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Vocational Education Program

5768

Retail Butchery

Training Sector

3

Food Services
and Tourism

Retail Butchery

Training Sector

3

**Food Services
and Tourism**

Formation professionnelle et technique
et formation continue

Direction générale des programmes
et du développement

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FOOD SERVICES AND TOURISM

RETAIL BUTCHERY

PROGRAM OF STUDY 5768

The *Retail Butchery* program leads to the Diploma of Vocational Studies (DVS) and prepares the student to practise the trade of **retail butcher**.

Direction générale des programmes
et du développement

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INTRODUCTION

The *Retail butchery* program is based on the orientations for secondary school vocational education that calls for the participation of experts from the workplace and the field of education.

The program of study is developed in terms of competencies, expressed as objectives. These objectives are divided into modules. Various factors were kept in mind in developing the program : training needs, the job situation, purposes, goals, and strategies and means used to attain objectives.

The program of study lists the competencies that are the minimum requirements for a Diploma of Vocational Studies (DVS) for students in both the youth and adult sectors. It also provides the basis for organizing courses, planning teaching strategies, and designing instructional and evaluation materials.

The *Retail Butchery* program leads to a Diploma of Vocational Studies (DVS). To be admitted into the program, students must meet one of the following conditions :

- For students holding a Secondary School Diploma or a recognized equivalent, no additional conditions are required.

OR

- For students who are at least 16 years of age on September 30 of the school year in which they begin the program, the following condition applies : they must have obtained Secondary III credits in language of instruction, second language and mathematics, or the recognized equivalents.

OR

- For students who are at least 18 years of age, successful completion of the General Development Test is prescribed as a functional prerequisite.

N.B.: The condition related to conflicts does not apply to this category.

The duration of the program is 900 hours, which includes 750 hours spent on the specific competencies required to practise the trade and 150 hours on general competencies. The program of study is divided into 14 modules, which vary in length from 15 to 120 hours (multiples of 15). The time allocated to the program is to be used not only for teaching but also for evaluation and remedial work.

This document contains two parts. Part I is of general interest and provides an overview of the training plan. It includes a synoptic table of basic information about the modules, a description of the program training goals, the competencies to be developed and the general objectives, and an explanation of operational objectives. Part II is designed primarily for those directly involved in implementing the program. It contains a description of the operational objectives of each module.

GLOSSARY

Program Training Goals

Statements that describe the educational aims of a program. These goals are the general goals of vocational education adapted to a specific trade or occupation.

Competency

A set of socioaffective behaviours, cognitive skills or psycho-sensori-motor skills that enable a person to correctly perform a role, function, activity or task.

General Objectives

Instructional objectives that provide an orientation for leading the students to attain one or more related objectives.

Operational Objectives

Statements of the educational aims of a program in practical terms. They serve as the basis for teaching, learning and evaluation.

Module of a Program

A component part of a program of study comprising a first-level operational objective and the related second-level operational objectives.

Credit

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 graduate from a program.

Part I

1 SYNOPTIC TABLE

Number of modules : 14
Duration in hours : 900
Credits : 60

Retail Butchery
Code : 5768

CODE	TITLE OF THE MODULE	HOURS	CREDITS*
900571	1 The Trade and the Training Process	15	1
900583	2 Hygiene, Health and Safety	45	3
900592	3 Tools and Equipment	30	2
900604	4 Cutting and Preparing Meats	60	4
900612	5 Receiving and Storing Meat	30	2
900622	6 Cutting Meats	30	2
900636	7 Performing Retail Cuts of a Beef Forequarter	90	6
900645	8 Customer Service	75	5
900658	9 Performing Retail Cuts of a Beef Hindquarter	120	8
900665	10 Performing Retail Cuts of Pork	75	5
900675	11 Performing Retail Cuts of Veal and of One Specialty Meat	75	5
900683	12 Performing Retail Cuts of Poultry	45	3
900697	13 Variety Meats and Complementary Butchery Products	105	7
900707	14 Entry into the Work Force	105	7

* 15 hours = 1 credit

2 PROGRAM TRAINING GOALS

The training goals of the *Retail Butchery* program are based on the general goals of vocational education and take into account the specific nature of the occupation. These goals are :

To develop effectiveness in the practice of a trade

- To teach students to perform retail butchery tasks and activities correctly, at an acceptable level of competence for entry into the job market.
- To prepare students to progress satisfactorily on the job by fostering :
 - the technical and psychomotor skills needed to correctly perform the different meat cuts;
 - habits of order, cleanliness and personal hygiene;
 - the skills needed to plan and organize their work;
 - habits related to respect for the rules of hygiene and health;
 - work habits that reflect a concern for occupational health and safety;
 - habits and behaviours to adopt in order to prevent the contamination of food;
 - work habits that reflect a concern for effectiveness and quality;
 - the skills needed to communicate effectively with customers.

To ensure integration into the job market

- To help students learn about the job market in general and the trade of retail butcher in particular.
- To familiarize students with their rights and responsibilities as butchers.
- To familiarize students with the different types of work organization.
- To prepare students for a creative job search.
- To familiarize students with the trade in the workplace.

To foster personal development and the acquisition of trade-related knowledge

- To foster independence, the ability to learn, a sense of responsibility toward production objectives, self-evaluation skills and a desire to succeed.
- To help students develop satisfactory, effective and safe work methods in accordance with the standards and rules of hygiene, health and safety.
- To help students understand the principles underlying meat-cutting techniques and to develop the attitudes necessary for a successful career.

To ensure job mobility

- To help students develop positive attitudes toward change and new situations.
- To help students increase their ability to learn and to find information.
- To help students acquire transferable knowledge and skills.

3 COMPETENCIES

The competencies to be developed in the *Retail Butchery program* are shown in the grid of learning focuses on the following page. The grid lists general and specific competencies as well as the major steps in the work process.

General competencies involve activities common to several tasks or situations. They cover, for example, the technological or scientific principles that the students must understand to practise the trade or occupation. Specific competencies focus on tasks and activities that are of direct use in the trade or occupation. The work process includes the most important steps in carrying out the tasks and activities of the trade or occupation.

The grid of learning focuses shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (Δ) indicates a correlation between a specific competency and a step in the work process. The symbol (\bigcirc) 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 intended to develop specific competencies related to the trade or occupation.

