duration 105 hours

Behavioural Objective

Statement of the Competency

To prepare whipped rising batters.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of whipped rising batters.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability of basic ingredients
- Correct assessment of their freshness
- Appropriate selection and preparation of tools and equipment

2. Prepare a whipped rising batter:

- foamy type
- creamy type
- liquid type

- Strict observance of recipe and preparatory steps, according to type of batter
- Accurate measurements
- Correct application of preparation method corresponding to type of batter
- Batter in conformity with the requirements for its type
- Careful handling of preparations for a foamy batter
- Appropriate arrangement of a creamy batter

3. Bake the whipped rising batter.

- Appropriate preparation of moulds and baking trays
- Observance of baking conditions appropriate to type of product
- Observance of conditions for drying a meringue
- Accurate assessment of signs of doneness
- Proper demoulding technique

4. Store the whipped rising batter.

- Careful selection of storage method
- Appropriate conditioning of products
- Consideration of expiry dates
- Storage arrangements favouring stock rotation

5. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical work
- Rational use of pastries
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of whipped rising batters.

- Understand whipped rising batter recipes.

Types of whipped rising batters, their characteristics and their uses
Main ingredients used in whipped rising batter recipes
Methods used with different types of whipped rising batters
Principles of leavening
Common preparations and products for each type of whipped rising batter

2. Prepare a whipped rising batter:

- foamy type
- creamy type
- liquid type
- Apply methods of producing whipped rising batters.

Factors that contribute to successful whipped rising batters
Work methods specific to each type of batter
Piping techniques

3. Bake the whipped rising batter.

- Prepare to bake whipped rising batters.
- Monitor the signs of doneness.

Particular baking temperature and techniques for each type of whipped rising batter
Greasing and lining of moulds and baking trays

Colour, texture, lightness, etc.
Use of sight and touch

4. Store the whipped rising batter.

- Store batters.

Refrigeration, freezing, storage away from humidity, at room temperature, etc.

For the competency as a whole:

- Use tools and equipment.

Mixers, pastry bags, decorating tubes, spatulas, etc.

Directions and work methods

Safety rules for using beater mixer and oven

- Work methodically.

Learning of recipes

Planning of preparatory steps

Observance of steps

Autonomy and concentration

- Use professional terminology.

Standard terminology

Module 7 Duration 75 hours

Behavioural Objective

Statement of the Competency

To prepare puff pastry products.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of a puff pastry product.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability of basic ingredients
- Accurate assessment of their freshness
- Appropriate selection and preparation of tools and equipment

2. Prepare a puff pastry.

- Strict observance of recipe
- Correct application of kneading method
- Accurate assessment of the consistency and moisture of the dough
- Correct application of methods for:
 - cutting and dividing dough
 - incorporating butter into dough rolls
 - folding and rolling dough rolls
- Observance of rest time
- Appropriate storage of dough rolls, based on their subsequent use

3. Prepare products.

- Assessment of the thickness of the rolled-out pastry dough required, based on the products to be prepared
- Correct application of methods for:
 - rolling out pastry dough
 - trimming
 - shaping
- Determination of appropriate quantity of filling to add
- Uniform application of egg wash

4. Finish the products.
 - Appropriate decoration of products
 - Appropriate arrangement of products on baking tray
 - Observance of rest time
 - Proper control of baking conditions
 - Accurate assessment of signs of doneness
 - Careful application of the finish
 - Observance of specific storage conditions for products

5. Clean up the workstation.
 - Proper cleaning and disinfecting of tools, equipment and workstation
 - Proper storage of tools and equipment
 - Observance of storage conditions for perishable foods
 - Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical work
- Economical use of pastry dough
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of a puff pastry product.
 - Understand puff pastry recipes.
 - Types of puff pastry, their characteristics and their uses
 - Main ingredients used
 - Definition and effects of *tourage* (folding and rolling)
 - Preparations and common puff pastry products

2. Prepare a puff pastry.
 - Apply methods for preparing puff pastry.
 - Factors that contribute to successful puff pastry dough
 - Effect of choice of fats on how dough is handled
 - Methods for adding butter to the dough and folding and rolling
 - Purpose of dough sheeter and procedure for using it

3. Prepare products.

- Apply methods of preparation of products.

Purposes of rest time in the different preparatory steps
Methods of rolling out, trimming, shaping and filling pastries
Quantity of filling to be used
Concern for minimizing waste
Use of accessories such as pastry cutters, dockers, etc.

- Prepare a product for baking.

Application of egg wash
Decoration of the product

4. Finish the products.

- Bake puff pastry products.

Effects of heat on the product
Baking temperatures
Factors that cause variations in the baking time of products
Signs of doneness

- Process puff pastry products.

Factors that affect the shelf life of products
Storage methods based on types of products
Packaging
Attractive presentation

For the competency as a whole:

- Understand the importance of following the procedure for preparing products.
- Use professional terminology.

