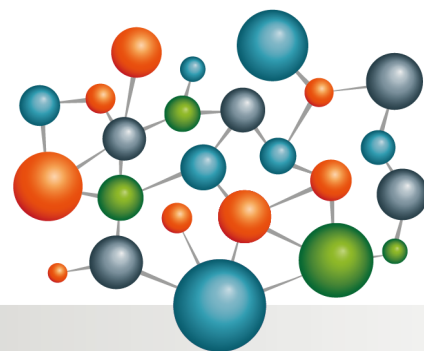


PROGRAM OF STUDY

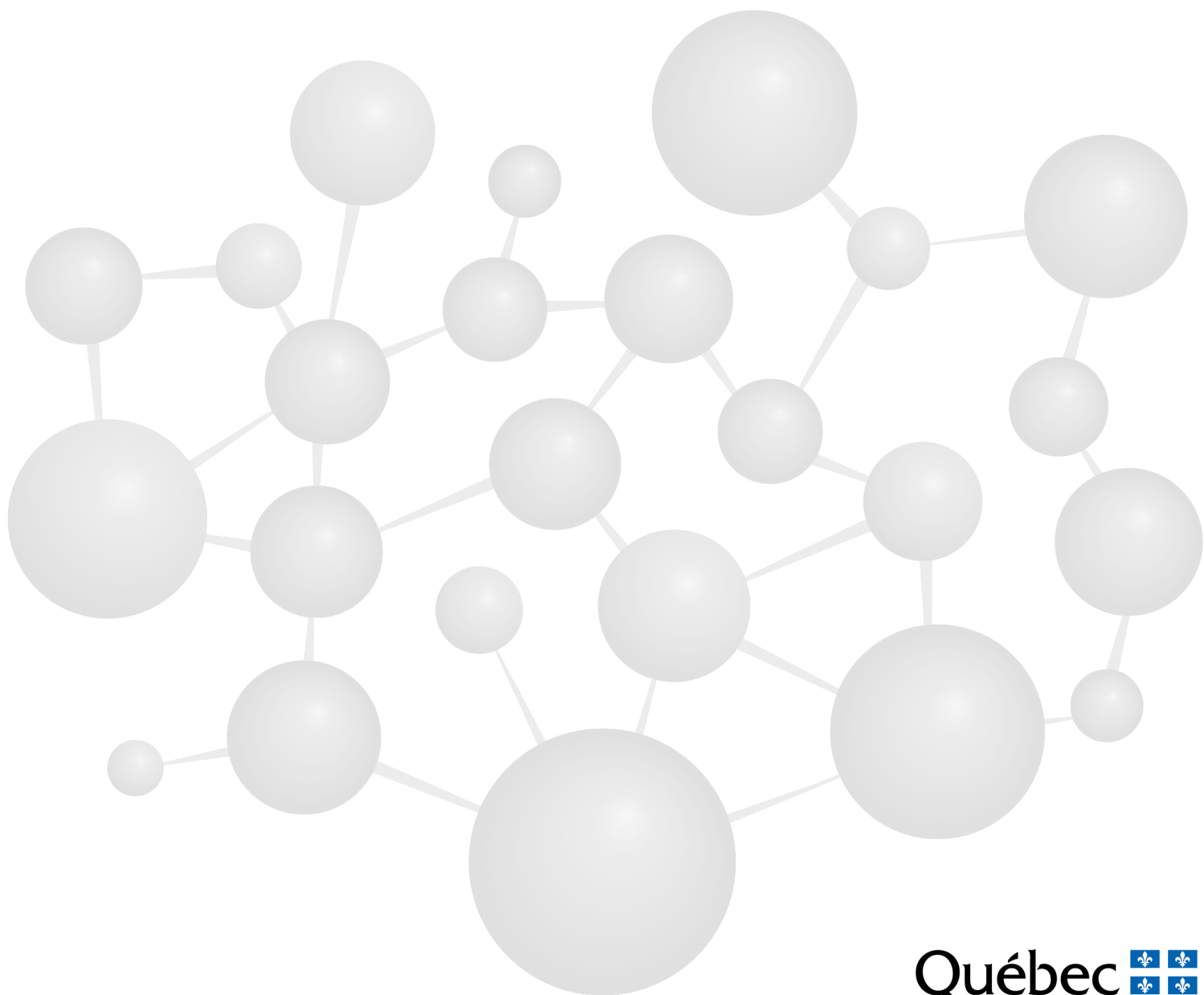
PROFESSIONAL BREAD MAKING (DVS 5870)

Training sector

FOOD SERVICES AND TOURISM



MINISTÈRE DE L'ÉDUCATION



Development Team

Coordination

Carl Grenier
Sector head
Ministère de l'Éducation

Design and Development

Marie-Claude Brodeur
Guidance counsellor
Training consultant

Marc Simonet
Teacher
Centre de services scolaire Marie-Victorin

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Vice-principal
Centre de services scolaire de la Pointe-de-l'Île

Diane Beaulieu
Liaison officer
Centre de services scolaire de la Région-de-Sherbrooke

Marie-Pascale Bonne
Teacher
Centre de services scolaire Marie-Victorin

Karine Marchand
Education consultant
Centre de services scolaire Marie-Victorin

Hubert Poinso
Teacher
Centre de services scolaire de la Capitale

Yvon Renoux
Teacher
Lester-B.-Pearson School Board

Pascal Rudnick
Teacher
Centre de services scolaire des Laurentides

Representatives Employed in the Field

François Borderon
Baker
Borderon et fils La Fabrique

Alexandre Carpentier-Lavoie
Baker
Au Pain dans les Voiles

Sarah Ladouceur
Training coordinator
Comité sectoriel de main-d'œuvre du commerce de l'alimentation (CSMOCA)

Florent Lehmann
Baker
Première Moisson

Amaury Sevré
Head baker
Au Pain dans les Voiles

Benoît Thibault
Owner/baker
Boulangerie Les Enfarinés

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Introduction to the Program

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

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

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

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

Program Components

Program Goals

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

Educational Aims

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

Competency

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

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

¹ *Education Act*, CQLR, c. I-13.3, s. 461

1. Behavioural Competency

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

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

2. Situational Competency

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

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

Competency-Related Knowledge and Know-How

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

Duration

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

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

Credit

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

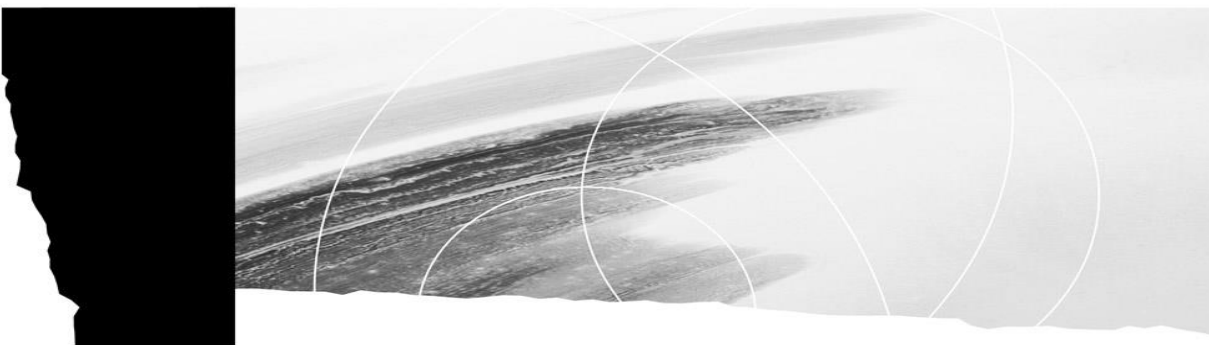
Aspects of Program Implementation

Program-Based Approach

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

Competency-Based Approach

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



5870

Professional Bread Making

Year of approval: 2019

Certification:	Diploma of Vocational Studies
Number of credits:	53
Number of competencies:	12
Total duration:	795 hours

To be eligible for admission to the *Professional Bread Making* program, candidates must meet one of the following requirements:

- 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 they begin their training must meet the following condition: they must have obtained Secondary III credits in language of instruction, second language and mathematics in programs established by the Minister, or have been granted recognition of equivalent learning.