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 of the grid shows the competencies directly related to the practice of a specific trade or occupation. These competencies are arranged in a relatively fixed order; therefore, the modules should be taught, insofar as possible, in the order represented on the grid. The modules including the general competencies 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 LEARNING FOCUSES

GRID OF LEARNING FOCUSES Retail Butchery SPECIFIC COMPETENCIES (directly related to the practice of the specific trade)				WORK PROCESS (major steps)			GENERAL COMPETENCIES (related to technology, subjects, personal development, etc.)				TOTALS	
		OPERATIONAL OBJECTIVES	DURATION (in hours)	Prepare the work	Prepare retail cuts	Maintain the work station	Determine their suitability for the trade and the training process	Adopt preventive measures in hygiene and occupational health and safety	Prepare and maintain butchery tools and equipment	Cut and prepare meats	NUMBER OF OBJECTIVES	DURATION (in hours)
MODULES	MODULES						1	2	3	4		
	OPERATIONAL OBJECTIVES						S	B	B	B	4	
	DURATION (in hours)						15	45	30	60		150
5	Receive and store meat and butchery products	B	30	△	△	△	○	●	●	●		
6	Cut up carcasses, quarters and pieces of meat	B	30	△		△	○	●	●			
7	Perform retail cuts of a beef forequarter	B	90	△	△	△	○	●	●	●		
8	Serve customers at a meat counter	B	75	△		△	○	●	●	○		
9	Perform retail cuts of a beef hindquarter	B	120	△	△	△	○	●	●	●		
10	Perform retail cuts of pork	B	75	△	△	△	○	●	●	●		
11	Perform retail cuts of veal and of one specialty meat	B	75	△	△	△	○	●	●	●		
12	Perform retail cuts of poultry	B	45	△	△	△	○	●	●	●		
13	Prepare variety meats and complementary butchery products	B	105	△	△	△	○	●	●	●		
14	Enter the work force	S	105	△	△	△	○	●	○	○		
NUMBER OF OBJECTIVES		10									14	
DURATION (in hours)			750									900

S: Situational objective
B: Behavioural objective

△ Correlation between a step and a specific competency
▲ Correlation to be taught and evaluated

○ Correlation between a general and a specific competency
● Correlation to be taught and evaluated

4 GENERAL OBJECTIVES

The general objectives of the *Retail Butchery* program are presented below, along with the major statement of each corresponding first-level operational objective.

To develop in the students the competencies required to integrate harmoniously into the school and work environments

- Determine their suitability for the trade and the training process.
- Enter the work force.

To develop in the students the competencies required to apply the rules of safety and hygiene in carrying out retail butchery tasks

- Adopt preventive measures in hygiene and occupational health and safety.

To develop in the students the competencies required to use essential techniques

- Prepare and maintain butchery tools and equipment.
- Cut and prepare meats.

To develop in the students the competencies required to carry out retail butchery tasks

- Perform retail cuts of a beef forequarter.
- Perform retail cuts of a beef hindquarter.
- Perform retail cuts of pork.
- Perform retail cuts of veal and of one specialty meat.
- Perform retail cuts of poultry.
- Prepare variety meats and complementary butchery products.

To develop in the students the competencies required to perform additional retail butchery duties

- Receive and store meat and butchery products.
- Cut up carcasses, quarters and pieces of meat.
- Serve customers at a meat counter.

5 FIRST- AND SECOND-LEVEL OPERATIONAL OBJECTIVES

5.1 DEFINITION

A first-level objective is defined for each competency to be developed. Competencies are organized into an integrated training program designed to prepare students to practise the trade or occupation. This systematic organization of competencies produces better overall results than training by isolated objectives. More specifically, it fosters a smooth progression from one objective to the next, saves teaching time by eliminating needless repetition, and integrates and reinforces learning material.

First-level operational objectives are the main, compulsory teaching/learning targets and they are specifically evaluated for certification. There are two kinds of operational objectives : behavioural and situational.

- A **behavioural objective** is a relatively closed objective that describes the actions and results expected of the student by the end of a learning step. Evaluation is based on expected results.
- A **situational objective** is a relatively open-ended objective that outlines the major phases of a learning situation. It allows for output and results to vary from one student to another. Evaluation is based on the student's participation in the activities of the learning context.

Second-level operational objectives are intermediate teaching/learning targets deemed prerequisite for attaining first-level objectives. They are grouped according to the specifications (see 5.2 A) or the phases (see 5.2 B) of the first-level objective.

The division of operational objectives into first- and second-level objectives is based on a clear distinction between the levels of learning :

- learning involving prerequisite knowledge;
- learning involving competencies.

Second-level operational objectives indicate prerequisite knowledge. They prepare the students to learn what is necessary to attain the first-level operational objectives, which collectively lead to the development of a competency. The objectives should always be adapted to meet the particular needs of the individual students or groups of students.

First-level operational objectives cover the learning that the students need to develop a competency :

- **The specifications or the phases** of the objective determine or guide specific learning, thereby allowing the competency to be developed step by step.
- The objective as a whole (i.e. the six components and in particular the last phase of a situational objective, see 5.2) determines or guides the overall learning and the integration and synthesis of this learning, allowing the competency to be developed fully.

To attain the objectives, the following learning activities may be prepared :

- specific learning activities for second-level objectives;
- specific learning activities for the specifications or phases of first-level objectives;
- general learning activities for first-level objectives.

5.2 HOW TO READ FIRST-LEVEL OPERATIONAL OBJECTIVES

5.2.1 How to Read a Behavioural Objective

Behavioural objectives consist of six components. The first three provide an overview of the objective :

- **The expected behaviour** states a competency in terms of the general behaviour that the students are expected to have acquired by the end of the module.
- **The conditions for performance evaluation** define what is necessary or permissible to the students during evaluation designed to verify whether or not the students have attained the objective. This means that the conditions for evaluation are the same wherever and whenever the program is taught.
- **The general performance criteria** define the requirements by which to judge whether or not the results obtained are generally satisfactory.

The last three components ensure that the objective is understood clearly and unequivocally.

- **The specifications of the expected behaviour** describe the essential elements of the competency in terms of specific behaviours.
- **The specific performance criteria** define the requirements for each of the specifications of behaviour. They ensure a more enlightened decision on the attainment of the objective.
- **The field of application** defines the limits of the objective, where necessary. It indicates cases where the objective applies to more than one task, occupation or field.

5.2.2 How to Read a Situational Objective

Situational objectives consist of six components :

- **The expected outcome** states a competency as an aim to be pursued throughout the course.
- **The specifications** outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- **The learning context** provides an outline of the learning situation designed to help the students develop the required competencies. It is normally divided into three phases of learning :
 - information;
 - performance, practice or involvement;
 - synthesis, integration and self-evaluation.