Consistency and application at each step

Standard terminology

Behavioural Objective

Statement of the Competency

To prepare petits fours secs.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency

Performance Criteria

1. Plan the preparation of petits fours secs.

- Logical order of steps in preparing the product
- Methodical verification of availability of basic ingredients
- Appropriate selection and preparation of tools and equipment

2. Prepare petits fours secs:

- mixed
- whipped with dry ingredients
- whipped with semiliquid ingredients
- creamed

- Strict observance of recipes
- Correct application of methods for preparing the mixture based on the type of petit four sec
- Appropriate preparation of the mixture, based on operations carried out prior to baking:
 - shaping
 - trimming
 - piping
 - moulding
 - resting or drying
- Appropriate arrangement of products on baking tray
- Uniform appearance of products

3. Finish the petits fours secs.

- Appropriate preparation of baking trays
- Observance of baking conditions specific to each type of petit four sec
- Frequent monitoring of baking
- Correct application of
 - depanning method
 - shaping methods
 - finishing touches
- Observance of storage requirements for petits fours secs

4. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, efficient work
- Verification of the quality of the work throughout the preparation
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of petits fours secs.

- Consult fact sheets.

Variety of petits fours secs and their characteristics
Classification of petits fours, based on their structures
Main ingredients used
Methods associated with different types of petits fours
Interpretation of recipes

2. Prepare petits fours secs:

- mixed
- whipped with dry ingredients
- whipped with semiliquid ingredients
- creamed
- Apply methods for preparing petits fours secs.

Work methods specific to each type of petit four sec
Techniques for piping, shaping, moulding, etc.
Importance of regular shapes and weights for petits fours secs

3. Finish petits fours secs.

- Prepare baking trays.
- Perform the final operations after the baking.

Greasing and flouring
Arrangement of petits fours on tray

Depanning, shaping, application of filling, dipping, icing, etc.

Petits Fours Secs

Code:

909363

- Monitor the baking of petits fours secs.

Baking time based on type of petits fours
Colour, texture, lightness, etc.
Use of sight and touch
Need for coordinating their work in order to remove the petits fours from the oven promptly and efficiently

- Process petits fours secs.

Factors that affect the shelf life of products
Storage methods based on types of products
Packaging
Attractive presentation

For the competency as a whole:

- Work methodically and efficiently.
- Ensure the quality of their production.
- Use professional terminology.

Planning of production
Observance of steps
Coordination of tasks carried out simultaneously

Quality requirements
Self-verification

Standard terminology

Module 9 Duration 60 hours

Behavioural Objective

Statement of the Competency

To decorate pastries.

Achievement Context

- Based on a theme for an occasion or an order, a pastry prepared in advance and recipes
- Using tools and materials commonly found in a pastry lab, drawing materials and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency

Performance Criteria

1. Define a concept for a pastry decoration.

- Selection of decoration motifs appropriate to the theme and the client's order
- Careful selection of colours

2. Illustrate the concept for the decoration in a sketch.

- Correct application of freehand drawing techniques
- Realistic representation of the whole pastry and the decorations
- Harmonious combination of decorations and shapes

3. Prepare the work.

- Accurate determination of products and basic preparations for the mise en place
- Methodical verification of availability of basic ingredients
- Appropriate selection and preparation of materials and equipment
- Appropriate mise en place for basic products and preparations
- Precise measurement of colouring agents

4. Decorate the pastry.

- Balanced distribution of decorative elements
- Careful application of decorating and finishing techniques
- Faithful reproduction of figures and decoration motifs
- Correct application of writing techniques

5. Present the pastry.

- Careful selection of display case
- Attractive presentation of the pastry
- Observance of storage conditions

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and materials
- Demonstration of sense of aesthetics
- Verification of the quality of the work throughout the process

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Define the concept for decorating a pastry.

- Choose motifs.

Principal themes to be developed in pastry making
Motifs appropriate to special occasions

- Choose colours.

Types of colours (primary, secondary, mixed, complementary, broken, etc.)
Cool colours, warm colours, pastels
Hues, tones, intensity, nuance, shading and contrasts
Relationships between dominant colour and adjacent colours
Relation of colour to the product's appeal

2. Illustrate the concept for the decoration in a sketch.

- Reproduce decoration motifs on paper.

Purposes and characteristics of a sketch
Application of freehand drawing technique
Lines, strokes, geometric shapes
Drawing of contours and details
Methods of reproducing models (making a grid, reproducing to scale, etc.)
Production of patterns, stencils, etc.

- Create harmonies.

Balance of colours, shapes and motifs
Connections between colour, aroma, basic ingredients and the theme to be developed

3. Prepare the work.

- Select the products.

Basic commercial products generally used in pastry decoration
Colouring agents in paste, powder and liquid form

Decoration of Pastries

Code:

909374

- Prepare the mise en place.

Basic preparations (butter cream, royal icing, fondant, glazing paste, etc.)
Measurement of colouring agents

4. Decorate the pastry.

- Use decorating and finishing techniques.
- Add decorative writing and borders to a pastry.

Use of pastry bags, decorating tubes, cutters, pastry brushes, airbrushes, etc.

Use of the pastry cone
Dropping, sliding

For the competency as a whole:

- Apply principles of aesthetics to their pastry decorations.
- Use professional terminology.

Sense of aesthetics and balance
Use of colours
Distribution of volume and relief
Value of shapes
Importance of background and empty space, etc.

