

Vocational Training Program

5811

Professional Cooking

Training Sector

3

Food Services
and Tourism

Québec 

Vocational Training Program

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Professional Cooking

Training Sector

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Food Services
and Tourism

Formation professionnelle et technique
et formation continue

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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 professional 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, "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 vocational 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.

Competency¹

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

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

1. Behavioural Competency

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

1. For more information about competencies in vocational training, see Québec, Ministère de l'Éducation, du Loisir et du Sport, Reference Framework for Planning Learning and Evaluation Activities: Vocational Training (Québec: gouvernement du Québec, 2005) 8-12, available at <www.inforoutefpt.org/documents/cadrereference/>.

- The statement of the competency, which is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The elements of the competency, which correspond to essential details that are necessary in order to understand the competency and are expressed in terms of specific behaviours. They refer to the major steps involved in performing a task or to the main components of the competency.
- The achievement context, which 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, which 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, which is the result of the job analysis, the orientations and general goals of vocational training and other determinants.
- The elements of the competency, which 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 at the centre of fundamental to the implementation of the learning situation.
- The learning context, which provides a broad outline of the learning situation designed to help the students develop the required competency. It is normally divided into three key phases of learning: information, participation and synthesis.
- The instructional guidelines, which 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, which 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 and together with related guidelines are provided for information purposes. Competency-related knowledge and know-how define the essential and meaningful learning that students must acquire in order to apply and continue to develop the competency. They are in keeping with the job market and are accompanied by guidelines that provide information about the field of application, level of complexity and learning content. They generally encompass learning associated with knowledge, skills, strategies, attitudes, perceptions, etc.

Duration

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

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

Credit

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

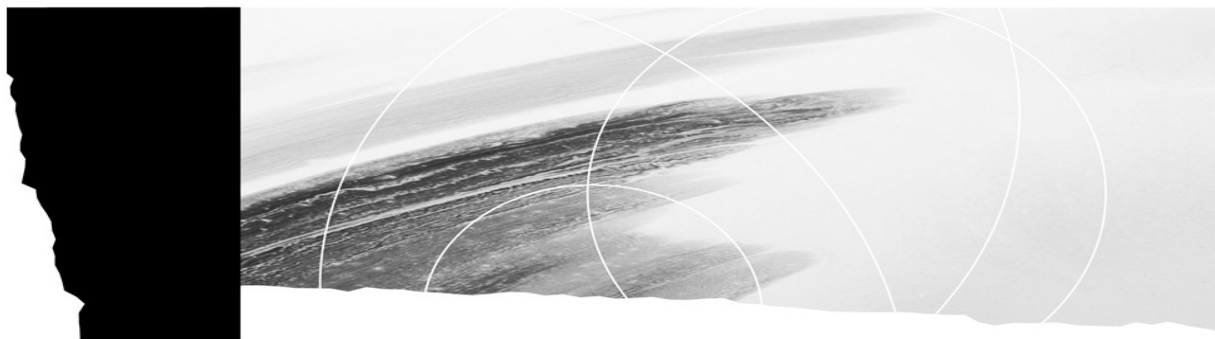
Aspects of Program Implementation

Program-Based Approach

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

Competency-Based Approach

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



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Professional Cooking

Year of approval: 2007

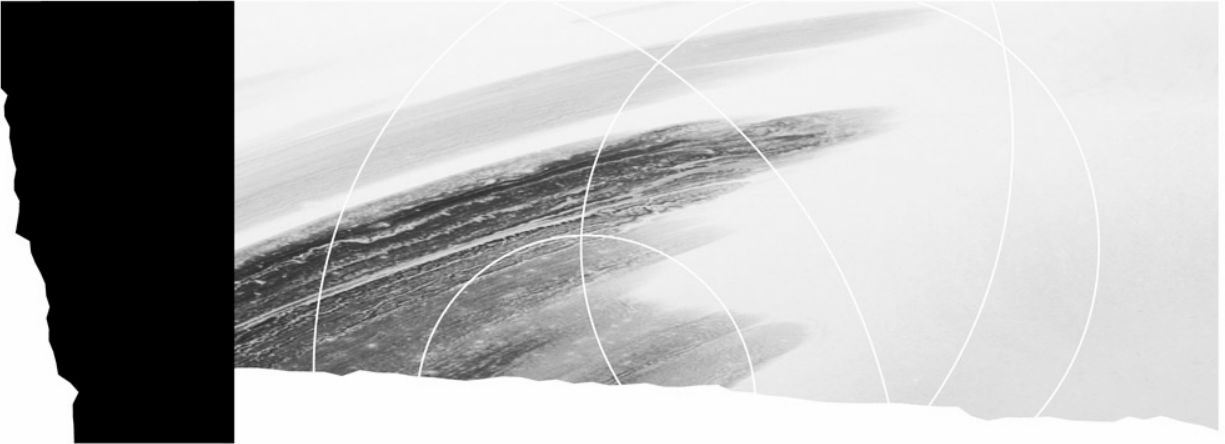
Certification:	Diploma of Vocational Studies
Number of credits:	98 credits
Number of competencies:	24 competencies
Total duration:	1 470 hours

To be eligible for admission to the *Professional Cooking* 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 their training is to begin and have earned the Secondary IV credits in language of instruction, second language and mathematics in the programs of study 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 and have the following functional prerequisites: the successful completion of the general development test and SPR 3, 4, 6, or recognition of equivalent learning.
OR
- Persons having earned Secondary III credits in language of instruction, second language and mathematics in the programs of study established by the Minister and who will continue their general education courses concurrently with their vocational training in order to obtain the credits they are missing among the following: Secondary IV language of instruction, second language and mathematics in the programs of study established by the Minister.