- **The instructional guidelines** provide suggested ways and means of teaching the course to ensure that learning takes place and that the same conditions apply wherever and whenever the course is taught. These guidelines may include general principles or specific procedures.
- **The participation criteria** describe the requirements the students must fulfil which are usually related to each phase of the learning context. 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.
- **The field of application** defines the limits of the objective, *where necessary*. It indicates cases where the objective applies to more than one task, occupation or field.

PART II

MODULE 1 : THE TRADE AND THE TRAINING PROCESS

Code : 900571

Duration : 15 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE
<p>EXPECTED OUTCOME</p> <p>By participating in the required activities of the learning context according to the indicated criteria, the students will be able to determine their suitability for the trade and the training process.</p> <p>SPECIFICATIONS</p> <p>At the end of this module, the students will :</p> <ul style="list-style-type: none">■ Be familiar with the nature of the trade.■ Understand the training program.■ Confirm their career choice. <p>LEARNING CONTEXT</p> <p>PHASE 1 : Information on the Trade and the Training Process</p> <ul style="list-style-type: none">■ Learning about the job market in retail butchery : structure and organization, job prospects, wages, advancement opportunities, etc.■ Learning about the nature and requirements of the trade : tasks, working conditions, knowledge and aptitudes, skills and professional qualities appreciated in the trade.■ Learning about developments in the trade and their impact on butchers' work.■ Learning about the school environment : general regulations, student services, schedules, etc.■ Learning about training : program of study, evaluation criteria, performance requirements, special rules, dress code, etc.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE (cont.)

PHASE 2 : Participation in the Training Process

- Visiting the shops of the vocational education centre.
- Discussing developments in the trade : advantages, drawbacks and requirements.
- Participating in the proposed activities : (i.e. meeting with specialists in the trade, field trip to a butchery establishment, observation practicum, etc.).
- Discussing developments in the trade.

PHASE 3 : Evaluation and Confirmation of Career Choice

- Writing a report in which they :
 - specify their preferences, aptitudes and interests with respect to butchery;
 - confirm their career choice given the nature and requirements of the trade.

INSTRUCTIONAL GUIDELINES

The teacher should :

- Create a positive atmosphere that favours integration into the work force.
- Encourage the students to engage in discussions and express their opinions.
- Motivate the students to take part in the suggested activities.
- Help the students to arrive at an accurate perception of the trade.
- Provide students with the means to assess their career choice honestly and objectively.
- Arrange for students to meet with specialists in the trade or organize a field trip to a butchery establishment.
- Make available all pertinent reference materials : training program, information on the trade, etc.
- Provide an outline for writing a report.

PARTICIPATION CRITERIA

- PHASE 1 :**
- Collect information on most of the topics to be covered.
 - Listen attentively to explanations.
 - Participate in the proposed activities.

- PHASE 2 :**
- Express their views on the trade and the training program.
 - Participate in discussions and other activities.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE *(cont.)*

- PHASE 3 :**
- Write a report in which they :
 - specify their preferences, aptitudes and interests with respect to butchery;
 - explain why they decided to continue or abandon the program of study by comparing the nature and requirements of the trade with personal preferences, aptitudes and interests.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before undertaking the activities of Phase 1 (Information on the Trade and the Training Process) :

1. Demonstrate a desire to learn.
2. Locate sources of information.
3. Determine a way to record and present information.

Before undertaking the activities of Phase 2 (Participation in the Training Process) :

4. Explain the main rules governing group discussion.
5. Respect the opinions of others.
6. Be willing to share their views on the trade with the other members of the group.

Before undertaking the activities of Phase 3 (Evaluation and Confirmation of Career Choice) :

7. Differentiate between preferences, and aptitudes and interests.
8. Become aware of the importance of practising a trade which corresponds to personal needs and expectations.

MODULE 2 : HYGIENE, HEALTH AND SAFETY

Code : 900583

Duration : 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **adopt preventive measures in hygiene and occupational health and safety** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Following instructions.
- Without any documentation.

GENERAL PERFORMANCE CRITERIA

- Accurate understanding of hygiene, health and safety rules.
- Proper application of hygiene, health and safety rules with various trade-related tasks.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Prevent risks of food contamination.

SPECIFIC PERFORMANCE CRITERIA

- Accurate interpretation of the standards and rules of hygiene and health with respect to :
 - raw materials;
 - work methods;
 - the work force;
 - materials;
 - the workplace.
- Recognition of the risks of food contamination.
- Proper use of monitoring procedures.

FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

B. Prevent risks to health and safety.

- Accurate interpretation of occupational health and safety rules with respect to :
 - work methods;
 - use of tools and equipment;
 - the handling of loads;
 - the cleaning, disinfection and maintenance of tools, equipment and the workstation;
 - the storage of tools, equipment and products.
- Recognition of risks to the health and safety of butchers.
- Proper use of monitoring procedures.

C. Intervene in the event of an accident.

- Accurate identification of actions to be taken :
 - request for assistance;
 - proper application of first-aid techniques.
- Recognition of their limitations.
- Clear communication with resource persons.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prevent risks of food contamination (A) :

1. Identify the main types of microorganisms.
2. Identify their characteristics and the factors conducive to proliferation.
3. Identify the possible effects of contamination on the product and on the health of the consumer.
4. Be familiar with the federal and provincial laws and regulations regarding hygiene and health in the food industry.
5. Define the procedure for inspecting raw materials, work methods, the work force, materials and the workplace.
6. Recognize the principles of the Hazard Analysis Critical Control Point (HACCP) system.
7. Define the principal terms associated with hygiene and health.
8. Describe the behaviours to adopt to prevent food contamination.
9. Recognize the need for exercising quality control.
10. Demonstrate a keen sense of observation.
11. Recognize the importance of developing proper habits with respect to the hygienic handling of food.
12. Recognize the importance of thorough hygiene when dealing with food products.
13. Recognize the importance of clean butchery equipment.
14. Develop a critical sense with regard to maintaining the work area.

Before learning how to prevent risks to health and safety (B) :

15. Be familiar with the laws and regulations pertaining to safety.
16. Understand the importance of adopting positive attitudes and behaviour conducive to protecting one's own health and safety and that of others.
17. Define the abbreviation WHMIS.
18. Understand the importance of reading labels on cleaning and disinfecting products.
19. Explain how preventive measures can have an impact on physical and psychological well-being.

Before learning how to intervene in the event of an accident (C) :

20. Describe the first-aid stations.
21. Describe the contents of a first-aid kit.

MODULE 3 : TOOLS AND EQUIPMENT

Code : 900592

Duration : 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare and maintain butchery tools and equipment** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Working individually.
- Using tools and equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety rules.
- Methodical organization of work.
- Constant care of tools and equipment.
- Adoption of professional attitudes and behaviours.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Assemble tools and equipment.