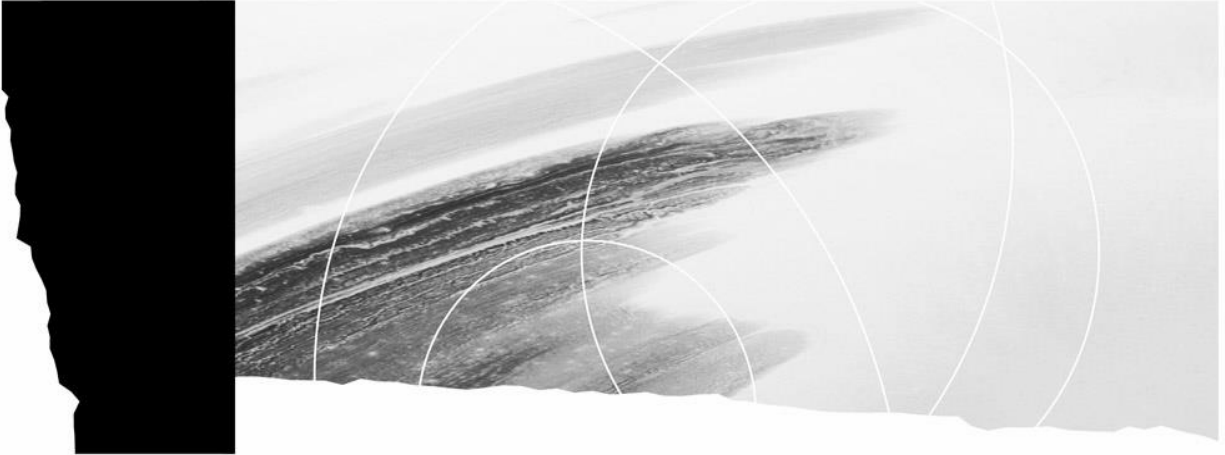
OR

- 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.

The duration of the program is 795 hours, which includes 555 hours spent on the specific competencies required to practise the trade or occupation and 240 hours on general, work-related competencies. The program of study is divided into 12 competencies which vary in length from 15 to 120 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Statement of the Competencies

Competency	Code	Number	Hours	Credits
Métier et formation	400831	1	15	1
Hygiène, salubrité et sécurité au travail	400842	2	30	2
Contrôle de la qualité des ingrédients et des produits de boulangerie	400853	3	45	3
Planification de la production de produits de boulangerie	400863	4	45	3
Préparation et pétrissage de pâtes	400874	5	60	4
Confection de pains à base de levure	400886	6	90	6
Confection de pains briochés et de brioches non garnies	400893	7	45	3
Élaboration de ferments	400903	8	45	3
Confection de pains à base de levain ou de ferment	400916	9	90	6
Confection de pains de spécialité	400927	10	105	7
Confection de viennoiseries	400937	11	105	7
Intégration au milieu du travail	400948	12	120	8



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Professional Bread Making* program prepares students to practise the occupation of baker.

Bakers work in the food services sector. They work mainly in retail bakeries and especially in artisan bakeries. Some may work in the semi-industrial or industrial baking sectors, or in tourism and the hospitality industry, or in an institutional setting.

Bakers make various baked goods based on recipes and production sheets. They use the ingredients, equipment, tools and accessories normally found in a bakery.

They make a variety of baked goods, such as yeast breads, sourdough or fermented breads, specialty breads, brioches, sweet breads and viennoiseries.

They apply various breadmaking techniques such as calculating recipes, preparing ingredients, mixing, kneading, fermenting, cutting, rounding, shaping, controlling fermentation, baking, controlling quality and maintaining the work area.

They must also make sure to observe the rules of hygiene, cleanliness and safety in the workplace.

The occupation of baker requires physical endurance, since the work is repetitive, must be done in a standing position and requires lifting heavy loads. The work environment is hot, cold, dry or humid, at times noisy, and filled with flour dust. Working hours are atypical and variable.

The program goals of the *Professional Bread Making* program are based on the general goals of vocational training. These goals are as follows:

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

- to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

The aim of the *Professional Bread Making* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- concern for product quality
- interest in artisanal baking
- autonomy and efficiency in the performance of tasks
- awareness of the importance of a healthy diet and choosing the best ingredients

Statements of the Competencies

List of Competencies

- Determine their suitability for the occupation and the training process.
- Prevent risks to hygiene, cleanliness and safety in the workplace.
- Carry out quality control of ingredients and baked goods.
- Plan the production of baked goods.
- Prepare and knead doughs.
- Make yeast breads.
- Make sweet breads and brioches without fillings.
- Prepare pre-ferments.
- Make sourdough or fermented breads.
- Make specialty breads.
- Prepare viennoiseries.
- Enter the workforce.

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 occupation.

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

GRID OF COMPETENCIES

SPECIFIC COMPETENCIES	Competency number	Type of competency	Duration (in hours)	GENERAL COMPETENCIES						TOTAL
				Determine their suitability for the occupation and the training process	Prevent risks to hygiene, cleanliness and safety in the workplace	Carry out quality control of ingredients and baked goods	Plan the production of baked goods	Prepare and knead doughs	Prepare pre-ferments	
Competency number				1	2	3	4	5	8	
Type of competency				S	B	B	B	B	B	
Duration (in hours)				15	30	45	45	60	45	240
Make yeast breads	6	B	90	○	●	●	●	●		
Make sweet breads and brioches without fillings	7	B	45	○	●	●	●	●	○	
Make sourdough or fermented breads	9	B	90	○	●	●	●	●	●	
Make specialty breads	10	B	105	○	●	●	●	●	●	
Prepare viennoiseries	11	B	105	○	●	●	●	●	○	
Enter the workforce	12	S	120	●	●	○	○	○	○	
Total duration			555							795

Links between the general competencies and the specific competencies

- : Existence of a link
- : Application of a link

Harmonization

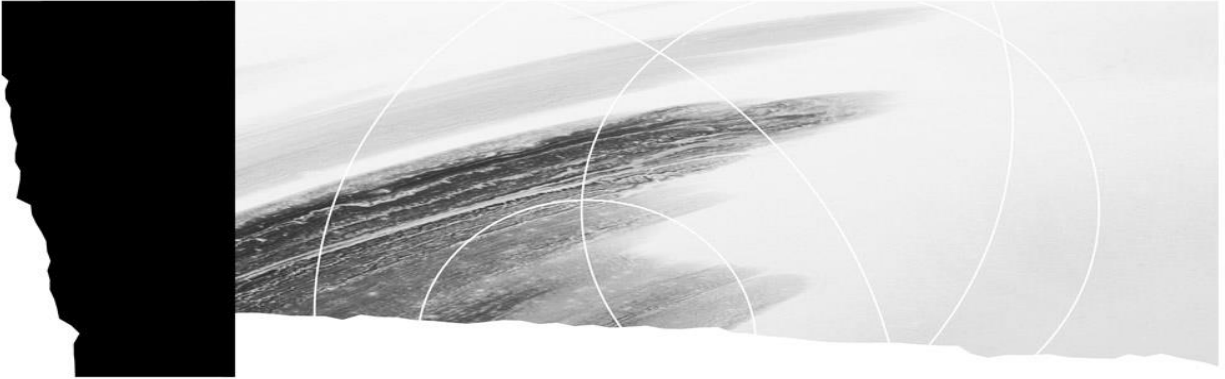
The Ministère de l'Éducation harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize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

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

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

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

Harmonization of the *Professional Bread 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, Boulangerie*.