The duration of the program is 1 470 hours, which includes 930 hours spent on the specific competencies required to practise the trade or occupation and 540 hours on general, work-related competencies. The program of study is divided into 24 competencies which vary in length from 30 to 135 hours. The total hours allocated to the program include time devoted to teaching, evaluation of learning and enrichment or remedial activities.

Competency	Code	Number	Hours	Credits
The Trade and the Training Process	904532	1	30	2
Hygiene and Food Safety	904542	2	30	2
Health and Safety	904552	3	30	2
Sensory Properties of Foods	904563	4	45	3
Cooking Techniques	904572	5	30	2
Kitchen Organization	904582	6	30	2
Fruits and Vegetables	904594	7	60	4
Basic Preparations	904606	8	90	6
Professional Relationships	904612	9	30	2
Mise en Place: Soups	904623	10	45	3
Basic Doughs, Pastries and Batters	904634	11	60	4
Mise en Place: Meat, Poultry and Game	904647	12	105	7
Mise en Place: Fish and Seafood	904656	13	90	6
Mise en Place: Hors-d'Oeuvres and Appetizers	904664	14	60	4
Mise en Place: Desserts	904677	15	105	7
Menu Planning	904684	16	60	4
Service: Breakfasts	904694	17	60	4
Culinary Presentations	904703	18	45	3
Service: Menus du jour	904714	19	60	4
Service: High-Volume Menus	904723	20	45	3
Production: Banquets and Food Service Operations	904735	21	75	5
Service: Buffets	904743	22	45	3
Service: Table d'Hôte and à la Carte Menus	904759	23	135	9
Integration Into the Workplace	904767	24	105	7



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Professional Cooking* program prepares students to practise the trade of professional cook.

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

Professional cooks perform all or part of the following tasks:

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

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

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

Educational Aims

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

- the ability to understand and apply knowledge of .the physicochemical reactions of foods
- the development of their senses with respect to the sensory properties of foods
- methodical organization
- precision and accuracy in carrying out tasks
- professional behaviour
- the ability to think logically in order to better master professional cooking
- consideration of cooking techniques as the basic principles of professional cooking

Statements of the Competencies

List of Competencies

- To determine their suitability for the trade and the training process.
- To adopt preventive measures in matters of hygiene and food safety.
- To adopt preventive measures in matters of health and safety.
- To evaluate the sensory properties of foods.
- To associate cooking techniques with foods.
- To perform tasks associated with kitchen organization.
- To prepare fruits and vegetables.
- To make basic preparations.
- To establish professional relationships.
- To do the mise en place for soups.
- To make basic doughs, pastries and batters.
- To do the mise en place for meat, poultry and game.
- To do the mise en place for fish and seafood.
- To do the mise en place for hors-d'oeuvres and appetizers.
- To do the mise en place for desserts.
- To create balanced menus.
- To prepare and serve breakfasts
- To produce culinary presentations.
- To prepare and serve menus du jour.
- To prepare and serve high-volume menus.
- To ensure production for banquets and food service operations.
- To prepare and serve buffets.
- To prepare and serve table d'hôte and à la carte menus.
- To integrate into the workplace.

Grid of Competencies

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

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

GRID OF COMPETENCIES

SPECIFIC COMPETENCIES	GENERAL COMPETENCIES			WORK PROCESS																
	Competency number	Type of objective	Duration (in hours)	To determine their suitability for the trade and the training process	To adopt preventive measures in matters of hygiene and food safety	To adopt preventive measures in matters of health and safety	To evaluate the sensory properties of foods	To associate cooking techniques with foods	To perform tasks associated with kitchen organization	To prepare fruits and vegetables	To make basic preparations	To establish professional relationships	To make basic doughs, pastries and batters	To create balanced menus	To produce culinary presentations	Familiarize themselves with the work to be done	Plan the work	Make the preparations	Check the quality of the preparations	Clean and tidy up the workstation
	Competency number	Type of objective	Duration (in hours)	1	2	3	4	5	6	7	8	9	11	16	18					
				S	B	B	B	B	B	B	B	B	B	B	B					
				30	30	30	45	30	30	60	90	30	60	60	45					
To do the mise en place for soups	10	B	45		●	●	●	●	●	●	●	●	○	○	○	▲	▲	▲	▲	▲
To do the mise en place for meat, poultry and game	12	B	105		●	●	●	●	●	●	●	●	●	○	○	▲	▲	▲	▲	▲
To do the mise en place for fish and seafood	13	B	90		●	●	●	●	●	●	●	●	●	○	○	▲	▲	▲	▲	▲
To do the mise en place for hors-d'oeuvres and appetizers	14	B	60		●	●	●	●	●	●	●	●	●	○	○	▲	▲	▲	▲	▲
To do the mise en place for desserts	15	B	105		●	●	●	●	●	●	●	●	●	○	○	▲	▲	▲	▲	▲
To prepare and serve breakfasts	17	B	60		●	●	●	●	●	●	●	●	●	●	○	▲	▲	▲	▲	▲
To prepare and serve menus du jour	19	B	60		●	●	●	●	●	●	●	●	●	●	●	▲	▲	▲	▲	▲
To prepare and serve high-volume menus	20	B	45		●	●	●	●	●	●	●	●	●	○	●	▲	▲	▲	▲	▲
To ensure production for banquets and food service operations	21	S	75	●	●	●	●	●	●	●	●	●	●	○	●	△	△	△	△	▲
To prepare and serve buffets	22	B	45		●	●	●	●	●	●	●	●	●	○	●	▲	▲	▲	▲	▲
To prepare and serve table d'hôte and à la carte menus	23	B	135		●	●	●	●	●	●	●	●	●	○	●	▲	▲	▲	▲	▲
To integrate into the workplace	24	S	105	●	●	●	●	●	●	●	●	●	●	○	●	△	△	△	△	▲