Standard terminology

Module 10 Duration 105 hours

Behavioural Objective**Statement of the Competency**

To prepare traditional entremets.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of traditional entremets.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability and freshness of basic ingredients
- Accurate determination of basic preparations to be assembled
- Appropriate selection and preparation of tools and equipment

2. Prepare the mise en place.

- Strict observance of recipes
- Correct application of methods for preparing:
 - basic doughs
 - creams and icings
 - biscuits
 - other products
- Observance of baking requirements
- Density of soaking syrups appropriate to their use

3. Prepare the entremets.

- Appropriate, careful assembly of entremets
- Precise application of methods for:
 - cutting
 - filling
 - masking
 - icing
 - topping
- Accurate estimate of quantities of creams, fillings, toppings and soaking syrups to be added

4. Finish the entremets.
- Observance of finishing directions
 - Careful application of decorating and finishing methods
 - Balanced arrangement of decoration motifs
 - Observance of rules of perspective
 - Harmony of colours
 - Observance of specific storage conditions for the products

5. Clean up the workstation.
- Proper cleaning and disinfecting of tools, equipment and workstation
 - Proper storage of tools and equipment
 - Observance of storage conditions for perishable foods
 - Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, careful work
- Verification of the quality of the work throughout the process
- Entremets in conformity with the requirements of the original recipe
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of traditional entremets.

- Consult fact sheets.

Most frequently prepared traditional entremets
Characteristics and distinctive features of each
Ingredients used in traditional entremets
Interpretation of recipes

- Plan the preparation of the entremets.

Planning of steps based on the recipe
Provision for and preparation of materials required
Provision for ingredients

2. Prepare the mise en place.

- Prepare the ingredients.

Transfer of knowledge acquired in the competencies dealing with basic ingredients, creams, fillings, toppings and doughs

3. Prepare the entremets.

- Assemble entremets.

Assembly techniques used for entremets, including genoise cakes, creams, puff pastries, choux pastries, fruits, glazes, toppings, etc.

4. Finish the entremets.

- Put finishing touches on entremets.

Techniques for decorating with a pastry bag and a pastry cone
Arrangement of fruits, decorative elements, etc.
Use of icings (fondant, ganache, topping)

- Process traditional entremets.

Shelf life and the factors that affect it
Storage methods required

For the competency as a whole:

- Apply requirements of the original recipe.

Importance of observing characteristics of original entremets and requirements for their preparation and presentation

- Use professional terminology.

Standard terminology

Module 11 Duration 105 hours

Behavioural Objective**Statement of the Competency**

To make small fancy cakes and petits fours frais.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, basic ingredients and additional decorations
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of small fancy cakes and petits fours frais.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability and freshness of basic ingredients
- Accurate determination of basic preparations to be assembled
- Appropriate selection and preparation of tools and equipment

2. Prepare the mise en place.

- Strict observance of recipes
- Correct application of methods for preparing:
 - basic doughs
 - creams and icings
 - biscuits
 - other products
- Observance of baking conditions
- Density of soaking syrups appropriate to their use

3. Prepare the pastries.

- Appropriate, careful assembly of pastries
- Precise application of methods for:
 - cutting
 - filling
 - masking
 - icing
 - topping
- Accurate estimate of quantities of creams, fillings, toppings and soaking syrups to be used

- | | |
|------------------------------|--|
| 4. Finish the pastries. | <ul style="list-style-type: none"> • Observance of finishing directions • Careful application of decorating and finishing methods • Harmonious arrangement of decorative elements • Uniform appearance of the production • Observance of specific storage conditions for the products |
| 5. Present the pastries. | <ul style="list-style-type: none"> • Careful choice of style of presentation of pastries • Careful handling of pastries • Attractive presentation of pastries • Harmonious, aesthetic presentation • Processing appropriate to the type of pastry |
| 6. Clean up the workstation. | <ul style="list-style-type: none"> • Proper cleaning and disinfecting of tools, equipment and workstation • Proper storage of tools and equipment • Observance of storage conditions for perishable foods • Cleanliness of the workstation |

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, careful work
- Verification of the quality of the work throughout the process
- Consideration of the type of event for which the order was placed
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

- | | |
|---|---|
| 1. Plan the preparation of small fancy cakes and petits fours frais. | |
| <ul style="list-style-type: none"> • Consult fact sheets. | <p>Most commonly prepared small fancy cakes and petits fours frais</p> <p>Characteristics and distinctive features of each</p> <p>Ingredients used</p> <p>Special techniques</p> <p>Interpretation of recipes</p> |
| <ul style="list-style-type: none"> • Plan the preparation of small fancy cakes and petits fours frais. | <p>Planning of steps, based on the recipe</p> <p>Provision for and preparation of materials required</p> <p>Provision for ingredients</p> |