Part II

Program Competencies

Competency 1 Duration 15 hours Credit 1

Situational Competency

Statement of the Competency

Determine their suitability for the occupation and the training process.

Elements of the Competency

- Be familiar with the nature of the occupation.
- Understand the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the nature and requirements of the occupation
- Learning about the job market in Professional Bread Making
- Learning about the training process

Participation Phase

- Meeting with professional bakers
- Discussing the knowledge and skills required to practise the occupation
- Discussing the program of study as it relates to the occupation

Synthesis Phase

- Producing a report in which they:
 - describe their interests
 - assess their career choice by comparing different aspects and requirements of the occupation with their interests

Instructional Guidelines

- Foster discussion among students and allow them to express themselves.
- Make the appropriate documentation available.
- Organize a meeting with professional bakers.
- Encourage students to participate in the proposed activities.
- Provide students with the means to assess their career choice objectively.

Participation Criteria

Information Phase

- Gather information on most of the topics to be covered.

Participation Phase

- Participate actively in the activities organized.
- Express their views on the program of study.
- Give their opinions on some requirements for practising the occupation.

Synthesis Phase

- Produce a report in which they:
 - briefly describe their interests
 - explain their career choice, clearly making the required connections

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- Nature and requirements of the occupation: history of the occupation, origin of breadmaking, tasks, responsibilities, professional ethics, standards and regulations, etc.
- Characteristics of the job market: job prospects, working conditions, hiring criteria and remuneration, Professional Bread Making associations, opportunities for promotion, etc.
- Characteristics and requirements of the training process: program of study, evaluation, certification of studies, volume of work required, rules, student services, schedule, etc.

Participation Phase

- Preparation of meeting with professional bakers: planning the meeting, making an appointment, coming up with questions, taking notes, etc.
- Observance of the rules of communication during group discussions: participation, ability to listen, respect for each person's right to speak, ability to stay on topic, ability to pay attention to others, openness to different points of view, etc.
- Relationships between the program competencies and the tasks, operations, knowledge and skills associated with the occupation

Synthesis Phase

- Report on their strengths and weaknesses as they relate to the occupation
- Justification of their career choice

Competency 2 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

Prevent risks to hygiene, cleanliness and safety in the workplace.

Achievement Context

- Given:
 - standards and regulations
 - baking tools and equipment
 - packaged and labelled ingredients
 - cleaning products and sanitizers
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Take precautions to prevent food contamination. | <ul style="list-style-type: none"> • Accurate recognition of risks in the work environment • Appropriate use of control measures relating to: <ul style="list-style-type: none"> – personal hygiene – baking ingredients and baked goods – work methods – tools, equipment and accessories – the workplace |
| 2. Take precautions to protect their health and safety and that of others. | <ul style="list-style-type: none"> • Accurate recognition of dangerous situations in the work environment • Appropriate use of control measures relating to: <ul style="list-style-type: none"> – work methods – load handling – the cleaning and sanitization of tools, equipment, accessories and the work area – the use and maintenance of tools, equipment and accessories – the storage of tools, equipment, accessories and products |
| 3. Take action in the case of an accident. | <ul style="list-style-type: none"> • Proper determination of actions to take: <ul style="list-style-type: none"> – request for assistance – proper application of first aid techniques • Accurate recognition of the limitations of their actions • Clear communication with resources |

For the competency as a whole:

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

Suggestions for Competency-Related Knowledge and Know-How

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

1. Take precautions to prevent food contamination.

- Regulations respecting hygiene and cleanliness: federal and provincial laws and regulations respecting hygiene and cleanliness in the food services sector (Ministère de l'Agriculture, des Pêcheries et de l'Alimentation du Québec, Hazard Analysis Critical Control Points [HACCP], etc.)
- Tools, equipment and accessories: tools (dough cutter, scraper, knife, rolling pin, whisk, etc.), equipment (dough mixer, oven, sheeter, etc.) and accessories (apron, gloves, cap, etc.)
- High-risk situations in a bakery: main types of micro-organisms (bacteria, mould, germs), characteristics, factors for growth and effects on food and health, cross-contamination, etc.
- Preventive measures to counteract the risk of contamination: cleaning and disinfection of equipment, work benches and storage areas, precautions relating to personal hygiene and clothing, hygienic handling of food and procedures to follow
- Information about hygiene and cleanliness: procedures in effect, instructions for storage and preservation, pictograms and directions for using cleaning products

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

- Laws and regulations respecting occupational health and safety: bodies governing occupational health and safety, Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST) standards, company standards, etc.
- Dangers of working in a bakery: burns, lacerations, falls, injuries sustained while handling heavy objects, etc.
- Preventive measures relating to occupational health and safety: organization and cleanliness of work areas, protection accessories on tools and equipment, safety measures relating to cooking equipment, work methods, ergonomics, etc.

3. Take action in the case of an accident.

- Record of contact information in the case of an emergency: useful resources (medical personnel, ambulance technicians, firefighters, police officers, community organizations, etc.), recourse to 911, etc.
- Request for assistance: importance of a clear message, composure, rapid intervention, etc.
- Choice and application of an intervention protocol in various situations: altered state of consciousness, cardiorespiratory arrest, convulsions, shortness of breath, chest pain, intoxication, obstruction of the airways, diabetes, heat-related problems, allergic reaction, eye injury, burn, cuts, state of shock, hemorrhage, etc.

Competency 3 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Carry out quality control of ingredients and baked goods.

Achievement Context

- Given:
 - ingredients from the bakery and the storeroom
 - baked goods
- Using baking references (in electronic or paper format)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Analyze information about ingredients and baked goods. | <ul style="list-style-type: none"> • Accurate recognition of ingredients and baked goods • Accurate description of the main characteristics of ingredients and baked goods • Proper recognition of the purpose of the ingredients needed to make baked goods • Accurate interpretation of nutritional data • Accurate association of ingredients with baked goods |
| <ol style="list-style-type: none"> 2. Examine ingredients and baked goods using their senses. | <ul style="list-style-type: none"> • Effective use of senses • Adequate recognition of indicators of the quality of ingredients and baked goods • Adequate recognition of the factors that affect taste and smell |
| <ol style="list-style-type: none"> 3. Make judgments concerning the compliance of ingredients and baked goods. | <ul style="list-style-type: none"> • Accurate analysis of information • Appropriate judgment of compliance • Establishment of relevant connections between the main factors that affect the properties of ingredients and baked goods • Relevant corrective measures suggested |

For the competency as a whole:

- Proper use of vocabulary concerning the organoleptic properties of ingredients and baked goods
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Analyze information about ingredients and baked goods.
 - Ingredients used in baking: categories, origin, appearance and characteristics, nutritional value, purpose, industrial processing procedures, etc.
 - Main baked goods: yeast breads, sweet breads, brioches without fillings, sourdough and fermented breads, specialty breads and viennoiseries
 - Information on the packaging: composition of ingredients, nutritional value, preservation methods, expiry dates, etc.
 - Composition of baked goods: internal components, physical and chemical properties, type of dough, pre-ferments and ingredients used, association of ingredients with the main products that contain them, etc.
2. Examine ingredients and baked goods using their senses.
 - Use of their senses: appearance, feel, smell and taste of ingredients and products
 - Indicators of the quality of ingredients and baked goods: appearance, internal structure, flavour, etc.
 - Factors that affect taste and smell: changing tastes, emotion, memory, culture, anosmia, ageusia, procedures for examining items using their senses, etc.
3. Make judgments concerning the compliance of ingredients and baked goods.
 - Assessment of ingredients and baked goods: interaction of flavours, qualification of texture (perception and description of textures and consistencies, etc.), qualification of flavour, (practical organization and functions of the evaluation using their senses, etc.), choice of descriptors, etc.
 - Judgment of organoleptic properties of foods: objective and methodical evaluation, etc.
 - Factors affecting the properties of ingredients and baked goods: temperature, weather, storage, cooking, preservation of foods, quantity of ingredients, mixing of ingredients, quality of ingredients, etc.
 - Corrective measures: comparison of ingredients with their substitutes, substitution of ingredients, preservation conditions, preservation methods, etc.

Competency 4 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Plan the production of baked goods.

Achievement Context

Given:

- recipes and production sheets
- information on the packaging

Using:

- inventory lists
- a list of ingredient prices
- a calculator, calculation software, etc.

Elements of the Competency**Performance Criteria**

1. Analyze the recipe and production sheet.

- Determination of the requirements of the order based on the type and quantity of baked goods to make
- Appropriate selection of ingredients based on the type of production
- Accurate distinction of the steps in making the baked good
- Logical determination of the sequence of steps in the production process
- Accurate calculation of the time required for each step in the production process

2. Calculate ingredient quantities and costs.

- Accurate conversion of measurements of weight and volume
- Accurate calculation of quantities of ingredients
- Accurate calculation of cost of ingredients

3. Verify inventory in the storeroom.

- Accurate control of the availability of ingredients
- Accurate updating of inventory
- Effective and accurate recording of stocks in a file

For the competency as a whole:

- Observance of recipe and production sheet

Suggestions for Competency-Related Knowledge and Know-How

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

1. Analyze the recipe and production sheet.
 - Requirements of the order: components of the recipe and production sheet (type of baked good, quantity, etc.)
 - Selection of ingredients: flours (rye, whole wheat, unbleached, etc.), ferment (sourdough starter, fermented dough, yeast, etc.), fats (butter, oil, margarine, etc.), dried products (nuts, dried fruits, etc.), etc.
 - Steps in the production process and their sequence: weighing, mixing, kneading, baking, etc.
 - Time required for each step in the production process: passive steps (fermentation, proofing), active steps (weighing, shaping, loading, etc.), etc.
2. Calculate ingredient quantities and costs.
 - Conversion of measurements: rule of three, imperial and metric systems (weights, containers and temperatures), etc.
 - Quantities of ingredients required: observance of recipe proportions, rule of three, adjustment of ingredient quantities, etc.
 - Cost of ingredients: price list, percentage of ingredients required, etc.
3. Verify inventory in the storeroom.
 - Choice of ingredients: availability, substitution, etc.
 - Update of inventory: types of inventory (paper, electronic, etc.), main components of the inventory, procedures, etc.

Competency 5 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

Prepare and knead doughs.

Achievement Context

- Given:
 - recipes
- Using:
 - the necessary ingredients
 - the necessary tools, equipment and accessories (dough mixer, food mixer, scale, table, bowl, measuring bowl, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Plan the work. | <ul style="list-style-type: none"> • Accurate interpretation of the recipe • Appropriate choice and preparation of work area, tools, equipment and accessories • Proper choice of ingredients |
| 2. Prepare the dough. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Accurate calculation of the temperature of the liquid and the moisture content level • Observance of the sequence of ingredients |
| 3. Knead the dough: <ul style="list-style-type: none"> – by hand – by machine | <ul style="list-style-type: none"> • Correct application of kneading techniques • Observance of mixing and kneading time • Accurate verification of the quality of the dough • Adequate storage of the dough |
| 4. Verify the initial fermentation of the dough. | <ul style="list-style-type: none"> • Accurate calculation of end time of kneading • Correct estimate of initial fermentation time • Accurate evaluation of the main qualities of the dough • Accurate recognition of causes of nonconformities |
| 5. Maintain the work area. | <ul style="list-style-type: none"> • Appropriate choice of cleaning products and sanitizers • Correct cleaning and sanitization of the work area, tools, equipment and accessories • Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used |

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Observance of recipe
- Observance of the amount of time devoted to each operation
- Observance of the rules of occupational health and safety, hygiene and cleanliness
- Relevance of corrective measures

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Recipe: products, ingredients, quantities, steps, time required, note-taking, etc.
- Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, rules of hygiene and cleanliness, health and safety rules, etc.
- Choice of ingredients: availability, substitution, quality criteria, etc.

2. Prepare the dough.

- Measurement of ingredients: observance of quantities, conversion, etc.
- Calculation of temperature and moisture content level: temperatures (Fahrenheit and Celsius), formulas for calculating temperatures (baseline, ambient, hygrometry, depending on the seasons, etc.) and moisture content level by type of ingredient (flour, dried ingredients, etc.), percentage, base weight, etc.
- Mixing of ingredients: observance of sequence (water, flour, salt, yeast, etc.), dried ingredients and fats, incorporation of ingredients after mixing and at the end of the kneading process, etc.

3. Knead the dough by hand or by machine.

- Manual kneading techniques: autolyse, mixing, stretching, blowing, dexterity, time, etc.
- Machine kneading techniques: autolyse, mixing, stretching, blowing, types of kneading (slow, improved, etc.), time, etc.
- Qualities of the kneaded dough: consistency, moisture content, temperature, kneading time, appearance, texture, tenacity, elasticity, etc.
- Corrective measures: addition of water or flour depending on the consistency, etc.
- Storage of dough: location, procedures, etc.

4. Verify the initial fermentation of the dough.

- Calculation of end time of kneading: start of fermentation, stopping of dough mixer, etc.
- Dough initial fermentation time: types of dough (stiff, soft, savoury, sweet, etc.), types of kneading, recipes, environmental conditions, etc.
- Qualities of initial fermentation: appearance, touch, taste, ripening of the dough, texture, temperature, etc.)

- Dough folding techniques
 - Causes of nonconformities: ambient temperature, temperature of the dough, quality of the flour, quantity of pre-ferment, improper storage of dough, etc.
5. Maintain the work area.
- Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
 - Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 6 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Make yeast breads.