Harmonization

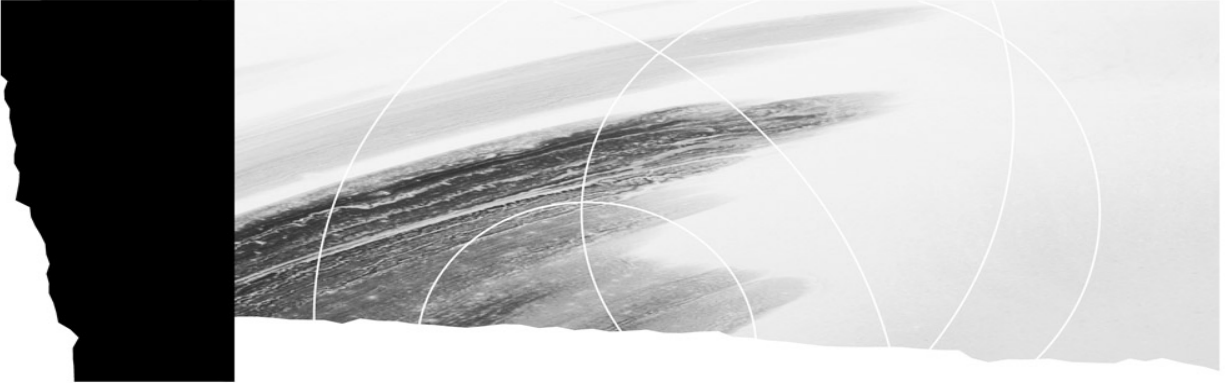
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior 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 Cooking* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results is presented in the document entitled *Tableaux d'harmonisation, Cuisine*.



Part II

Program Competencies

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

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

Elements of the Competency

- Understand the reality of the trade and future trends.
- Understand the training process.
- Confirm their career choice.

Learning Context

Information Phase

- Learning about the job of a professional cook: tasks, work environments, organizational structure of establishments, employment prospects, working conditions, opportunities for advancement.
- Learning about the nature and requirements of the job: required cognitive and perceptive skills, professional attitudes, habits and behaviours, rights and responsibilities related to the job.
- Learning about the evolution of the trade and factors of change: history of cooking, types of cuisine, food allergies, genetically modified organisms (GMOs), recycling programs, food safety, sustainable development.

Participation Phase

- Learning about the training plan: program of study, training process, evaluation methods, certification of studies.
- Discussing continuing education and training possibilities.
- Sharing their first impressions about the trade and training process.
- Sharing their impressions about the evolution of cooking: new technology, cooking trends, etc.

Synthesis Phase

- Discussing the relevance of the training program to the job of professional cook.
- Producing a report in which they:
 - specify their preferences, aptitudes and interests in cooking
 - confirm their career choice by comparing the nature and requirements of the trade with their preferences, aptitudes and interests

Instructional Guidelines

- Create a climate favourable to personal development and professional integration.
- Encourage all students to engage in discussions and express their opinions.
- Help students arrive at an accurate perception of the job function.
- Enable students to become familiar with the training plan.
- Organize visits to restaurants and other food service operations.
- Organize meetings with trade specialists.
- Help students explore the evolution of cooking.

Participation Criteria

Information Phase

- Gather information on the topics to be covered.
- Express their views of the trade after company visits.
- Present an aspect that interests them of how cooking has evolved.

Participation Phase

- Express adequately their perception of the training program.
- Express clearly their impressions of the trade and the training program.

Synthesis Phase

- Produce a report in which they:
 - describe their preferences, aptitudes and interests in cooking
 - explain their career choice by comparing the nature and requirements of the trade with their preferences, aptitudes and interests

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

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

- | | |
|---|--|
| <ul style="list-style-type: none"> • Situate the competency within the training program. | Reason for the competency
Course outline
Relationships to other competencies |
| <ul style="list-style-type: none"> • Look for information on the job function. | Information regarding the job analysis |
| <ul style="list-style-type: none"> • Look for information on the nature and requirements of the trade. | Cognitive and perceptive skills
Attitudes and behaviours
Habits, rights and responsibilities |
| <ul style="list-style-type: none"> • Look for information on the evolution of the trade and factors of change. | History of cooking
Types of cuisine, culinary trends, food allergies, recycling programs, food safety
General information on GMOs, new technology and new work organizations |

<ul style="list-style-type: none"> • Develop a concern for sustainable development. 	Definition, concept Government policies Responsibility toward goods and services produced and used Water and food, food safety, sustainable agriculture, quality and safety of foods and dishes
<ul style="list-style-type: none"> • Visit establishments. 	Observations Collecting information
<ul style="list-style-type: none"> • Express their perception of the trade following a company visit and describe an aspect that interests them of how cooking has evolved. 	Perception of the trade Interest for an aspect of how cooking has evolved
Participation Phase	
<ul style="list-style-type: none"> • Look for information about the training program. 	Program of study
<ul style="list-style-type: none"> • Discuss possibilities for continuing education and training. 	Program of study: attestation of vocational specialization, diploma of college studies (<i>Food and Beverage Management Techniques</i>), professional development seminars
<ul style="list-style-type: none"> • Express their perception of the training program and their impressions of the trade. 	Relationships between different program competencies and the practice of the trade
Synthesis Phase	
<ul style="list-style-type: none"> • Write a report justifying their career choice. 	Summary of their preferences, aptitudes and interests in cooking Explanation of their career choice, drawing parallels between the nature and requirements of the trade and their preferences, aptitudes and interests

Competency 2 Duration 30 hours Credits 2

Behavioural Objective

Statement of the Competency

To adopt preventive measures in matters of hygiene and food safety.