B. Start up the equipment.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate choice of attachments.
- Observance of logical sequence of assembly.
- Accurate and complete assembly.
- Accurate adjustments as required.
- Thorough verification of equipment.
- Proper, accurate description of operating instructions.
- Conclusive test.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

C. Grind a knife.

- Appropriate use of grindstone :
 - angle;
 - speed;
 - pressure applied to the knife.
- Quality of cutting edge :
 - correct width;
 - even and flat;
 - two sides even.

D. Sharpen a knife.

- Appropriate use of butcher's steel :
 - angle;
 - correct technique.
- Absence of burrs.
- Conclusive tests.

E. Maintain tools and equipment.

- Accurate determination of maintenance requirements.
- Correct disassembly of parts.
- Observance of maintenance requirements.
- Thorough verification.
- Conclusive tests.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to assemble tools and equipment (A) :

1. Identify butchery tools and equipment.
2. Explain the use of various tools, pieces of equipment and attachments.
3. Understand the necessity of giving various tools, pieces of equipment and attachments constant care.

Before learning how to start up the equipment (B) :

4. Describe the features of the tools, equipment and attachments.

Before learning how to sharpen a knife (D) :

5. Recognize the necessity of working with well-sharpened knives in butchery.

Before learning how to maintain tools and equipment (E) :

6. Determine which tools and equipment require maintenance.

MODULE 4 : CUTTING AND PREPARING MEATS

Code : 900604

Duration : 60 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **cut and prepare meats** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Following instructions.
- Using :
 - raw materials;
 - tools and equipment;
 - cleaning and disinfecting products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety rules.
- Appropriate use of tools and equipment.
- Appropriate, constant care of tools and equipment.
- Observance of profitability criteria.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

B. Bone and trim pieces of meat.

SPECIFIC PERFORMANCE CRITERIA

- Methodical planning of work according to instructions.
- Appropriate choice of tools and equipment.
- Proper preparation of tools and equipment.
- Proper work methods.
- Accuracy of cut.
- Maximum yield of cut.
- Accurate and complete trimming.
- Observance of quality criteria.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

C. Slice and saw pieces of meat.

- Observance of appliance operating instructions, as required.
- Proper work methods.
- Uniform thickness.
- Absence of scarring, where applicable.
- Observance of quality criteria.

D. Prepare the meat :

- grind;
- tenderize;
- truss.

- Observance of appliance operating instructions, as required.
- Proper work methods.
- Conformity of product preparation with requirements.
- Observance of quality criteria.

E. Wrap, weigh and label the retail cuts.

- Appropriate choice of packaging.
- Proper packaging techniques :
 - standard packaging;
 - vacuum packaging.
- Observance of rules for displaying meat cuts.
- Compliance with government standards regarding packaging and labelling.

F. Clean and tidy up the workstation.

- Observance of logical sequence of disassembly of tools and equipment, where applicable.
- Complete disassembly of tools and equipment, where applicable.
- Proper application of cleaning and disinfecting techniques for :
 - tools and equipment;
 - the workstation.
- Proper storage of :
 - tools and equipment;
 - products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to bone and trim pieces of meat (B) :

1. Define the terms associated with cutting and preparing meats.
2. Describe the main meat-cutting techniques.
3. Describe the main techniques used to prepare meats.
4. Describe the quality criteria for the cutting and preparation of meats.
5. Understand how their work can have an impact on the business's profitability.

Before learning how to slice and saw pieces of meat (C) :

6. Convert imperial and metric measurements.
7. Understand the importance of observing work methods (scrape the meat piece quickly, do not leave steaks piled up on each other, etc.).

Before learning how to prepare the meat (grind, tenderize and truss) (D) :

8. Understand the importance of observing work methods (grind the meats quickly and in a continuous fashion, tenderize meats uniformly, etc.).

Before learning how to wrap, weigh and label the retail cuts (E) :

9. Recognize the advantages and disadvantages of vacuum packaging.

MODULE 5 : RECEIVING AND STORING MEAT

Code : 900612

Duration : 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **receive and store meat and butchery products** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given a learning context.
- Using :
 - equipment;
 - an invoice;
 - products.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Methodical organization of work.
- Appropriate use of tools and equipment.
- Observance of instructions.
- Observance of time allotted.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Receive meats and butchery products.

SPECIFIC PERFORMANCE CRITERIA

- Accurate and complete verification of :
 - quantities;
 - weight;
 - quality.
- Clarity of instructions regarding quantities and weight of products delivered.
- Conformity of quality of products delivered with requirements.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--------------------------------------|--|
| B. Store meat and butchery products. | <ul style="list-style-type: none"> — Careful handling of meats and products. — Appropriate storage according to the characteristics of the products. — Clear identification and dating of meats and butchery products. — Proper inventory turnover. — Proper arrangement of meats and products. — Thorough verification of storage conditions. |
| C. Follow up the order. | <ul style="list-style-type: none"> — Proper application of instructions regarding returned and missing merchandise. — Verification of the conformity of products received with the order. — Accurate recording of information related to the order. |
| D. Stock the counters. | <ul style="list-style-type: none"> — Continuous, complete stocking of counters. — Constant quality control. — Appropriate arrangement of products. — Proper inventory turnover. — Continuous tidying of counters. — Regular verification of temperature. |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to receive meats and butchery products (A) :

1. List the components of an invoice.
2. Understand the importance of checking the invoice (customer's name) before receiving products.
3. Explain the impact of accurate, complete verification of meats and products received.
4. Demonstrate a keen sense of observation.

Before learning how to store meat and butchery products (B) :

5. Understand the importance of quickly storing all products received.

Before learning how to follow up the order (C) :

6. Recognize the factors which may affect the determination of product needs.
7. List the components of a purchase order.
8. List the components of a credit note.

Before learning how to stock the counters (D) :

9. Identify the characteristics of different sales counters.
10. Become aware of the importance of product display for the business's profitability.
11. Understand the necessity of checking best-before dates and counter temperatures.