<ul style="list-style-type: none"> Refer to trends in selecting the pastries to be prepared. 	<p>Various sources of written documentation Events, trade fairs, contests, etc.</p>
<p>2. Prepare the mise en place.</p> <ul style="list-style-type: none"> Prepare the ingredients. 	<p>Transfer of knowledge acquired in the competencies associated with basic ingredients, creams, fillings, toppings and doughs</p>
<p>3. Prepare the pastries.</p> <ul style="list-style-type: none"> Assemble pastries. 	<p>Assembly techniques used for small pastries, including genoise cakes, creams, puff pastries, choux pastries, fruits, glazes, toppings, etc. Regularity of shapes and weight</p>
<p>4. Finish the pastries.</p> <ul style="list-style-type: none"> Put finishing touches on pastries. 	<p>Techniques for decorating with a pastry bag and a pastry cone Arrangement of fruits, decorative elements, etc. Use of icings (fondant, ganache, topping) Work on small pieces</p>
<p>5. Present the pastries.</p> <ul style="list-style-type: none"> Choose a style for presenting a pastry. 	<p>Matching of styles of presentation with various sectors, such as hotels, restaurants, retail pastry shops, tea rooms, etc.</p>
<ul style="list-style-type: none"> Present pastries in an attractive way. 	<p>Types of presentation accessories Harmonization of shapes and colours Attractive presentation on tray, mirror, stand, etc.</p>
<p><i>For the competency as a whole:</i></p>	
<ul style="list-style-type: none"> Show concern for profitability of the business. 	<p>Saving time and economical use of basic ingredients</p>
<ul style="list-style-type: none"> Use professional terminology. 	<p>Standard terminology</p>

Module 12 Duration 75 hours

Behavioural Objective

Statement of the Competency

To prepare additional decorations.

Achievement Context

- Based on directions, recipes and models to be reproduced
- Using tools, accessories and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency

Performance Criteria

1. Plan the preparation of additional decorations.

- Logical order of steps in preparing decorative elements
- Appropriate determination of decorative elements to be prepared
- Appropriate selection of materials to work on
- Appropriate selection and preparation of tools and accessories

2. Prepare the mise en place.

- Strict observance of recipes
- Correct application of methods for making basic preparations
- Precise measurement of colouring agents

3. Form decorative elements.

- Correct application of methods of preparing decorative elements based on:
 - ready-made basic ingredients
 - sugar-based preparations
 - materials to be decorated
- Faithful reproductions
- Careful, meticulous application of finishing details
- Observance of storage conditions

4. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, efficient work
- Products in conformity with requirements
- Demonstration of sense of aesthetics
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of additional decorations.

- Determine the decorative elements to be prepared.

Types of decorative elements and their characteristics
Ingredients
Connections between the decorative elements, themes, events, etc.

2. Prepare the mise en place.

- Prepare the material to be worked on.

Preparation of nougatine, pastillage and royal icing
Preparation of almond paste
Types of colouring agents
Methods for colouring the filling

3. Form decorative elements.

- Use tools and accessories.
- Give a shape to the material that is being worked on.
- Finish the decorative elements.
- Store the decorative elements.

Modelling tools, cutters, stencils, pastry cones and air brushes

Techniques for modelling, shaping, cutting, assembling, etc.
Production of motifs and borders
Development of dexterity and skill in handling materials

Finishing details
Borders
Methods for surface colouring

Dry, enclosed place
Recommended temperature
Stock rotation

For the competency as a whole:

- Explore their creativity.

Design of decorative elements
Search for original presentations
Balance and aesthetics

Additional Decorations

Code:

909395

- Reproduce models. Faithful or stylized reproduction
- Use professional terminology. Standard terminology

Module 13 Duration 75 hours

Behavioural Objective**Statement of the Competency**

To prepare chocolate products.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a confectionery-pastry lab and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of chocolate products.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability and freshness of basic ingredients
- Accurate determination of basic preparations and products to be assembled
- Appropriate selection and preparation of tools and equipment

2. Prepare the mise en place.

- Strict observance of directions concerning the crystallization curve
- Strict observance of recipes
- Correct application of methods for making centres
- Preparation of moulds in conformity with requirements

3. Make the moulds for chocolate subjects and candies.

- Careful, appropriate application of decorative motifs
- Accurate use of chocolate colouring agents
- Correct application of the method for pouring the coating
- Uniform thickness of coating
- Correct application of methods for depanning and assembling chocolate subjects

4. Make moulded chocolate candies.

- Insertion of a precise quantity of filling in moulded candies
- Correct application of methods for:
 - filling moulded candies
 - closing
 - turning out of moulds

- | | |
|--|--|
| 5. Make coated and dipped chocolate candies. | <ul style="list-style-type: none"> • Precise, uniform size and piping of centres to be dipped • Careful selection of dipping instruments, based on shape of centres • Correct application of dipping and coating methods • Meticulous finish, based on type of candy |
| 6. Produce decorative elements in chocolate. | <ul style="list-style-type: none"> • Correct application of methods for making traditional decorative elements • Creative innovation related to: <ul style="list-style-type: none"> – the design of decorative elements – production methods – the use of accessories • Respect for the inherent qualities of chocolate |
| 7. Present and preserve chocolate products. | <ul style="list-style-type: none"> • Delicate handling of products • Harmonious, aesthetic presentation in display case • Storage in conformity with the rules for preserving chocolate products |
| 8. Clean up the workstation. | <ul style="list-style-type: none"> • Proper cleaning and disinfecting of tools, equipment and workstation • Proper storage of tools and equipment • Observance of storage conditions for perishable foods • Cleanliness of the workstation |

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, meticulous, clean work
- Rational use of basic ingredients
- Verification of the quality of the work throughout the process
- Products in conformity with requirements
- Proper use of professional terminology
- Relevance of explanations and advice given to customers

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of chocolate products.