Achievement Context

- Following instructions
- Making observations in the workplace
- Using an inspection checklist of critical points

Elements of the Competency

Performance Criteria

1. Evaluate situations involving risk.

- Relevant judgment regarding potentially hazardous foods
- Consideration of hazards related to:
 - food preparation
 - food processing
 - food distribution
 - food transportation
 - food storage
- Consideration of hazards related to lack of cleanliness and materials in poor condition
- Consideration of sanitary conditions in the workplace

2. Select risk control methods.

- Consideration of main sources of food poisoning
- Accurate determination of risk-reducing methods related to the 5Ms:
 - materials
 - methods
 - manpower
 - machinery
 - milieu

3. Ensure the application of preventive and corrective measures.

- Consideration of food safety standards
- Identification of critical control points
- Consideration of procedures imposed by quality programs
- Appropriate decision regarding preventive and corrective measures to apply

For the competency as a whole:

- Demonstration of responsible attitudes and behaviours

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

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

1. Evaluate situations involving risk.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Recognize situations involving risk. | Types of food-borne illnesses
Identification of hazards related to work methods, tools and equipment, cleaning and sanitation, ingredients, dress
Recognized sources of pathogens |
| <ul style="list-style-type: none"> • Make a judgment about situations involving risk. | Impact of microorganisms on the work environment
Impact of chemicals in the environment on foods |
| <ul style="list-style-type: none"> • Evaluate situations involving risk. | 5M risk-based inspection principles |

2. Select risk control methods.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Determine various methods for controlling risks from biological, chemical or physical sources. | Consequences of non-compliance with rules
Methods to use
Selection of methods according to risks related to critical control points
Actions to take
Procedures for reducing risks from biological, chemical or physical sources |
|--|---|

3. Ensure the application of preventive and corrective measures.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Identify safe work practices. | Possible safe practices: food safety, food handling, work method
5M risk-based inspection method |
| <ul style="list-style-type: none"> • Recognize hygiene measures related to food, equipment and the work environment. | Cleaning and sanitation
Storage of inventory |
| <ul style="list-style-type: none"> • Ensure the application of preventive and corrective measures. | Corrective measures following critical control point inspections
Concern for environmental protection |

For the competency as a whole:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Recognize the importance of working independently and having a sense of responsibility. | Responsibilities
Available resources |
| <ul style="list-style-type: none"> • Interpret laws, standards and regulations respecting hygiene and food safety. | Business standards respecting food safety
Hygiene and food safety legislation regarding the 5Ms |

- Adopt professional attitudes and behaviours. Concern for dress code, standards, laws and regulations
- Use professional terminology. Commonly used terminology

Competency 3 Duration 30 hours Credits 2

Behavioural Objective

Statement of the Competency

To adopt preventive measures in matters of health and safety.

Achievement Context

- Following instructions
- Using cooking tools and equipment; a first-aid record; a first-aid kit and cleaning products

Elements of the Competency

Performance Criteria

1. Evaluate hazards.

- Relevant judgment regarding potentially hazardous situations related to:
 - the physical environment
 - work organization
 - work techniques
 - working conditions
- Consideration of hazards related to the use of tools and equipment
- Relevant judgment regarding the use of non-food products

2. Select preventive measures.

- Accurate determination of safety measures to apply in accordance with facilities and activities
- Appropriate selection of personal protective equipment
- Accurate determination of health-related preventive measures

3. Apply safe work practices.

- Safe workstation layout
- Observance of safety rules for tools and equipment:
 - proper preparation before use
 - safe use
 - proper cleaning and maintenance
 - safe storage
- Observance of ergonomic rules
- Observance of safety rules concerning cleaning products:
 - accurate interpretation of safety data sheets
 - proper use
 - safe storage

4. React in an emergency situation.

- Consideration of emergency procedures in effect
- Relevant decisions made in an emergency
- Proper use of first-aid kit
- Correct administration of first aid
- Prompt intervention
- Calm and composure

For the competency as a whole:

- Demonstration of responsible attitudes and behaviours
- Observance of hygiene and food safety rules

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

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

1. Evaluate hazards.

- Recognize potential hazards.

Identification of hazards related to the physical work environment, tools and equipment, hazardous products, work organization, working conditions, and work methods
Potentially hazardous non-food products

- Make a judgment about potential hazards.

Consequences of hazards related to the use of tools and equipment
Consequences of hazards related to the use of non-food products

2. Select preventive measures.

- Determine hazard control methods.

Identification of methods to use: personal protective equipment, cleaning products and disinfectants, etc.
Possible safety measures
Risk-reducing procedures
Workplace Hazardous Materials Information System (WHMIS)

3. Apply safe work practices.

- Organize the layout of the workstation.