MODULE 6 : CUTTING MEATS

Code : 900622

Duration : 30 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **cut up carcasses, quarters and pieces of meat** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - a hindquarter of beef.
- Using :
 - tools and equipment;
 - cleaning, disinfecting and maintenance products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Organized, methodical work.
- Observance of profitability criteria.
- Observance of time allotted.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

SPECIFIC PERFORMANCE CRITERIA

- Methodical planning of work according to instructions.
- Appropriate choice of tools and equipment.
- Proper preparation of tools and equipment.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|---|
| <p>B. Cut up the carcass, the quarter or the pieces of :</p> <ul style="list-style-type: none"> - beef; - pork; - veal. | <ul style="list-style-type: none"> — Accurate location of points of reference, where applicable. — Accurate marking of meat cuts. — Proper work methods. — Appropriate use of tools and equipment. — Conformity of cuts with requirements. — Observance of quality criteria. — Accurate identification of cut pieces. |
| <p>C. Store the cuts.</p> | <ul style="list-style-type: none"> — Clear identification and dating of cuts. — Appropriate arrangement. — Proper inventory turnover. — Appropriate storage according to needs. |
| <p>D. Clean and tidy up the workstation.</p> | <ul style="list-style-type: none"> — Observance of logical sequence of disassembly of tools and equipment, where applicable. — Complete disassembly of tools and equipment. — Proper application of cleaning and disinfecting techniques for : <ul style="list-style-type: none"> - tools and equipment; - the workstation. — Proper storage of : <ul style="list-style-type: none"> - tools and equipment; - products. |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to cut up the carcass, the quarter or the pieces of meat (beef, pork and veal) (B):

1. Describe the principal stages in the breeding and slaughtering of animals and the distribution and processing of butcher's meat.
2. Describe the characteristics of butcher's meat.
3. Describe the main classification standards for butcher's meat.
4. Identify the principal tissues of a carcass.
5. Describe the factors that affect the quality of a carcass.
6. Be familiar with the principal pieces of meat sold by wholesalers.
7. Identify the main bones and joints of beef and pork.
8. Determine the location of the main bones and joints of beef and pork.
9. Understand the importance of adopting professional attitudes and behaviours.

MODULE 7 : PERFORMING RETAIL CUTS OF A BEEF FOREQUARTER

Code : 900636

Duration : 90 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform retail cuts of a beef forequarter** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - retail cuts of a beef forequarter.
- Using :
 - tools and equipment;
 - materials;
 - cleaning, disinfecting or maintenance products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Appropriate, constant care of tools and equipment.
- Observance of profitability criteria.
- Observance of time allotted.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

SPECIFIC PERFORMANCE CRITERIA

- Methodical planning of work according to instructions.
- Appropriate choice of tools and equipment.
- Proper preparation of tools and equipment.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|---|
| <p>B. Prepare retail cuts of a beef forequarter :</p> <ul style="list-style-type: none"> - roasts; - slices; - cubes; - ground beef. | <ul style="list-style-type: none"> — Proper application of cutting and preparation techniques for a beef forequarter. — Appropriate use of tools and equipment. — Observance of points of reference for retail cuts of a beef forequarter, where applicable. — Conformity of retail cuts of a beef forequarter with requirements. — Observance of quality criteria for retail cuts of a beef forequarter. — Accurate identification of the retail cuts of a beef forequarter. — Accurate determination of cooking methods for the retail cuts of a beef forequarter. |
| <p>C. Wrap, weigh and label retail cuts of a beef forequarter.</p> | <ul style="list-style-type: none"> — Appropriate choice of packaging. — Proper packaging techniques. — Appropriate use of equipment. — Observance of rules for displaying meat cuts. — Compliance with government standards regarding packaging and labelling. |
| <p>D. Clean and tidy up the workstation.</p> | <ul style="list-style-type: none"> — Observance of logical sequence of disassembly of tools and equipment, where applicable. — Complete disassembly of tools and equipment. — Proper application of cleaning and disinfecting techniques for : <ul style="list-style-type: none"> - tools and equipment; - the workstation. — Proper storage of : <ul style="list-style-type: none"> - tools and equipment; - products. |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prepare retail cuts of a beef forequarter (roasts, slices, cubes and ground beef) (B) :

1. Be meticulous in their work.
2. Be familiar with the characteristics and locations of the retail cuts of a beef forequarter.
3. Be familiar with the degree of tenderness of the different retail cuts of a beef forequarter.
4. Convert imperial and metric measurements (weight and length).
5. Understand how their work can have an impact on cost price and the business's profitability.
6. Understand the importance of keeping up to date with new developments regarding retail cuts of a beef forequarter.
7. Be familiar with terminology related to the retail cuts of a beef forequarter.

MODULE 8 : CUSTOMER SERVICE

Code : 900645

Duration : 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **serve customers at a meat counter** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - realistic learning situations;
 - a prepared counter.
- Using :
 - tools and equipment;
 - the required work apparel.

GENERAL PERFORMANCE CRITERIA

- Observance of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Ability to communicate clearly.
- Concern for customer satisfaction.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Greet customers.

B. Identify customers' needs.

SPECIFIC PERFORMANCE CRITERIA

- Appropriate verbal and non-verbal communication.
- Observance of rules regarding courtesy.
- Approach suited to the customer.
- Pertinent and accurate questions.
- Appropriate use of techniques to improve communication.
- Accurate paraphrasing.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

C. Advise customers.

- Appropriate choice of product to offer.
- Appropriate choice of selling points.
- Accurate interpretation of questions and objections.
- Clear answers.
- Appropriate offer of substitute products, where applicable.
- Appropriate advice.

D. Close the sale.

- Accurate determination of the appropriate moment to close the sale.
- Appropriate application of techniques for closing the sale.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to greet customers (A) :

1. Be familiar with the steps in the purchasing process.
2. Be familiar with the steps in the selling process.
3. Describe the components of the AIDA formula (attention, interest, desire and action).
4. Be familiar with the main desirable personal qualities of salespeople.
5. Recognize the importance of projecting a positive image of the business and the trade.
6. Be familiar with the steps in the communication process.
7. Understand non-verbal messages.
8. Explain the importance of initial contact with the customer.
9. Explain the main factors leading to miscommunication with a customer.
10. Describe the behaviour to adopt in difficult situations or when there are complaints.
11. Recognize the importance of dealing with stress during rush periods.
12. Explain the different factors which contribute to the success of a business.

Before learning how to identify customers' needs (B) :

13. Explain needs theory.
14. Be familiar with the different types of questions.
15. Be familiar with techniques to improve communication.
16. Understand the importance of taking into account customer habits and trends that can affect consumer behaviour.

Before learning how to advise customers (C) :

17. Understand the importance of keeping up to date with new products on the market.
18. Be familiar with the main causes of customer hesitation with regard to the purchase of a product.
19. List the product information most often requested by customers.
20. Understand the importance of being familiar with product features and advantages.

Before learning how to close the sale (D) :

21. Recognize the importance of building customer loyalty.
22. Be familiar with the different techniques for closing a sale.