- Select the basic ingredients.
 - Origin of chocolate and its appellation
 - Types of chocolate, manufacturing processes used and their uses
 - Principles of crystallization of chocolate
- Prepare the tools and equipment.
 - Table, moulds, dipping accessories, tempering machine, etc.
 - Health standards
- Establish their work plan.
 - Process specific to each type of chocolate product

2. Prepare the mise en place.

- Crystallize a couverture chocolate.
 - Crystallization curve
 - Factors that affect the appearance and texture of chocolate
 - Principles of expansion and retraction of couverture chocolate
 - Crystallization by means of tabling and seeding
- Prepare centres.
 - Ganaches, caramels, fondants, almond pastes, fruit pastes, etc.
 - Variations

3. Make the moulds for chocolate subjects and candies.

- Pour the coating.
 - Steps in the pouring technique
 - Work method
 - Selection of tools
 - Conditions of cleanliness

4. Make moulded chocolate candies.

- Fill moulds.
 - Method of filling the pastry bag
 - Ideal quantity and regularity
- Close moulds.
 - Pouring of the coating chocolate
 - Scraping with a palette knife or spatula

5. Make dipped and coated chocolate candies.

- Prepare centres.
 - Fillings to be cut with a knife or pastry cutter, piped with a pastry bag, shaped, etc.
- Dip and coat centres.
 - Work method
 - Procedure for using utensils

6. Produce decorative elements in chocolate.

- Select the decorative elements to be prepared.

Theme to be followed

The most common uses of decorative elements in chocolate

Possibilities and limitations of physical properties of chocolate

Trends and creativity

- Apply various preparation techniques.

Conventional techniques (shavings, cigarettes, fans, etc.)

Invention of original shapes

Assemblies

7. Present and preserve chocolate products.

- Process chocolate products.

Optimal storage conditions

Storage methods

Presentation styles in display case, on a tray, in packaging, etc.

For the competency as a whole:

- Observe hygiene and health rules.
- Show concern for economical use of basic ingredients.
- Use professional terminology.

Methods for cleaning up the workstation and the tools used

Minimizing waste

Hygienic recovery of excess basic ingredients

Standard terminology

Module 14 Duration 90 hours

Behavioural Objective**Statement of the Competency**

To prepare modern entremets.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab; basic ingredients and additional decorations
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of modern entremets.

- Logical order of steps in preparing the product, based on recipes
- Methodical verification of availability and freshness of basic ingredients and decorative elements
- Accurate determination of basic preparations to be assembled
- Appropriate selection and preparation of tools and equipment

2. Prepare the mise en place.

- Strict observance of recipes
- Correct application of methods for preparing:
 - mousses
 - creams
 - ganaches
 - biscuits
 - additional decorations
 - other products
- Careful preparation of decorative biscuits
- Observance of baking conditions of biscuits
- Structure of mousses and creams in conformity with requirements

3. Prepare modern entremets.

- Careful assembly of the entremets
- Precise application of methods for separating and filling
- Accurate estimate of quantities of fillings and soaking syrup to be used
- Correct choice of chilling methods
- Balanced blending of flavours
- Cleanliness and uniformity of the assembly

4. Finish the entremets.
 - Careful application of methods for:
 - icing and topping
 - depanning
 - finishing
 - Observance of finishing directions
 - Careful arrangement of decorative elements
 - Observance of storage conditions appropriate to entremets
5. Clean up the workstation.
 - Proper cleaning and disinfecting of tools, equipment and the workstation
 - Proper storage of tools and equipment
 - Observance of storage conditions for perishable foods
 - Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools, equipment and materials
- Methodical, careful work
- Verification of the quality of the work throughout the process
- Trends and innovations in pastry making taken into account
- Products in conformity with requirements
- Proper use of professional terminology
- Relevance of explanations and advice

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of modern entremets.
 - Consult fact sheets.

Types of modern entremets, their characteristics and distinctive features
Preparation and presentation requirements
Ingredients used in modern entremets
Interpretation of recipes
 - Establish their work plan.

Planning of steps, based on the recipe
Provision for and preparation of materials required
Provision for ingredients and basic preparations

2. Prepare the mise en place.

- Prepare the basic preparations.

Biscuits, decorative biscuits, creams, mousses and other preparations

Transfer of knowledge acquired in the competencies dealing with basic ingredients, creams, fillings and toppings and basic doughs

- Prepare decorative elements.

Transfer of knowledge acquired in the competencies dealing with decorating pastries and making additional decorations

3. Prepare modern entremets.

- Use special tools and equipment to prepare modern entremets.

Circles, frames, caramelizing torches, spray guns, etc.
Deep freezer

- Arrange the modern entremets.

Arrangement in a circle and in a frame
Methods for properly identifying the steps

4. Finish the entremets.

- Do the finish.

Technique for decorating with a pastry cone
Use of icings (ganache, topping, miroir, etc.)
Compatibility of temperature of surface to be iced and the icing
Arrangement of fruits, decorative elements, etc.
Blending of colours

- Look for original ideas for presenting and finishing entremets.

Trends
Rules of aesthetics
Originality and creativity

- Process modern entremets.

Freezing of unfinished entremets
Shelf life and factors that affect it
Storage methods required
Packaging

5. Clean up the workstation.

- Clean the tools and equipment.

Cleaning and disinfecting methods

- Store the perishable foods.

Basic ingredients, preparations, products
Expiry dates
Storage methods
Stock rotation

For the competency as a whole:

- Verify the quality of their work throughout the process.