Achievement Context

- For the preparation of yeast breads (baguettes, Belgian breads, pan breads, loaf breads, buns, etc.)
- Given:
 - recipes and a production sheet
- Using:
 - the necessary ingredients
 - the necessary tools, equipment and accessories (dough mixer, scale, dough cutter, bowl, measuring instruments, tray, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Plan the work. | <ul style="list-style-type: none"> • Accurate interpretation of the recipe and production sheet • Calculation of ingredient quantities based on the production sheet • Appropriate choice and preparation of work area, tools, equipment and accessories • Proper choice of ingredients |
| 2. Prepare and knead the dough. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Accurate calculation of the temperature of the liquid and the moisture content level • Adequate kneading of dough • Precise control of initial fermentation time and resting time for dough pieces • Accurate cutting and weighing of dough pieces • Correct rounding of dough pieces |
| 3. Shape the dough pieces. | <ul style="list-style-type: none"> • Correct choice and application of shaping techniques • Adequate arrangement of dough pieces on or in supports for proofing |
| 4. Control the proofing of the dough pieces. | <ul style="list-style-type: none"> • Appropriate choice of fermentation environment • Adequate placement of dough pieces in a fermentation environment • Proper rotation of dough pieces • Precise control of fermentation process |

- Appropriate determination of when to load the dough pieces into the oven
- 5. Bake the dough.
 - Observance of baking conditions
 - Precise scoring of dough
 - Adequate loading and unloading of breads into and from the oven
 - Correct assessment of indicators of doneness
 - Appropriate unmoulding and arrangement of breads
- 6. Maintain the work area.
 - Appropriate choice of cleaning products and sanitizers
 - Correct cleaning and sanitization of the work area, tools, equipment and accessories
 - Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Precise control of the quality of ingredients and baked goods
- Quality and appearance of yeast breads
- Observance of recipe and production sheet
- Observance of the amount of time devoted to each operation
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.
 - Review of Competencies 3 and 4: *Quality Control of Ingredients and Baked Goods and Production Planning for Baked Goods*
 - Recipe and production sheet: products, ingredients, quantities, steps, time required, note-taking, etc.
 - Calculation of ingredient quantities: rule of three
 - Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, etc.
 - Choice of ingredients: availability, substitution, quality criteria, etc.

2. Prepare and knead the dough.

Review of Competencies 4 and 5: *Production Planning for Baked Goods* and *Preparation and Kneading of Doughs*

- Measurement of ingredients: observance of quantities, conversion, etc.
- Formulas for calculating temperatures and moisture content levels
- Manual or machine kneading techniques and qualities of the dough
- Initial fermentation of the dough: calculation of the end time of kneading, accurate assessment of dough initial fermentation and proof time
- Cutting techniques: dexterity, extraction of the dough, use of dough cutter, observance of volumes, precise dividing of dough, etc.
- Weighing techniques: dexterity, precision, observance of weight limits, use of a scale, use of a dough cutter, adjustments, etc.
- Rounding and pre-shaping techniques: dexterity, arrangement on or in a support, etc.
- Resting of dough pieces: storage (refrigerator, proofing cabinet, ambient temperature, resting chamber, etc.), resting time, etc.

3. Shape the dough pieces.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Shaping techniques: selection criteria, punching down, stretching, orientation of dough pieces, shaping, quality of dough pieces, etc.
- Criteria and techniques for arranging dough pieces: types, choice and preparation of supports for proofing, arrangement, dusting, spacing, baguettes on a couche, etc.

4. Control the proofing of the dough pieces.

- Fermentation: environment (refrigerator, proof box, proofing cabinet, ambient temperature, resting chamber, etc.), selection criteria, preparation and settings (temperature, humidity, etc.), techniques for organizing dough pieces, etc.
- Criteria for rotating dough pieces: environment, type of bread, etc.
- Assessment and monitoring of fermentation: time, volume, tension of the dough, established protocol, fermentation conditions during proofing, etc.
- Criteria for loading into the oven: time, volume, tension of the dough, etc.

5. Bake the dough.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Baking control: temperature, steam, availability of equipment, etc.
- Scoring: regularity, precision, appearance, etc.
- Techniques for loading into the oven: prioritization based on proofing quality, size, weight, etc.
- Techniques for unloading from the oven: baking time, appearance of the baked goods, tools used, handling, etc.
- Techniques for unmoulding and arranging the bread: cooling time, supports, storage, display, etc.
- Indicators of doneness: time, colour, general appearance, sound, defects

6. Maintain the work area.

- Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
- Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 7 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Make sweet breads and brioches without fillings.

Achievement Context

- For preparing sweet breads and brioches without fillings (batch breads, milk breads, Vienna breads, burger buns, Parisian brioches, cramiques, etc.)
- Given:
 - recipes
- Using:
 - the necessary ingredients
 - the necessary tools, equipment and accessories (dough mixer, scale, dough cutter, bowl, measuring instruments, tray, moulds, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|---------------------------------|---|
| 1. Plan the work. | <ul style="list-style-type: none"> • Accurate interpretation of recipe • Appropriate choice and preparation of work area, tools, equipment and accessories • Proper choice of ingredients |
| 2. Prepare and knead the dough. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Accurate calculation of the temperature of the liquid and the moisture content level • Adequate kneading of dough • Precise control of initial fermentation and resting times • Accurate cutting and weighing of dough pieces • Correct rounding of dough pieces |
| 3. Shape the dough pieces. | <ul style="list-style-type: none"> • Correct choice and application of shaping techniques • Adequate arrangement of dough pieces on or in supports for proofing |

4. Control the proofing of the dough pieces.
 - Appropriate choice of fermentation environment
 - Adequate placement of dough pieces in a fermentation environment
 - Proper rotation of dough pieces
 - Precise control of fermentation process
 - Appropriate determination of when to place the dough pieces in the oven
5. Bake the dough.
 - Observance of baking conditions
 - Proper application of egg wash or finishing elements
 - Precise scoring of dough
 - Adequate loading and unloading of breads into and from the oven
 - Correct assessment of indicators of doneness
 - Appropriate unmoulding and arrangement of baked goods
6. Maintain the work area.
 - Appropriate choice of cleaning products and sanitizers
 - Correct cleaning and sanitization of the work area, tools, equipment and accessories
 - Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Precise control of the quality of ingredients and baked goods
- Quality and appearance of the sweet breads or brioches without filling
- Observance of recipe
- Observance of the amount of time devoted to each operation
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Recipe: products, ingredients, quantities, steps, time required, note-taking, etc.
- Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, rules of hygiene and cleanliness, health and safety rules, etc.
- Choice of ingredients: availability, substitution, quality criteria, etc.

2. Prepare and knead the dough.

- Review of Competencies 4 and 5: *Production Planning for Baked Goods and Preparation and Kneading of Doughs*
- Measurement of ingredients: observance of quantities, conversion, etc.
- Formulas for calculating temperatures and moisture content levels
- Manual or machine kneading techniques and qualities of the dough
- Initial fermentation of the dough: calculation of the end time of kneading, accurate assessment of dough initial fermentation and proof time
- Cutting techniques: dexterity, extraction of the dough, use of dough cutter, observance of volumes, precise dividing of dough, etc.
- Weighing techniques: dexterity, precision, observance of weight limits, use of a scale, use of a dough cutter, adjustments, etc.
- Rounding and pre-shaping techniques: dexterity, arrangement on or in a support, etc.
- Resting of dough pieces: storage (refrigerator, proofing cabinet, ambient temperature, resting chamber, etc.), resting time, etc.

3. Shape the dough pieces.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Shaping techniques: selection criteria, punching down, stretching, orientation of dough pieces, shaping, quality of dough pieces, etc.
- Criteria and techniques for arranging dough pieces: types, choice and preparation of supports for proofing, arrangement, proofing cabinet, proof box, spacing, preparation, scoring, egg wash, etc.