MODULE 9 : PERFORMING RETAIL CUTS OF A BEEF HINDQUARTER

Code : 900658

Duration : 120 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform retail cuts of a beef hindquarter** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - retail cuts of a beef hindquarter.
- Using :
 - tools and equipment;
 - materials;
 - cleaning and disinfecting products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Appropriate, constant care of tools and equipment.
- Observance of profitability criteria.
- Observance of time allotted.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

SPECIFIC PERFORMANCE CRITERIA

- Methodical planning of work according to instructions.
- Appropriate choice of tools and equipment.
- Proper preparation of tools and equipment.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE EXPECTED
BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

B. Prepare retail cuts of a beef hindquarter :

- roasts;
- slices;
- cubes;
- ground beef;
- stuffed cuts.

- Proper application of cutting and preparation techniques for a beef hindquarter.
- Appropriate use of tools and equipment.
- Observance of points of reference for retail cuts of a beef hindquarter, where applicable.
- Conformity of retail cuts of a beef hindquarter with requirements.
- Observance of quality criteria for retail cuts of a beef hindquarter.
- Accurate identification of retail cuts of a beef hindquarter.
- Accurate association of cooking methods with retail cuts of a beef hindquarter.

C. Wrap, weigh and label retail cuts of a beef hindquarter.

- Appropriate choice of packaging.
- Proper packaging techniques.
- Appropriate use of equipment.
- Observance of rules for displaying meat cuts.
- Compliance with government standards regarding packaging and labelling.

D. Clean and tidy up the workstation.

- Observance of logical sequence of disassembly of tools and equipment, where applicable.
- Complete disassembly of tools and equipment.
- Proper application of cleaning and disinfecting techniques for :
 - tools and equipment;
 - the workstation.
- Proper storage of :
 - tools and equipment;
 - products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prepare retail cuts of a beef hindquarter (roasts, slices, cubes, ground beef and stuffed cuts) (B) :

1. Be familiar with the characteristics and locations of the retail cuts of a beef hindquarter.
2. Be familiar with degree of tenderness of the different retail cuts of a beef hindquarter.
3. Convert imperial and metric measurements (weight and length).
4. Understand how their work can have an impact on cost price and the business's profitability.
5. Identify different factors that may influence how a business sets its prices.
6. Understand the importance of keeping up to date with new developments regarding retail cuts of a beef hindquarter.
7. Be familiar with the terminology related to the retail cuts of a beef hindquarter.

MODULE 10 : PERFORMING RETAIL CUTS OF PORK

Code : 900665

Duration : 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform retail cuts of pork** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - retail cuts of pork.
- Using :
 - tools and equipment;
 - materials;
 - cleaning and disinfecting products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Appropriate, constant care of tools and equipment.
- Observance of profitability criteria.
- Observance of time allotted.

SPECIFICATIONS OF THE EXPECTED BEHAVIOUR

A. Organize the work.

SPECIFIC PERFORMANCE CRITERIA

- Methodical planning of work according to instructions.
- Appropriate choice of tools and equipment.
- Proper preparation of tools and equipment.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE (cont.)

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

GENERAL PERFORMANCE CRITERIA

B. Prepare retail cuts of pork :

- roasts;
- slices;
- cubes;
- ground meat;
- stuffed cuts;
- paired cuts.

- Proper application of cutting and preparation techniques for pork.
- Appropriate use of tools and equipment.
- Observance of points of reference for retail cuts of pork, where applicable.
- Conformity of retail cuts of pork with requirements.
- Observance of quality criteria for retail cuts of pork.
- Accurate identification of retail cuts of pork.
- Accurate association of cooking methods with retail cuts of pork.

C. Wrap, weigh and label retail cuts of pork.

- Appropriate choice of packaging.
- Proper packaging techniques.
- Appropriate use of equipment.
- Observance of rules for displaying meat cuts.
- Compliance with government standards regarding packaging and labelling.

D. Clean and tidy up the workstation.

- Observance of logical sequence of disassembly of tools and equipment, where applicable.
- Complete disassembly of tools and equipment.
- Proper application of cleaning and disinfecting techniques for :
 - tools and equipment;
 - the workstation.
- Proper storage of :
 - tools and equipment;
 - products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prepare retail cuts of pork (roasts, slices, cubes, ground meat, stuffed cuts and paired cuts) (B) :

1. Be familiar with the characteristics and locations of the retail cuts of pork.
2. Be familiar with degree of tenderness of the different retail cuts of pork.
3. Convert imperial and metric measurements (weight and length).
4. Understand how their work can have an impact on cost price and the business's profitability.
5. Understand the importance of keeping up to date with new developments regarding retail cuts of pork.
6. Be familiar with terminology related to the retail cuts of pork.

MODULE 11 : PERFORMING RETAIL CUTS OF VEAL AND OF ONE SPECIALTY MEAT

Code : 900675

Duration : 75 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform retail cuts of veal and of one specialty meat** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - retail cuts of veal or a specialty meat.
- Using
 - tools and equipment;
 - materials;
 - cleaning and disinfecting products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Appropriate, constant care of tools and equipment.
- Observance of profitability criteria.
- Observance of time allotted.

FIELD OF APPLICATION

- In this module, the term "specialty meat" means lamb, ostrich, emu, horse, rabbit, boar or buffalo, as well as meats specific to certain regions.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| A. Organize the work. | <ul style="list-style-type: none"> — Methodical planning of work according to instructions. — Appropriate choice of tools and equipment. — Proper preparation of tools and equipment. |
| B. Prepare retail cuts of veal and one specialty meat : <ul style="list-style-type: none"> - roasts; - slices; - cubes; - ground meat; - stuffed cuts; - paired cuts. | <ul style="list-style-type: none"> — Proper application of cutting and preparation techniques for veal and one specialty meat. — Appropriate use of tools and equipment. — Observance of points of reference for retail cuts of veal and one specialty meat, where applicable. — Conformity of retail cuts of veal and one specialty meat with requirements. — Observance of quality criteria for cuts. — Accurate identification of retail cuts of : <ul style="list-style-type: none"> - veal; - one specialty meat. — Accurate association of cooking methods with retail cuts of : <ul style="list-style-type: none"> - veal; - one specialty meat. |
| C. Wrap, weigh and label retail cuts of veal and one specialty meat. | <ul style="list-style-type: none"> — Appropriate choice of packaging. — Proper packaging techniques. — Appropriate use of equipment. — Observance of rules for displaying meat cuts. — Compliance with government standards regarding packaging and labelling. |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

D. Clean and tidy up the workstation.

SPECIFIC PERFORMANCE CRITERIA

- Observance of logical sequence of disassembly of tools and equipment, where applicable.
- Complete disassembly of tools and equipment.
- Proper cleaning and disinfecting techniques for :
 - tools and equipment;
 - the workstation.
- Proper storage of :
 - tools and equipment;
 - products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prepare retail cuts of veal and one specialty meat (roasts, slices, cubes, ground meat, stuffed cuts and paired cuts) (B) :

1. Identify the most common specialty meats sold in meat markets.
2. Be familiar with the characteristics and locations of the retail cuts of veal and one specialty meat.
3. Be familiar with degree of tenderness of the different retail cuts of veal and one specialty meat.
4. Convert imperial and metric measurements (weight and length).
5. Understand how their work can have an impact on cost price and the business's profitability.
6. Understand the importance of keeping up to date with new developments regarding retail cuts of veal and one specialty meat.