Ergonomic rules
Work flow to avoid cross-contamination (*marche en avant*)
Basic kitchen layout
Kitchen functionality

<ul style="list-style-type: none"> • Use tools and equipment. 	<ul style="list-style-type: none"> Safety rules for tools and equipment Maintenance of cooking, preparation and packaging equipment Installation and verification of various appliances Sharpening techniques Handling of tools and equipment
<ul style="list-style-type: none"> • Use cleaning products. 	<ul style="list-style-type: none"> Safety rules for cleaning products
4. React in an emergency situation.	
<ul style="list-style-type: none"> • Determine the emergency measures to apply. 	<ul style="list-style-type: none"> Possible emergency measures Relevant risk management methods
<ul style="list-style-type: none"> • Apply emergency measures. 	<ul style="list-style-type: none"> First aid Fire safety instructions Emergency procedures Evacuation procedures Use of first-aid kit
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Recognize the importance of working independently and having a sense of responsibility. 	<ul style="list-style-type: none"> Responsibilities Available resources
<ul style="list-style-type: none"> • Interpret standards and regulations respecting health and safety. 	<ul style="list-style-type: none"> Health and safety legislation respecting air quality, appliance and equipment protection and personal protection Prevention programs on air quality and work-related accidents
<ul style="list-style-type: none"> • Adopt professional attitudes and behaviours. 	<ul style="list-style-type: none"> Concern for degree of severity and promptness of intervention; standards, laws and regulations Calm and composure
<ul style="list-style-type: none"> • Use professional terminology. 	<ul style="list-style-type: none"> Commonly used terminology

Competency 4 Duration 45 hours Credits 3

Behavioural Objective

Statement of the Competency

To evaluate the sensory properties of foods.

Achievement Context

- Based on ingredients and prepared products
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

- | | |
|--|---|
| <p>1. Analyze the sensory properties of foods.</p> <p>2. Make a judgment about the sensory properties of foods.</p> <p>3. Interpret the result of the judgment made.</p> | <ul style="list-style-type: none"> • Gathering of all information regarding: <ul style="list-style-type: none"> – appearance – touch – hearing – smell – taste • Accurate perception of the main sensory properties of food • Consideration of factors that alter the sense of taste and smell
<ul style="list-style-type: none"> • Consideration of all the information gathered • Appropriate judgment
<ul style="list-style-type: none"> • Relevant cause-and-effect relationships established between physicochemical reactions of foods and: <ul style="list-style-type: none"> – temperature – doneness – food preservation – quantity of ingredients – combination of ingredients – quality of ingredients • Accurate interpretation |
|--|---|

For the competency as a whole:

- Proper use of terminology specific to the sensory properties of foods
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Demonstration of professional attitudes and behaviours

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

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

1. Analyze the sensory properties of foods.

- Observe foods.
 - Visual quality descriptors
 - Factors that affect the visual perception of foods
- Smell foods.
 - Odour descriptors
 - Factors that alter the sense of smell
 - Anosmia (lack of a sense of smell)
- Taste foods.
 - Flavour descriptors
 - Factors that affect the sense of taste
- Analyze the sensory properties of food.
 - Sensory system and how it functions
 - Anatomy and physiology of taste: sight; taste; basic flavours and sensations; smell, odours and aromas; touch; hearing
 - Location of sensory receptors on the tongue
 - Stages of tasting
 - Reactions of the sensory system versus actions of a taster-evaluator
 - Rules of ethics specific to food tasting

2. Make a judgment about the sensory properties of foods.

- Assess foods.
 - Interaction of food flavours
 - Interaction of five senses in food assessments
- Describe the texture of foods.
 - Perception of textures
 - Descriptors of texture and consistency
- Describe the flavour of foods.
 - Practical organization of sensory evaluation
 - Functions of sensory evaluation
 - Properties of sensory evaluation
 - Qualitative evaluation and selection of descriptors
- Make a judgment about the sensory properties of foods.
 - Concern for an objective, methodical evaluation

3. Interpret the result of the judgment made.

- Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and the colour of fruits and vegetables.
 - Natural colours, green vegetables, red vegetables and white vegetables
 - Enzymatic browning
 - Tannins
 - Blanching

- Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and their liquid content (and exchanges).
Rehydration: dried vegetables, mushrooms and fruit
Cooking water-rich vegetables
Exchanges between foods and the environment: diffusion and osmosis
Protein exchange: protein solubility versus pH, influence of ionic bonding, influence of temperature, various applications
 - Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and the addition of salt.
Characteristics
Effect on taste
Effect on foods: temperature, concentration, duration of contact time
 - Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and the pH of foods.
pH scale
Basic understanding of acidity and basicity
Desired coagulation in acidic medium with or without heat
Undesired coagulation in acidic medium (flocculation)
Carbohydrates and acidity
 - Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and emulsions.
Electric repulsion (water and oil)
Stability of dispersed systems
Unstable emulsions, stable cold emulsions, stable hot emulsions; special emulsions
 - Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and fats.
Enhanced taste and smell sensations brought about by fats
Essential role of fats as flavour binders
Cream: physical and chemical properties
Butter: physical and chemical properties
Oils and fats: physical and chemical properties
 - Establish relationships between the effects of physicochemical reactions on the sensory properties of foods and thickeners.
Starch-based thickeners
Protein-based thickeners
Yolk-based thickeners
Blood- and gelatine-based thickeners
 - Interpret the result of the judgment made.
Concepts of molecular gastronomy
Concern for the quality of foods and improved understanding of various cooking phenomena
- For the competency as a whole:*
- Recognize the importance of taking into account the various aspects of taste.
Evolution of taste
Emotional sense
The effect of memory
Cultural significance

- Apply the rules specific to food tasting. Tasting protocol
Hygiene, food safety, and health and safety rules
- Use professional terminology. Commonly used terminology

Competency 5 Duration 30 hours Credits 2

Behavioural Objective

Statement of the Competency

To associate cooking techniques with foods.