4. Control the proofing of the dough pieces.

- Fermentation: environment (refrigerator, proof box, proofing cabinet, ambient temperature, resting chamber, etc.), selection criteria, preparation and settings (temperature, humidity, etc.), techniques for organizing dough pieces, etc.
- Criteria for rotating dough pieces: environment, type of bread, etc.
- Assessment and monitoring of fermentation: time, volume, tension of the dough, established protocol, fermentation conditions during proofing, etc.
- Criteria for loading into the oven: time, volume, tension of the dough, etc.

5. Bake the dough.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Baking control: temperature, steam, availability of equipment, etc.
- Types of finishing: regularity, precision, appearance, egg wash, etc.
- Techniques for loading into the oven: prioritization based on proofing quality, size, weight, etc.
- Techniques for unloading from the oven: baking time, appearance of the baked goods, tools used, handling, etc.
- Techniques for unmoulding and arranging the bread: cooling time, supports, storage, display, etc.
- Indicators of doneness: time, colour, general appearance, defects

6. Maintain the work area.

- Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
- Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 8 Duration 45 hours Credits 3

Behavioural Competency

Statement of the Competency

Prepare pre-ferments.

Achievement Context

- Given:
 - recipes
- Using:
 - the necessary ingredients
 - the necessary tools, equipment and accessories (bowls, measuring instruments, whisk, spatulas, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|---|---|
| 1. Plan the work. | <ul style="list-style-type: none"> • Accurate interpretation of the recipe and production sheet • Appropriate choice and preparation of work area, tools, equipment and accessories • Proper choice of ingredients |
| 2. Prepare and refresh solid or liquid sourdough starter. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Correct application of techniques for making and refreshing sourdough starter • Precise control of fermentation process • Adequate preservation of sourdough starters and pre-ferments |
| 3. Prepare a poolish. | <ul style="list-style-type: none"> • Accurate calculation of quantities • Accurate measurement of ingredients • Correct application of the technique for making a poolish • Adequate monitoring of fermentation process |
| 4. Maintain the work area. | <ul style="list-style-type: none"> • Appropriate choice of cleaning products and sanitizers • Correct cleaning and sanitization of the work area, tools, equipment and accessories • Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used |

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Precise control of temperatures: water, ingredients and environment
- Observance of recipe
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Recipe: products, ingredients, quantities, steps, time required, note-taking, etc.
- Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, etc.
- Choice of ingredients: availability, substitution, quality criteria, etc.

2. Prepare and refresh solid or liquid sourdough starter.

- Review of Competency 4: *Production Planning for Baked Goods*
- Measurement of ingredients: observance of quantities, conversion, etc.
- Preparation and refreshing: techniques (solid or liquid sourdough starters), description of steps, sequence, etc.
- Techniques for controlling fermentation and quality control indicators: time, temperature, hygrometry, texture, acidity, appearance, etc.
- Preservation: storage location and time

3. Prepare a poolish.

- Review of Competencies 3 and 4: *Quality control of ingredients and baked goods* and *Planning the production of baked goods*
- Calculation of ingredient quantities: rule of three
- Measurement of ingredients: observance of quantities, conversion, etc.
- Preparation techniques: steps, sequence (liquid, sourdough starter and flour), etc.
- Monitoring and control of fermentation: time (for immediate or later use), temperature, hygrometry, qualities, etc.

4. Maintain the work area.

- Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
- Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 9 Duration 90 hours Credits 6

Behavioural Competency

Statement of the Competency

Make sourdough or fermented breads.

Achievement Context

- For the preparation of sourdough or fermented breads (baguettes, Belgian breads, pan breads, loaf breads, buns, etc.)
- Given:
 - recipes and a production sheet
- Using:
 - the necessary ingredients
 - pre-ferments
 - the necessary tools, equipment and accessories (bowls, measuring instruments, whisk, spatulas, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|--|--|
| 1. Plan the work. | <ul style="list-style-type: none"> • Accurate interpretation of the recipe and production sheet • Appropriate choice and preparation of tools, equipment and accessories • Proper choice of ingredients • Precise quality control of ferment |
| 2. Prepare and knead the dough. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Observance of the sequence for mixing ingredients • Adequate kneading of dough • Precise control of initial fermentation and resting time for dough pieces • Accurate cutting and weighing of dough pieces • Correct rounding of dough pieces • Appropriate refreshing and storage of sourdough starter or pre-ferment |
| 3. Shape the dough pieces. | <ul style="list-style-type: none"> • Correct choice and application of shaping techniques • Adequate arrangement of dough pieces on or in supports for proofing |
| 4. Control the proofing of the dough pieces. | <ul style="list-style-type: none"> • Appropriate choice of fermentation environment • Adequate arrangement of dough pieces in a fermentation environment |

- Proper rotation of dough pieces
 - Precise control of fermentation process
 - Appropriate determination of when to load the dough pieces into the oven
5. Bake the dough.
- Observance of baking conditions
 - Precise scoring of dough
 - Adequate loading and unloading of breads into and from the oven
 - Correct assessment of indicators of doneness
 - Appropriate unmoulding and arrangement of breads
6. Maintain the work area.
- Appropriate choice of cleaning products and sanitizers
 - Correct cleaning and sanitization of the work area, tools, equipment and accessories
 - Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Precise control of temperatures: water, ingredients and environment
- Precise control of the quality of ingredients and baked goods
- Quality and appearance of sourdough or fermented breads
- Observance of recipe and production sheet
- Observance of the amount of time devoted to each operation
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

Review of Competencies 3, 4 and 8: *Quality Control of Ingredients and Baked Goods, Production Planning for Baked Goods and Preparation of Pre-Ferments*

- Recipe and production sheet: products, ingredients, quantities, steps, time required, note-taking, etc.
- Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, etc.
- Choice of ingredients: availability, substitution, quality criteria, etc.
- Quality of pre-ferment: texture and calculation of the temperature of the process water and the moisture content level

2. Prepare and knead the dough.

- Review of Competencies 4, 5 and 8: *Production Planning for Baked Goods, Preparation and Kneading of Doughs and Preparation of Pre-Ferments*
- Measurement of ingredients: observance of quantities, conversion, etc.
- Mixing of ingredients: observance of sequence (liquid, flour, salt, pre-ferments, etc.)
- Manual or machine kneading techniques and qualities of the dough
- Initial fermentation of the dough: calculation of the end time of kneading, accurate assessment of dough initial fermentation and proof time
- Cutting techniques: dexterity, extraction of the dough, use of dough cutter, observance of volumes, precise dividing of dough, etc.
- Weighing techniques: dexterity, precision, observance of weight limits, use of a scale, use of a dough cutter, adjustments, etc.
- Rounding and pre-shaping techniques: dexterity, arrangement on or in a support, etc.
- Resting of dough pieces: storage (refrigerator, proofing cabinet, ambient temperature, resting chamber, etc.), resting time, etc.

3. Shape the dough pieces.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Shaping techniques: selection criteria, punching down, stretching, orientation of dough pieces, shaping, quality of dough pieces, etc.
- Criteria and techniques for arranging dough pieces: types, choice and preparation of supports for proofing, arrangement, proofing cabinet, proof box, spacing, preparation, scoring, etc.