MODULE 12 : PERFORMING RETAIL CUTS OF POULTRY

Code : 900683

Duration : 45 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **perform retail cuts of poultry** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - a piece of poultry.
- Using :
 - tools and equipment;
 - materials;
 - cleaning and disinfecting products;
 - personal protective equipment.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Appropriate, constant care of tools and equipment.
- Observance of profitability criteria.
- Observance of time allotted.

FIELD OF APPLICATION

- In this module, the term "poultry" means chicken and turkey.

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|--|
| A. Organize the work. | <ul style="list-style-type: none"> — Methodical planning of work according to instructions. — Appropriate choice of tools and equipment. — Proper preparation of tools and equipment. |
| B. Prepare retail cuts of poultry : <ul style="list-style-type: none"> - pieces; - slices; - cubes; - ground meat; - stuffed cuts; - paired cuts. | <ul style="list-style-type: none"> — Proper application of cutting and preparation techniques for poultry. — Appropriate use of tools and equipment. — Observance of points of reference for retail cuts of poultry, where applicable. — Conformity of retail cuts of poultry with requirements. — Observance of quality criteria for retail cuts of poultry. — Accurate identification of the retail cuts of : <ul style="list-style-type: none"> - chicken; - turkey. — Accurate association of cooking methods with retail cuts of : <ul style="list-style-type: none"> - chicken; - turkey. |
| C. Wrap, weigh and label retail cuts of poultry. | <ul style="list-style-type: none"> — Appropriate choice of packaging. — Proper packaging techniques. — Appropriate use of equipment. — Observance of rules for displaying meat cuts. — Compliance with government standards regarding packaging and labelling. |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

D. Clean and tidy up the workstation.

SPECIFIC PERFORMANCE CRITERIA

- Observance of logical sequence of disassembly of tools and equipment, where applicable.
- Complete disassembly of tools and equipment.
- Proper application of cleaning and disinfecting techniques for :
 - tools and equipment;
 - the workstation.
- Proper storage of :
 - tools and equipment;
 - products.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prepare retail cuts of poultry (pieces, slices, cubes, ground meat, stuffed cuts and paired cuts) (B) :

1. Identify the most common types of poultry sold in meat markets.
2. Describe the characteristics of poultry.
3. Be familiar with the principal classification standards for poultry.
4. Identify the principal poultry bones.
5. Understand how their work can have an impact on cost price and the business's profitability.
6. Understand the importance of keeping up to date with new developments regarding retail cuts of poultry.

MODULE 13 : VARIETY MEATS AND COMPLEMENTARY BUTCHERY PRODUCTS

Code : 900697

Duration : 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE BEHAVIOURAL OBJECTIVE

EXPECTED BEHAVIOUR

To demonstrate the required competency, the students must **prepare variety meats and complementary butchery products** in accordance with the following conditions, criteria and specifications.

CONDITIONS FOR PERFORMANCE EVALUATION

- Given :
 - instructions;
 - recipes.
- Using :
 - raw materials and ingredients;
 - tools and equipment;
 - materials;
 - cleaning and disinfecting products.

GENERAL PERFORMANCE CRITERIA

- Rigorous application of hygiene, health and safety standards and rules.
- Adoption of professional attitudes and behaviours.
- Appropriate, constant care of tools and equipment.
- Proper application of cutting and preparation techniques.
- Appropriate use of tools and equipment.
- Observance of profitability criteria.
- Quality of finished product.
- Observance of time allotted.

FIELD OF APPLICATION

- The expression "processed meats" means various industrial butchery products found on the market (smoked hams, sausages, pâtés, etc.).

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|--|--|
| A. Organize the work. | <ul style="list-style-type: none"> — Methodical planning of work according to instructions. — Appropriate choice of tools and equipment. — Proper preparation of tools and equipment. |
| B. Prepare variety meats and offal. | <ul style="list-style-type: none"> — Accurate and complete trimming. — Uniform thickness, where applicable. — Observance of quality criteria. — Accurate identification of variety meats and offal. — Accurate association of cooking methods with variety meats and offal. |
| C. Prepare processed meats. | <ul style="list-style-type: none"> — Accurate definition of the main processed meats. — Uniform thickness. — Observance of proportions. — Proper use of slicer. — Conformity of product preparation with requirements. |
| D. Prepare fresh sausages. | <ul style="list-style-type: none"> — Appropriate choice of ingredients. — Accurate measurement of ingredients. — Appropriate application of preparation methods. — Observance of recipes. — Observance of quality criteria. |
| E. Prepare cooked products : <ul style="list-style-type: none"> - cretons or head cheese; - liver or country-style pâté; - cooked dishes; - roast meats. | <ul style="list-style-type: none"> — Appropriate choice of ingredients. — Accurate measurement of ingredients. — Appropriate application of preparation methods. — Observance of recipes. — Observance of cooking temperature and cooking time. — Observance of appliance operating instructions. — Observance of quality criteria. |

**FIRST-LEVEL OPERATIONAL OBJECTIVE
BEHAVIOURAL OBJECTIVE (cont.)**

**SPECIFICATIONS OF THE
EXPECTED BEHAVIOUR**

SPECIFIC PERFORMANCE CRITERIA

- | | |
|---|---|
| F. Prepare seasoned meats. | <ul style="list-style-type: none"> — Appropriate choice of ingredients. — Accurate measurement of ingredients. — Appropriate application of preparation methods. — Observance of quality criteria. |
| G. Wrap, weigh and label : <ul style="list-style-type: none"> - variety meats, offal and complementary butchery products; - fish and seafood. | <ul style="list-style-type: none"> — Appropriate choice of packaging. — Proper packaging techniques. — Appropriate use of equipment. — Observance of rules for displaying meat cuts. — Compliance with government standards regarding packaging and labelling. |
| H. Clean and tidy up the workstation. | <ul style="list-style-type: none"> — Observance of logical sequence of disassembly of tools and equipment, where applicable. — Complete disassembly of tools and equipment. — Proper application of cleaning and disinfecting techniques for : <ul style="list-style-type: none"> - tools and equipment; - the workstation. — Proper storage of : <ul style="list-style-type: none"> - tools and equipment; - products. |

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS :

Before learning how to prepare processed meats (C) :

1. Be familiar with the main manufacturing processes for processed meats.
2. Understand the importance of learning the makeup of processed meats.