Achievement Context

Depending on the context in which the competency is applied

- Following instructions
- Using foods
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Interpret the effect of cooking on foods.

- Accurate interpretation of the effect of cooking on:
 - nutritional quality of foods
 - weight and volume of foods
 - sensory properties of foods
- Relevant links established between physicochemical reactions and cooking techniques

2. Compare cooking techniques.

- Accurate identification of cooking media
- Accurate interpretation of cooking techniques

3. Make a decision concerning the type of cooking technique to use.

- Accurate determination of cooking techniques in accordance with:
 - the type of food
 - how the food will be used

For the competency as a whole:

- Proper use of terminology specific to cooking techniques
- Consideration of principles underlying cooking techniques

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

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

1. Interpret the effect of cooking on foods.

- Recognize the effect of cooking on the sensory properties of foods.

Effect of cooking on: appearance, colour, texture, volume, weight, flavour

<ul style="list-style-type: none"> • Establish relationships between heat and cooking. 	Heat propagation process Sources of energy used Types of heat transfer Advantages and disadvantages of materials and equipment used Melting and smoking temperatures
<ul style="list-style-type: none"> • Establish relationships between the physicochemical reactions of foods and cooking. 	Changes brought about by cooking foods: physical, chemical, sensory
<ul style="list-style-type: none"> • Interpret the effect of cooking on foods. 	Temperature conversion Effect of heat on nutrients in foods
2. Compare cooking techniques.	
<ul style="list-style-type: none"> • Identify cooking media. 	Cooking media Classification
<ul style="list-style-type: none"> • Identify cooking techniques. 	Cooking techniques Characteristics Usefulness of different techniques Materials and equipment used Procedure for each technique Advantages and disadvantages of each technique
<ul style="list-style-type: none"> • Compare cooking techniques. 	Combinations of cooking techniques
3. Make a decision concerning the type of cooking technique to use.	
<ul style="list-style-type: none"> • Determine the type of cooking technique to use. 	Types of preparations Selection criteria: foods used, desired results Effect of cooking on meat tenderness Concern for type of food used
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Recognize the importance of the effects of physicochemical reactions on foods during cooking. 	Impact of physicochemical reactions on sensory properties of foods: colour, texture, volume, cooking, preservation Concern for the principles underlying cooking methods and techniques
<ul style="list-style-type: none"> • Use professional terminology. 	Commonly used terminology

Competency 6 Duration 30 hours Credits 2

Behavioural Objective

Statement of the Competency

To perform tasks associated with kitchen organization.

Achievement Context

- Following instructions
- Using cooking tools and equipment, and commonly used merchandise and forms

Elements of the Competency

Performance Criteria

- | | |
|----------------------------|--|
| 1. Open the kitchen. | <ul style="list-style-type: none"> • Proper startup of equipment and power systems • Unlocking of cold room and store room • Systematic, thorough verification of refrigeration units |
| 2. Develop a work plan. | <ul style="list-style-type: none"> • Consideration of tasks to be done during the day • Consideration of material and human resources • Appropriate distribution of tasks according to time available |
| 3. Set up the workstation. | <ul style="list-style-type: none"> • Functional setup according to the type of kitchen • Proper arrangement of tools and equipment |
| 4. Do the inventory. | <ul style="list-style-type: none"> • Observance of established procedures for: <ul style="list-style-type: none"> – periodic inventory – perpetual inventory • Efficient stocktaking • Accurate stocktaking |
| 5. Place orders. | <ul style="list-style-type: none"> • Accurate determination of needs • Appropriate selection of suppliers • Observance of purchasing procedures |
| 6. Store merchandise. | <ul style="list-style-type: none"> • Observance of establishment's receiving procedures • Verification that purchase orders correspond to delivery orders • Complete, thorough verification of: <ul style="list-style-type: none"> – the quality of merchandise – the quantity of merchandise • Observance of storage procedures <ul style="list-style-type: none"> – cleanliness of facilities – critical temperatures – proper labelling – proper storage of merchandise |

7. Close the kitchen.

- Proper shutdown of equipment and power systems
- Systematic, thorough verification of refrigeration units
- Proper storage of merchandise
- Observance of procedure for locking the cold room and store room
- Clean facilities

For the competency as a whole:

- Effective communication with others in the workplace
- Proper use of commonly used forms
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Open the kitchen.