4. Control the proofing of the dough pieces.

- Fermentation: environment (refrigerator, proof box, proofing cabinet, ambient temperature, resting chamber, etc.), selection criteria, preparation and settings (temperature, humidity, etc.), techniques for organizing dough pieces, etc.
- Criteria for rotating dough pieces: environment, type of bread, etc.
- Assessment and monitoring of fermentation: time, volume, tension of the dough, established protocol, fermentation conditions during proofing, etc.
- Criteria for loading into the oven: time, volume, tension of the dough, etc.

5. Bake the dough.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Baking control: temperature, steam, availability of equipment, etc.
- Scoring: regularity, precision, appearance, etc.
- Techniques for loading into the oven: prioritization based on proofing quality, size, weight, etc.
- Techniques for unloading from the oven: baking time, appearance of the baked goods, tools used, handling, etc.
- Techniques for unmoulding and arranging the bread: cooling time, supports, storage, display, etc.
- Indicators of doneness: time, colour, general appearance, sound, defects

6. Maintain the work area.

- Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
- Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 10 Duration 105 hours Credits 7

Behavioural Competency

Statement of the Competency

Make specialty breads.

Achievement Context

- For preparing specialty breads (English muffins, fougasses, flatbreads, ciabatta, gluten-free breads, etc.)
- Given:
 - recipes and a production sheet
- Using:
 - the necessary ingredients
 - pre-ferments
 - an inventory list of ingredients
 - a list of ingredient prices
 - the necessary tools, equipment and accessories (bowls, measuring instruments, whisk, spatulas, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

1. Plan the work.

- Accurate interpretation of the recipe and production sheet
- Accurate calculation of ingredient quantities and costs
- Appropriate choice and preparation of tools, equipment and accessories
- Proper choice of ingredients
- Precise quality control of pre-ferment
- Accurate verification and updating of inventory

2. Prepare and knead the dough.

- Accurate measurement of ingredients
- Observance of the sequence for mixing ingredients
- Adequate kneading of dough
- Precise control of initial fermentation and resting times
- Accurate cutting and weighing of dough pieces
- Correct rounding of dough pieces
- Appropriate refreshing and storage of sourdough starter or pre-ferment

3. Shape the dough pieces.
 - Correct choice and application of shaping techniques
 - Adequate arrangement of dough pieces on or in supports for proofing
4. Control the proofing of the dough pieces.
 - Appropriate choice of fermentation environment
 - Adequate arrangement of dough pieces in a fermentation environment
 - Proper rotation of dough pieces
 - Precise control of fermentation process
 - Appropriate determination of when to load the dough pieces in the oven
5. Bake the dough.
 - Observance of baking conditions
 - Proper application of egg wash, decorations or finishing elements
 - Precise scoring of dough
 - Adequate loading and unloading of breads from the oven
 - Correct assessment of indicators of doneness
 - Appropriate unmoulding and arrangement of breads
6. Maintain the work area.
 - Appropriate choice of cleaning products and sanitizers
 - Correct cleaning and sanitization of the work area, tools, equipment and accessories
 - Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Precise control of temperatures: water, ingredients and environment
- Precise control of the quality of ingredients and baked goods
- Quality and appearance of specialty breads
- Observance of the recipe and production sheet
- Observance of the amount of time devoted to each operation
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Review of Competencies 3, 4 and 8: *Quality Control of Ingredients and Baked Goods, Production Planning for Baked Goods and Preparation of Pre-Ferments*
- Recipe and production sheet: products, ingredients, quantities, steps, time required, note-taking, etc.
- Calculation of ingredient quantities and costs: rule of three
- Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, etc.
- Choice of ingredients: availability, substitution, quality criteria, etc.
- Quality of pre-ferment: texture and calculation of the temperature of the process water and the moisture content level
- Verification of inventory: updating

2. Prepare and knead the dough.

- Review of Competencies 4, 5 and 8: *Production Planning for Baked Goods, Preparation and Kneading of Doughs and Preparation of Pre-Ferments*
- Measurement of ingredients: observance of quantities, conversion, etc.
- Mixing of ingredients: observance of sequence (liquid, flour, salt, pre-ferments, etc.)
- Manual or machine kneading techniques and qualities of the dough
- Initial fermentation of the dough: calculation of the end time of kneading, accurate assessment of dough initial fermentation and fermentation time
- Cutting techniques: dexterity, extraction of the dough, use of dough cutter, observance of volumes, precise dividing of dough, etc.
- Weighing techniques: dexterity, precision, observance of weight limits, use of a scale, use of a dough cutter, adjustments, etc.
- Rounding and pre-shaping techniques: dexterity, arrangement on or in a support, etc.
- Resting of dough pieces: storage (refrigerator, proofing cabinet, ambient temperature, resting chamber, etc.), resting time, etc.

3. Shape the dough pieces.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Shaping techniques: selection criteria, punching down, stretching, orientation of dough pieces, shaping, quality of dough pieces, etc.
- Criteria and techniques for arranging dough pieces: types, choice and preparation of supports for proofing, arrangement, proofing cabinet, proof box, spacing, preparation, scoring, etc.

4. Control the proofing of the dough pieces.

- Fermentation: environment (refrigerator, proof box, proofing cabinet, ambient temperature, resting chamber, etc.), selection criteria, preparation and settings (temperature, humidity, etc.), techniques for organizing dough pieces, etc.
- Criteria for rotating dough pieces: environment, type of bread, etc.
- Assessment and monitoring of fermentation: time, volume, tension of the dough, established protocol, fermentation conditions during proofing, etc.
- Criteria for loading into the oven: time, volume, tension of the dough, etc.

5. Bake the dough.

Review of Competency 3: *Quality Control of Ingredients and Baked Goods*

- Baking control: temperature, steam, availability of equipment, etc.
- Types of finishing: regularity, precision, appearance, etc.
- Techniques for loading into the oven: prioritization based on proofing quality, size, weight, etc.
- Techniques for unloading from the oven: baking time, appearance of the baked goods, tools used, handling, etc.
- Techniques for unmoulding and arranging the bread: cooling time, supports, storage, display, etc.
- Indicators of doneness: time, colour, general appearance, sound, defects

6. Maintain the work area.

- Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
- Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 11 Duration 105 hours Credits 7

Behavioural Competency

Statement of the Competency

Prepare viennoiseries.

Achievement Context

- For the preparation of viennoiseries (croissants, chocolate croissants, danishes, puff pastry brioches, etc.)
- Given:
 - recipes and a production sheet
- Using:
 - the necessary ingredients
 - the necessary tools, equipment and accessories (sheeter, bowls, measuring instruments, whisk, spatulas, etc.)
- Wearing the prescribed uniform and protective equipment

Elements of the Competency**Performance Criteria**

- | | |
|---------------------------------|--|
| 1. Plan the work. | <ul style="list-style-type: none"> • Accurate interpretation of the recipe and production sheet • Appropriate choice and preparation of tools, equipment and accessories • Proper choice of ingredients |
| 2. Prepare and knead the dough. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Adequate kneading of dough • Precise control of initial fermentation and resting times • Accurate cutting and weighing of dough pieces • Correct rounding of dough pieces |
| 3. Prepare fillings. | <ul style="list-style-type: none"> • Accurate measurement of ingredients • Observance of technique for preparing fillings • Appropriate preservation of fillings |
| 4. Turn the dough. | <ul style="list-style-type: none"> • Proper incorporation of fat into dough pieces • Proper application of techniques for turning dough by hand or using a sheeter • Observance of dough resting time • Storage of dough pieces in an appropriate place for preservation |