Before learning how to prepare fresh sausages (D) :

3. Define the terms related to the making of fresh sausages.
4. Name the principal animal products used to make fresh sausages.
5. Be familiar with the principal seasonings used in industrial butchery products sold in Québec.
6. Name the principal additives, binders and food colouring used to make industrial butchery products sold in meat markets.
7. Recognize the principal casings used to make fresh sausages.
8. Be familiar with the principal cooking methods for fresh sausages.

Before learning how to prepare cooked products (cretons or head cheese, liver or country-style pâté, cooked dishes and roast meats) (E) :

9. List the principal cooked dishes sold in meat markets.

Before learning how to prepare seasoned meats (F) :

10. Describe the effects of marinades on meats.
11. List the advantages of offering seasoned meats.
12. Recognize the importance of being up to date on new trends regarding recipes, complementary butchery products and new techniques.

Before learning how to wrap, weigh and label fish and seafood (G) :

13. Name the principal fish and seafoods available on the market.
14. Be familiar with the principal cooking methods for fish and seafood.

MODULE 14 : ENTRY INTO THE WORK FORCE

Code : 900707

Duration : 105 hours

FIRST-LEVEL OPERATIONAL OBJECTIVE SITUATIONAL OBJECTIVE
<p>EXPECTED OUTCOME</p> <p>By participating in the required activities of the learning context according to the indicated criteria, the students will be able to enter the work force</p> <p>SPECIFICATIONS</p> <p>During this module, the students will :</p> <ul style="list-style-type: none">■ Prepare a résumé and a cover letter.■ Search for a practicum position.■ Perform tasks in a business.■ Build upon skills acquired during training.■ Recognize changes in their views resulting from the practicum. <p>LEARNING CONTEXT</p> <p>PHASE 1 : Preparing for the Practicum</p> <ul style="list-style-type: none">■ Learning about the steps in the job search process.■ Preparing a résumé and a cover letter.■ Preparing for an interview or participating in a simulated selection interview.■ Becoming aware of procedures and information related to the practicum.■ Searching for a practicum position.■ Identifying companies where they will be able to use skills acquired during training.■ Learning about the type of work organization, requirements and policies in effect at the business.

EXPECTED OUTCOME

By participating in the required activities of the learning context according to the indicated criteria, the students will be able to
enter the work force

SPECIFICATIONS

During this module, the students will :

- Prepare a résumé and a cover letter.
- Search for a practicum position.
- Perform tasks in a business.
- Build upon skills acquired during training.
- Recognize changes in their views resulting from the practicum.

LEARNING CONTEXT

PHASE 1 : Preparing for the Practicum

- Learning about the steps in the job search process.
- Preparing a résumé and a cover letter.
- Preparing for an interview or participating in a simulated selection interview.
- Becoming aware of procedures and information related to the practicum.
- Searching for a practicum position.
- Identifying companies where they will be able to use skills acquired during training.
- Learning about the type of work organization, requirements and policies in effect at the business.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE (cont.)

PHASE 2 : Observing and Carrying Out Trade-Related Activities in the Workplace

- Learning about the position and the activities to be carried out.
- Performing various trade-related activities in accordance with the requirements and policies of the business.
- Following hygiene, health and safety rules.
- Verifying the satisfaction of the person in charge of the practicum in the business with respect to the tasks performed.
- Recording their observations on the work environment and the tasks performed in the business.

PHASE 3 : Evaluation

- Gaining a clear understanding of their strengths and weaknesses with respect to a job search.
- Writing a report in which they comment on their experience, i.e. :
 - the requirements of the workplace;
 - a self-evaluation of their participation in tasks in the business : tasks performed, aspects of the trade that resemble or do not resemble the training received, relations and communication with staff, difficulties encountered, strengths, weaknesses, etc.
- Participating in a group discussion with the other student trainees and teachers in order to discuss this experience.

INSTRUCTIONAL GUIDELINES

The teacher should :

- Provide students with samples of résumés and cover letters.
- Propose and organize simulated selection interviews.
- Maintain close co-operation between the school and the business.
- Provide students with the appropriate materials during their practicum preparations.
- Support the students in their practicum search.
- Ensure that the companies provide appropriate conditions for the practicum.
- Provide periodic supervision to students through visits to the practicum locations or telephone calls.
- Intervene in the event of problems or difficulties.
- Encourage students to exchange ideas and express themselves.
- Provide an outline for writing a report.

FIRST-LEVEL OPERATIONAL OBJECTIVE
SITUATIONAL OBJECTIVE (cont.)

PARTICIPATION CRITERIA

- PHASE 1 :**
- Prepare a résumé and a cover letter.
 - Meet with a representative of the business in order to be accepted as a student trainee.
- PHASE 2 :**
- Observe the instructions of the business with respect to :
 - the requirements and policies in effect;
 - tasks;
 - schedules;
 - rules of hygiene, health and safety.
 - Perform the tasks required.
- PHASE 3 :**
- Write a practicum report commenting on their experience.
 - Discuss their practicum.

SECOND-LEVEL OPERATIONAL OBJECTIVES

IN ORDER TO ACHIEVE THE FIRST-LEVEL OBJECTIVE, THE STUDENTS SHOULD HAVE PREVIOUSLY ATTAINED SECOND-LEVEL OBJECTIVES, SUCH AS:

Before undertaking the activities of Phase 1 (Preparing for the Practicum) :

1. Describe the attitude necessary for a job search.
2. Recognize the importance of preparing for an interview.
3. Describe the steps involved in planning a practicum.
4. Be aware of the importance of their attitude during an active practicum search.

Before undertaking the activities of Phase 2 (Observing and Carrying Out Trade-Related Activities in the Workplace) :

5. List the elements to be recorded during the practicum.
6. Recognize the importance of observing the requirements and policies of the business.
7. Recognize the advantages of good communication with the business's staff.

Before undertaking the activities of Phase 3 (Evaluation) :

8. Be conscientious about writing a comprehensive practicum report.