- Check the access to the kitchen. Unlocking procedures
- Check the refrigeration units. Temperatures
- Start up the equipment. Equipment startup procedures
- Open the kitchen. Procedures regarding unexpected situations
Concern for health and safety rules
Concern for communicating anomalies

2. Develop a work plan.

- Determine the work to be done. Tasks to be carried out
Available human and material resources
Understanding of menu and recipes
Chronological order of tasks
- Draw up a work plan. Commonly used forms
Main elements of a work plan: organization of tasks, preparation time, cooking time, resting time
- Develop a work plan. Planning and organization of tasks
Concern for methodical organization
Concern for legible presentation
Coordination with various staff members

3. Set up the workstation.

- Determine where to set up the workstation. Factors affecting the selection of workstation
- Arrange the materials needed to do the work. Organization based on avoidance of cross-contamination
Concern for functional setup
- Set up the workstation. Hygiene and food safety rules
Health and safety rules
Concern for functional setup

4. Do the inventory.

- Compile inventory data. Types of inventories
Factors that facilitate stocktaking
Main components of a stock sheet
- Do the inventory. Procedures to follow
Concern for accurate inventory data

5. Place orders.

- Determine the needs of the establishment. Types of establishments
Types of menus and recipes
Quantities and quality required for the menu
Purchasing specifications
Forecast of future demand
- Select suppliers. Types of suppliers
Criteria for selecting suppliers
- Place orders. Types of orders
Purchasing procedures

6. Store merchandise.

- Receive merchandise. Procedures for receiving merchandise
Procedures for returning merchandise
- Store merchandise. Procedures for storing merchandise

7. Close the kitchen.

- Check the refrigeration units. Temperatures
- Shut down the equipment. Procedures for shutting down equipment
- Clean and tidy up the kitchen. Cleaning, sanitizing and tidying up premises, equipment and work tables
- Close the kitchen. Procedures for closing the kitchen
Concern for hygiene, food safety, and health and safety rules, and for communicating anomalies

For the competency as a whole:

- Recognize the importance of working safely.
 - Hazards related to the distribution, transportation and storage of merchandise
 - Hazards related to tools and equipment, the physical environment and work organization
- Recognize the importance of being able to work independently.
 - Responsibilities
 - Specific attitudes
 - Establishment's procedures
 - Available resources
 - Communicating with others in the workplace

Competency 7 Duration 60 hours Credits 4

Behavioural Objective

Statement of the Competency

To prepare fruits and vegetables.

Achievement Context

- Following recipes for hot and cold dishes requiring the use of a variety of fruits and vegetables
- Using the ingredients required to make fruit- and vegetable-based preparations
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Select fruits and vegetables.

- Appropriate selection of fruits and vegetables, in accordance with needs
- Appropriate use of substitute products
- Consideration of nutritional quality of fruits and vegetables

2. Prep fruits and vegetables.

- Appropriate preliminary operations
- Observance of cutting techniques
- Proper shapes and size of cuts
- Concern for minimizing waste

3. Make fruit-based preparations.

- Accurate interpretation of recipes
- Cooking techniques appropriate to fruit varieties
- Accurate evaluation of sensory properties
- Determination of means of improving sensory properties

4. Make vegetable-based preparations.

- Accurate interpretation of recipes
- Cooking techniques appropriate to different vegetable varieties
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

5. Reserve the preparations.

- Observance of portion standards
- Observance of presentation standards
- Observance of storage conditions:
 - for immediate use
 - for future use

For the competency as a whole:

- Efficient organization and coordination of their work
- Use of appropriate terminology
- Appropriate use of substitute products
- Consideration of food allergies
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Select fruits and vegetables.

- Check the ingredients.

Regional, continental and exotic fruits and vegetables
 Substitute products
 Classification of fruits and vegetables
 Quality criteria
 Nutritional quality of fruits and vegetables

2. Prep fruits and vegetables.

- Prepare the tools and workstation.
- Apply prep techniques.

Setup of workstation
 Selection of specialized prep tools

Basic prep techniques for fruits and vegetables
 Use of weighing and measuring instruments
 Cuts and size of fruits and vegetables
 Impact of physicochemical reactions on the cut and size of fruits and vegetables
 Dexterity

3. Make fruit-based preparations.

- Interpret recipes.
- Select tools and equipment specific to the preparations.

Culinary uses of fruits
 Selection of ingredients
 Work method
 Recipe characteristics
 Use of substitute products

Equipment for preparing and cooking fruit
 Specialized tools

<ul style="list-style-type: none"> • Apply selected preparation and cooking techniques. 	Preparation and cooking techniques associated with different types of fruits Impact of physicochemical reactions on the preparations: colour, texture, consistency
<ul style="list-style-type: none"> • Make fruit-based preparations. 	Hot and cold fruit-based preparations
4. Make vegetable-based preparations.	
<ul style="list-style-type: none"> • Interpret recipes. 	Culinary uses of vegetables Selection of ingredients Work method Recipe characteristics Use of substitute products
<ul style="list-style-type: none"> • Select tools and equipment specific to the preparations. 	Equipment for preparing and cooking vegetables Specialized tools
<ul style="list-style-type: none"> • Apply selected preparation and cooking techniques. 	Preparation and cooking techniques associated with different types of vegetables Impact of physicochemical reactions on the preparations: colour, texture, consistency
<ul style="list-style-type: none"> • Make vegetable-based preparations. 	Hot and cold vegetable-based preparations
5. Reserve the preparations.	
<ul style="list-style-type: none"> • Determine the storage method to use. 	Portion standards Presentation standards Impact of physicochemical reactions on the storage life of preparations Storage conditions: for immediate or future use
<ul style="list-style-type: none"> • Store the preparations. 	Storage options Packaging options Labelling
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Use cooking tools and equipment. 	Specialized tools and equipment Weights and measures
<ul style="list-style-type: none"> • Recognize the importance of applying hygiene, food safety, and health and safety rules. 	Precautions for handling fruits and vegetables Hazards related to the handling of tools and equipment Safe behaviours

- Recognize the importance of ensuring the quality of their work.
 - Concern for hygiene, food safety, and health and safety rules
 - Concern for precision and accuracy with respect to cutting
 - Consideration of food allergies
 - Appropriate means of improving the sensory properties of foods
 - Coordination of work
- Use professional terminology
 - Commonly used terminology

Competency 8 Duration 90 hours Credits 6

Behavioural Objective

Statement of the Competency

To make basic preparations.