5. Cut the dough pieces.
 - Proper application of technique for cutting dough pieces
 - Size and weight of pieces in compliance with type of baked good
6. Shape the viennoiseries.
 - Correct choice and application of shaping techniques
 - Appropriate incorporation or application of filling or egg wash
 - Adequate arrangement of viennoiseries in or on supports for proofing
7. Control the proofing of the viennoiseries.
 - Appropriate choice of fermentation environment
 - Adequate arrangement of viennoiseries in a fermentation environment
 - Effective rotation of viennoiseries
 - Precise control of fermentation process
 - Appropriate determination of when to load the dough pieces in the oven
8. Bake the viennoiseries.
 - Observance of baking conditions
 - Proper application of egg wash or finishing elements
 - Correct assessment of indicators of doneness
 - Adequate loading and unloading of viennoiseries from the oven
 - Appropriate unmoulding and arrangement of viennoiseries
9. Maintain the work area.
 - Appropriate choice of cleaning products and sanitizers
 - Correct cleaning and sanitization of the work area, tools, equipment and accessories
 - Tidy work area, and appropriate and safe storage of the tools, equipment and accessories used

For the competency as a whole:

- Appropriate use of tools, equipment and accessories
- Precise control of the quality of ingredients and baked goods
- Precise control of temperatures: water, ingredients and environment
- Quality and appearance of viennoiseries
- Observance of the recipe and production sheet

- Observance of the amount of time devoted to each operation
- Observance of the rules of occupational health and safety, hygiene and cleanliness

Suggestions for Competency-Related Knowledge and Know-How

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

1. Plan the work.

- Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
- Recipe and production sheet: products, ingredients, quantities, steps, time required, note-taking, etc.
- Tools, equipment and accessories: availability and proper functioning, organization of work area, methods of use, etc.
- Choice of ingredients: availability, substitution, quality criteria, etc.

2. Prepare and knead the dough.

- Review of Competencies 4 and 5: *Production Planning for Baked Goods* and *Preparation and Kneading of Doughs*
- Measurement of ingredients: observance of quantities, conversion, etc.
- Formulas for calculating temperatures and moisture content levels
- Manual or machine kneading techniques and qualities of the dough
- Initial fermentation of the dough: calculation of the end time of kneading, accurate assessment of dough initial fermentation and proof time
- Cutting techniques: dexterity, extraction of the dough, use of dough cutter, observance of volumes, precise dividing of dough, etc.
- Weighing techniques: dexterity, precision, observance of weight limits, use of a scale, use of a dough cutter, adjustments, etc.
- Rounding and pre-shaping techniques: dexterity, arrangement on or in a support, etc.
- Resting of dough pieces: storage (refrigerator, proofing cabinet, ambient temperature, resting chamber, etc.), resting time, etc.

3. Prepare fillings.

- Review of Competencies 2 and 4: *Hygiene, Cleanliness and Safety in the Workplace* and *Production Planning for Baked Goods*
- Measurement of ingredients: observance of quantities, conversion, etc.
- Preparation of fillings: cooking conditions, consistency
- Preservation: storage methods, locations and times

4. Turn the dough.

- Techniques for incorporating fats
- Turning techniques: types (simple fold, double fold, book fold, star fold, etc.), tools (sheeter, rolling pin, by hand, etc.), etc.
- Resting of dough pieces: time between turning (recipes, type of baked good, preparation technique, etc.) and storage
- Storage of dough pieces: preservation methods (refrigerator, freezer, etc.), etc.

5. Cut the dough pieces.
 - Cutting technique: using a rolling pin, a dough cutter, etc.
 - Conformity: weight, size, etc.
6. Shape the viennoiseries.
 - Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
 - Shaping techniques: selection criteria, stretching, orientation of dough pieces, shaping, quality of dough pieces, filling, etc.
 - Criteria and techniques for arranging viennoiseries: types, choice and preparation of supports for proofing, arrangement, resting chamber, proofing cabinet, proof box, spacing, preparation, scoring, egg wash, etc.
7. Control the proofing of the viennoiseries.
 - Fermentation: environment (refrigerator, proof box, proofing cabinet, ambient temperature, resting chamber, etc.), selection criteria, preparation and settings (temperature, humidity, etc.), techniques for organizing viennoiseries, etc.
 - Criteria for rotating viennoiseries: environment and type of viennoiserie, etc.
 - Assessment and monitoring of fermentation: time, volume, tension of the dough, established protocol, fermentation conditions during proofing, etc.
 - Criteria for loading into the oven: time, volume, tension of the dough, etc.
8. Bake the viennoiseries.
 - Review of Competency 3: *Quality Control of Ingredients and Baked Goods*
 - Baking control: temperature, steam, availability of equipment, etc.
 - Types of finishing: regularity, precision, egg wash, icing, etc.
 - Techniques for loading into the oven: prioritization based on proofing quality, size, weight, etc.
 - Techniques for unloading from the oven: baking time, appearance of the baked goods, tools used, handling, etc.
 - Techniques for unmoulding and arranging the bread: cooling time, supports, storage, display, etc.
 - Indicators of doneness: time, colour, general appearance, defects
9. Maintain the work area.
 - Cleaning products and sanitizers, and occupational health and safety rules (see Competency 2)
 - Cleaning and sanitization instructions: work area, tools, equipment and accessories, sequence of steps, etc.

Competency 12 Duration 120 hours Credits 8

Situational Competency

Statement of the Competency

Enter the workforce.

Elements of the Competency

- Become familiar with the practice of the trade in a company.
- Integrate the knowledge, skills, attitudes and habits acquired during training.
- Learn about the changes in perception resulting from time spent in the workplace.

Learning Context

Information Phase

- Learning about the terms and conditions for the practicum
- Updating their resumé
- Learning about the various companies that accept trainees: location, size, type of work, etc.
- Taking steps to obtain a practicum position

Participation Phase

- Observing the work context
- Carrying out or participating in various work-related tasks
- Recording their observations about the work context and the tasks performed in the workplace

Synthesis Phase

- Producing a report on their practicum experience:
 - detailing the specific characteristics of the workplace with respect to the training received
 - highlighting their strengths and areas for improvement with respect to the occupation
 - evaluating their participation in the workplace

Instructional Guidelines

- Maintain close collaboration between the training centre and the company.
- Provide the documentation needed to prepare for the practicum.
- Enable students to perform work-related tasks.
- Provide students with regular support and supervision.
- Make sure that students are constantly supervised by a person in the company.
- Intervene in the case of difficulties or problems.

Participation Criteria

Information Phase

- List companies that meet their predetermined selection criteria.
- Meet with a person in the company with a view to obtaining a practicum position.

Participation Phase

- Comply with company policy.
- Observe the rules of occupational health and safety, hygiene and cleanliness.
- Record information about the work context and the tasks performed in the company.

Synthesis Phase

- Present a brief summary of their experience.
- Share their experience in the workplace with their classmates.

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- Consultation of documentation concerning practicum positions
- Types of companies: retail bakeries and especially artisan bakeries
- Search for a practicum position, updating of resumé, preparation of a letter of introduction
- Agreement on the terms and conditions of the practicum

Participation Phase

- Company policy: work hours, tasks assigned, tools permitted, etc.
- Occupational health and safety (see Competency 2)
- Log and information about the work context: tasks performed, work techniques, tools, etc.

Synthesis Phase

- Profile of the company, specific situations experienced and their reactions
- Presentation of a summary of their experience in the workplace and the connections with their training
- Group discussions (see Competency 1)