Effect of the quality of the work on each step in the assembly of the entremets

- Use professional terminology.

Standard terminology

Module 15 Duration 45 hours

Behavioural Objective

Statement of the Competency

To prepare chilled and frozen desserts.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, basic ingredients and additional decorations
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of chilled and frozen desserts.

- Logical order of steps in preparing the product
- Methodical verification of availability and freshness of basic ingredients
- Accurate determination of decorative elements and basic preparations to be made
- Appropriate selection and preparation of tools and equipment

2. Prepare the mise en place.

- Strict observance of recipes
- Appropriate, careful preparation of:
 - whipped rising batters
 - creams and ganaches
 - decorative elements

3. Prepare chilled and frozen products, such as:

- ice creams
- frozen custards
- parfaits
- sherbets
- other

- Strict observance of recipes
- Correct application of preparation methods based on the type of product
- Careful choice of sterilization procedures
- Strict application of procedure selected
- Precise measurement of density of sherbets
- Correct application of churning method

4. Finish the chilled and frozen desserts.

- Correct, appropriate application of methods for:
 - moulding and depanning
 - lining
 - assembling
 - filling
 - flambéing
 - finishing
 - other
- Careful, balanced arrangement of decorative elements
- Observance of storage conditions

5. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, efficient work
- Verification of the quality of the work throughout the process
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of chilled and frozen desserts.

- Consult fact sheets.

Characteristics and distinctive features of ice cream, frozen custards, parfaits and sherbets
Main uses
Ingredients used
Interpretation of recipes

- Establish their work plan.

Planning of steps, based on the recipe
Provision for and preparation of materials, including the churn
Provision for ingredients

2. Prepare the mise en place.

- Prepare the basic preparations.

Biscuits, decorative biscuits, creams, ganaches, decorative elements, icings and other preparations
Transfer of knowledge acquired in the competencies dealing with basic ingredients, creams, fillings and toppings and basic doughs

3. Prepare chilled and frozen products, such as:

- ice creams
- frozen custards
- parfaits
- sherbets
- other

- Select and apply sterilization procedures.

Pasteurization and its effects on chilled and frozen products

- Use a churn.

Estimate of the whipping potential of chilled and frozen preparations
Capacity of the appliance
Operating mode
Associated safety measures

- Measure the density of syrups.

Use of syrup density meter and refractometer
Density scales

4. Finish the preparation of chilled and frozen desserts.

- Assemble chilled and frozen desserts.

Special requirements for the assembly based on the type of chilled and frozen desserts
Bombes, vacherins, baked Alaskas, profiteroles, iced parfaits, etc.

- Finish chilled and frozen desserts.

Technique of decorating with a pastry bag
Use of icings
Arrangement of fruits, decorative elements, etc.
Coordination of colours

For the competency as a whole:

- Take precautions to protect hygiene and health.

Risks of contamination associated with chilled and frozen products and preventive measures
Clothing and personal hygiene
Specific methods for disinfecting tools and equipment used with chilled and frozen products
Directions for cleaning and disinfecting products

- Use professional terminology.

Standard terminology

Module 16 Duration 60 hours

Behavioural Objective

Statement of the Competency

To prepare brioche and sweet breads.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab; basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of brioche and sweet breads.

- Logical order of steps in preparing products
- Methodical verification of availability and freshness of basic ingredients, fillings and toppings
- Appropriate selection and preparation of tools and equipment

2. Prepare the leavened pastry dough.

- Accurate calculation of water temperature
- Observance of recipe and order for adding ingredients
- Correct application of tempering and kneading methods
- Proper control of the baking absorption and temperature of the dough
- Observance of the rising time

3. Prepare the brioche and sweet breads.

- Precise trimming of products, based on the required weight
- Observance of rest time
- Uniform shaping of pieces
- Appropriate arrangement of pieces in their respective baking utensils
- Appropriate application of egg wash
- Proper supervision of final proof

4. Finish the brioche and sweet breads.

- Observance of baking conditions
- Accurate assessment of signs of doneness
- Correct application of the depanning method
- Appropriate arrangement of brioche and breads for refrigeration
- Observance of finishing directions
- Uniform shaping of pieces
- Observance of storage conditions

5. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, efficient work
- Verification of the quality of the work throughout the process
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of brioche and sweet breads.

- Select the flours used to make brioche and sweet breads.

Identification of various types of North American brioche and sweet breads
Components of flour, their characteristics and their role in the preparation of leavened doughs

2. Prepare the leavened pastry dough.

- Determine the temperature of the water.

Relationship between the temperatures of the room, flour and water, and kneading time
Application of mathematical formula

- Assess the consistency of the dough.

Ideal baking absorption
Adjustments needed, based on type of flour and kneading method used
Ideal temperature of final dough

3. Prepare brioche and sweet breads.

- Determine the rising time, rest time and the final proof.

Principles of and steps in bread/pastry dough fermentation
Factors that affect fermentation

- Use their senses to assess the development of the dough.

Sight, smell and touch
Characteristics of the dough at different stages in the fermentation

4. Finish the brioche and sweet breads.

- Bake leavened pastry doughs.

Specific baking conditions for different types of products

Effects of refrigeration on the appearance of sweet breads

For the competency as a whole:

- Use professional terminology.

Standard terminology

Behavioural Objective

Statement of the Competency

To prepare viennoiseries.

Achievement Context

- Based on directions and recipes
- Using tools, equipment and materials commonly found in a pastry lab, basic ingredients, and fillings and toppings
- With the proper clothing and protective accessories

Elements of the Competency

Performance Criteria

1. Plan the preparation of viennoiseries.

- Logical order of steps in preparing the product
- Methodical verification of availability and freshness of basic ingredients, fillings and toppings
- Appropriate selection and preparation of tools and equipment

2. Prepare leavened puff pastry dough.

- Observance of recipes
- Correct application of tempering and kneading methods
- Proper control of the baking absorption of the dough
- Precise division of dough pieces, based on the required weight
- Proper incorporation of oil or butter into the dough pieces
- Correct application of methods of folding and rolling dough pieces
- Observance of rest and fermentation times

3. Prepare the viennoiseries.

- Rational use of dough during kneading, cutting and shaping
- Uniform weight and size of pieces
- Appropriate arrangement of pieces on baking trays
- Correct application of egg wash and filling
- Proper supervision of final proof

4. Finish the viennoiseries.

- Observance of baking conditions
- Correct assessment of signs of doneness
- Observance of finishing directions
- Uniform quality of production
- Observance of storage conditions

5. Clean up the workstation.

- Proper cleaning and disinfecting of tools, equipment and workstation
- Proper storage of tools and equipment
- Observance of storage conditions for perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Methodical, efficient work
- Rational use of basic ingredients
- Verification of the quality of the work throughout the process
- Products in conformity with requirements
- Proper use of professional terminology

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of viennoiseries.

- Consult fact sheets.

Types of viennoiseries made with croissant dough and Danish pastry dough
Main ingredients used
Direct and indirect fermentation methods, their characteristics and their advantages

2. Prepare leavened puff pastry dough.

- Apply methods of preparing leavened puff pastry doughs.

Transfer of knowledge acquired in modules dealing with puff pastry dough and fermentation

3. Prepare the viennoiseries.

- Apply methods of preparing viennoiseries.

Methods for kneading, cutting and shaping pastry doughs
Retraction of dough taken into account
Quantity of filling to be used and method of applying it
Application of egg wash
Concern for minimizing waste

- Use a fermentation room.

Operating procedure and work method
Settings
Maintenance of the appliance

4. Finish the viennoiseries.

- Bake viennoiseries. Baking temperature and duration
Use of visual signs to monitor baking
- Carry out the finishing operations after baking. Topping, application of fondants, syrups, etc.

For the competency as a whole:

- Verify the quality of their work. Importance of self-verification
Points to be checked during main preparatory steps
Measures to be taken to avoid non-conformities
- Work methodically. Planning, orderly execution, speed
- Use professional terminology. Standard terminology

Module 18 Duration 45 hours

Behavioural Objective**Statement of the Competency**

To prepare plated desserts to order and à la carte.

Achievement Context

- In collaboration with a real or fictitious dining room service
- Based on directions, purchase orders and recipes
- Using tools, equipment and materials, and basic ingredients
- With the proper clothing and protective accessories

Elements of the Competency**Performance Criteria**

1. Plan the preparation of plated desserts to order and à la carte.

- Gathering of all information necessary for planning the work
- Accurate interpretation of directions
- Creative development of presentation concepts for desserts
- Realistic provision for quantities to be prepared
- Methodical verification of availability of ingredients and products
- Appropriate selection and preparation of tools and equipment

2. Prepare the mise en place.

- Strict observance of recipes
- Methodical, careful preparation of:
 - pastries
 - creams
 - coulis
 - hot soufflés
 - sabayons
 - decorative elements
- Observance of storage conditions

3. Fill the orders.

- Efficient communication and coordination with dining room staff
- Realistic assessment of preparation time
- Meticulous, neat presentation of à la carte desserts
- Correct, efficient, preparation of desserts to order
- Rapid, simultaneous production of several desserts

For the competency as a whole:

- Observance of hygiene, health and safety rules
- Proper use of tools and equipment
- Rational use of basic ingredients
- Concern for customer satisfaction
- Calm and self-control in stressful situations
- Organized work
- Desserts in conformity with requirements
- Relevance of explanations and advice

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the elements of the competency, the main components of these elements and the performance criteria related to the competency.

1. Plan the preparation of plated desserts to order and à la carte.

- Choose dessert presentations. Reference to trends, seasons, themes, etc.
Types of assembly and decor
Production times taken into account
- Select ingredients and products. Preparations and ingredients to set aside (sauces, creams, coulis, ganaches, fruits, pastries, etc.)
Decorative elements
Estimate of quantities

2. Prepare the mise en place.

- Prepare the basic preparations. Basic ingredients used to make desserts to order
Basic ingredients used to make à la carte desserts
Additional decorations
- Prepare the accessories and tools. Initial assembly of desserts to order
Preparation of accessories used for cooking and presentation

3. Fill the orders.

- Communicate with the dining room staff. Rules of operation in the kitchen and dining room
Methods of communication between the two
Reception of orders
- Organize their work. Provision for time required to fill the orders
Coordination of operations
- Prepare desserts to order. Soufflés, sabayons, crèmes brûlées, etc.
Preparation of recipes in a production environment
Importance of precision and speed of delivery

Plated Desserts to Order and à la Carte

Code:

909443

- Add the finishing touches to à la carte desserts.

Final assembly of desserts, with the elements to be added at the last minute
Production of decoration motifs
Finish

For the competency as a whole:

- Manage their stress.
- Make aesthetic presentations.
- Comply with hygiene and health rules.

High-speed production environment
Quality requirements
Measures to be taken to restore self-control

Balance, finish, harmony

Storage of ingredients
Storage methods
Use of tools
Development of habits

Situational Objective

Statement of the Competency

To enter the work force.

Elements of the Competency

- Look for a practicum position.
- Make observations and perform tasks in the workplace.
- Communicate with the work team.
- Evaluate the training received in light of the experience gained during the practicum.

Learning Context

Information Phase

- Learning about the terms and conditions of the practicum and other relevant information.
- Defining their expectations and needs regarding the practicum.
- Identifying companies that are likely to fulfil their expectations and needs.
- Writing a curriculum vitae and a cover letter.
- Taking steps to obtain a practicum position.

Participation Phase

- Observing pastry makers carrying out their tasks.
- Performing or participating in various occupational tasks.
- Communicating with their colleagues and those in charge of the practicum.
- Following the guidelines for the practicum and company regulations.
- Producing a report on the tasks and operations performed during the practicum.

Synthesis Phase

- Exchanging ideas with other students on their experience and on the tasks and operations they performed in the workplace.
- Evaluating the relevance of the training in the light of the requirements of the workplace.

Instructional guidelines

- Provide students with the means and assistance necessary for their search for a practicum position.
- Ensure close collaboration between the school and the company.
- Make sure that students are supervised by a responsible employee of the company.
- Prepare students to assume their responsibilities and to respect the requirements of the workplace.
- Ensure the periodic supervision of students and intervene in case of difficulty.
- Ensure that the company respects the conditions required for students to attain the objectives of the practicum.
- Encourage all students to share their opinions and express their ideas.
- Provide a model for writing a report.

Participation criteria

Information Phase

- List practicum positions that meet their selection criteria, in order of priority.
- Write a curriculum vitae and a cover letter.
- Carry out their search for a practicum position.

Participation Phase

- Follow company instructions with respect to activities, work schedules and professional ethics.
- Write a report on the practicum describing their observations about the activities.
- Demonstrate sustained interest throughout the practicum.

Synthesis Phase

- Participate in discussions about their experience and the tasks and operations they carried out during the practicum.
- Indicate how the training they received prepared them to meet the requirements of the workplace.

Suggestions for Competency-Related Knowledge, Skills, Attitudes and Perceptions

The following suggestions take into account the learning context, the elements of the competency related to each phase as well as the instructional guidelines.

Information Phase

- | | |
|---|---|
| • Learn about the terms and conditions of the practicum and other relevant information. | Practicum objectives, duration, instructional guidelines, requirements, participation criteria
Regulations in effect at the place of employment |
| • Plan their search for a practicum position. | Choice of possible practicum position(s)
Submission of their curriculum vitae along with a cover letter
Establishment of contact, agreement and follow-up |

- Determine their expectations and needs.
Personal and career-related objectives
Criteria for choosing a host company
Opportunities for attaining the objectives set for the practicum
Consistency between criteria and expectations
- Identify host companies that are likely to fulfil their expectations and needs.
Consultation of various sources
Identification of host companies that have already accepted student trainees and review of their background in this area
Teacher's assistance
- Take steps to obtain a practicum position.
Establishment of contact
Agreement on the terms and conditions of the practicum
Presentation to the host company of a list of tasks in order to have a successful practicum
Confirmation of the practicum
Obtaining documents required for the practicum

Participation Phase

- Become part of the work team.
Observation and observance of work methods
Observance of the work schedule
- Adopt attitudes and behaviours enabling them to have a successful practicum.
Qualities appreciated by the employer
Attitudes enabling them to get the most out of their experience
Application of rules of professional ethics
- Record information during the practicum.
Writing a logbook
Items that are useful and meaningful for a record of their experience
- Make observations.
Observation of the work situation, tasks performed, enforcement of workplace regulations and professional ethics, etc.
Introduction to new work techniques or new procedures
Recording of observations in the logbook
- Try out tasks.
Active participation in performing tasks
Occupational health and safety rules
The employer's instructions and regulations
Entry of tasks performed in the logbook
- Communicate with colleagues.
Work meetings or informal meetings
Teamwork
Search for and transmission of information
Acceptance of advice and comments
Feedback
Verification of practicum supervisors' satisfaction

- Review the activities carried out during the practicum.

Content of a typical practicum report
Entry of daily activities performed or observed in logbook
New learning
Problems encountered and solutions found
Comments received on their work performance
Use of the logbook

Synthesis Phase

- Examine whether they have attained their objectives.
- Exchange views with other student trainees following the practicum.
- Compare what they have learned with the tasks they observed or performed in the workplace.

Self-evaluation
Self-examination

Use of the report of the tasks carried out
Identification of positive aspects encountered and their level of satisfaction
Identification of problems encountered and solutions found
Views of the occupation before and after the practicum

Identification of aspects of the occupation that are similar to and aspects that are different from the training, in terms of work environment, occupational practices, job requirements, etc.