Achievement Context

- Following recipes
- Using the ingredients required to make basic preparations
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Prepare stocks and glazes.

- Appropriate selection of ingredients for the type of stock to prepare
- Appropriate preliminary operations
- Rigorous application of techniques for preparing different types of stocks
- Observance of reduction technique for glazes

2. Prepare sauces.

- Appropriate selection of ingredients for the sauce to prepare
- Accurate measures, in accordance with recipe instructions
- Rigorous application of techniques for preparing different types of sauces
- Precise control of cooking temperatures
- Observance of techniques for preparing thickening agents
- Appropriate selection of finishing elements

3. Prepare marinades.

- Appropriate selection of marinades and brines for the intended use
- Appropriate selection of ingredients
- Accurate quantities of ingredients
- Appropriate preliminary preparations
- Observance of marinating and brining times

4. Prepare stuffings and panadas.

- Appropriate selection of stuffings and panadas for the intended use
- Appropriate selection of ingredients
- Observance of techniques for preparing stuffings and panadas

5. Prepare compound butters.

- Appropriate selection of compound butters for the intended use
- Appropriate selection of ingredients
- Observance of techniques for preparing compound butters

For the competency as a whole:

- Efficient organization and coordination of their work
- Accurate interpretation of recipes
- Consideration of food allergies
- Proper use of tools and equipment
- Use of appropriate terminology
- Determination of appropriate means of improving sensory properties
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Prepare stocks and glazes.

- Determine the type of stock or glaze to prepare.

Types of stocks: white, brown
Components
Possible uses of stocks and glazes

- Prepare a clear stock or *fumet*.

Selection of ingredients
Selection of specialized tools and equipment
Preliminary operations
Preparation techniques
Impact of physicochemical reactions on stocks and glazes
Use of clear stocks

- Prepare a glaze.

Preparation method
Quality criteria

2. Prepare sauces.

- Determine the type of sauce to prepare.

Basic sauces
Derivatives of basic sauces
Low-fat sauces and *jus*
Possible uses
Types of thickening agents
Trends

<ul style="list-style-type: none"> • Prepare the sauce. 	<ul style="list-style-type: none"> Selection of ingredients Preparation technique specific to each of the leading sauces Principle of emulsion and particular features of emulsified sauces Impact of physicochemical reactions on sauces Method of preparing leading emulsified sauces (hot and cold) Techniques for preparing low-fat sauces Method of preparing thickening agents Finishing elements
3. Prepare marinades.	
<ul style="list-style-type: none"> • Determine the type of marinade or brine to prepare. 	<ul style="list-style-type: none"> Types of marinades and brines Roles, characteristics and possible uses
<ul style="list-style-type: none"> • Prepare the marinade or brine. 	<ul style="list-style-type: none"> Selection of ingredients Methods of preparing marinades and brines Impact of physicochemical reactions on marinades and brines
4. Prepare stuffings and panadas.	
<ul style="list-style-type: none"> • Determine the type of stuffing or panada to prepare. 	<ul style="list-style-type: none"> Types and components of stuffings and panadas Possible uses
<ul style="list-style-type: none"> • Prepare the stuffing or panada. 	<ul style="list-style-type: none"> Selection of ingredients Preparation techniques Impact of physicochemical reactions on stuffings and panadas
5. Prepare compound butters.	
<ul style="list-style-type: none"> • Determine the type of compound butter to prepare. 	<ul style="list-style-type: none"> Compound butters Possible uses Components
<ul style="list-style-type: none"> • Prepare the compound butter. 	<ul style="list-style-type: none"> Selection of ingredients Preparation techniques
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Use substitute products. 	<ul style="list-style-type: none"> Equivalent use of substitute products Appropriate quantities Possible uses
<ul style="list-style-type: none"> • Recognize the importance of reserving basic preparations. 	<ul style="list-style-type: none"> Storage methods for immediate or future use: stocks, glazes, sauces, marinades, stuffings and panadas, compound butters Concern for hygiene and food safety rules when preserving products

- Recognize the importance of ensuring the quality of their work.
 - Concern for hygiene, food safety, and health and safety rules
 - Interpretation of recipes
 - Consideration of food allergies
 - Concern for minimizing waste and for the quality of the finished product
 - Dexterity
- Use professional terminology.
 - Commonly used terminology

Competency 9 Duration 30 hours Credits 2

Behavioural Objective

Statement of the Competency

To establish professional relationships.

Achievement Context

- Working in a team
- Using menus, order slips or other relevant materials, and means of transmitting order slips

Elements of the Competency

Performance Criteria

1. Interact with members of the kitchen staff.

- Correct use of terminology specific to the trade
- Accurate interpretation of written and verbal messages
- Demonstration of cooperative attitudes and behaviours

2. Interact with members of the dining room staff.

- Effective use of means of communication between kitchen and dining room staff
- Accurate interpretation of order slips
- Accurate interpretation of professional gestures displayed by dining room staff
- Coordination between kitchen and dining room staff

3. Communicate with other individuals in the workplace.

- Accurate interpretation of written and verbal messages
- Proper use of interdepartmental means of communication

4. React in conflict situations.

- Observance of rules of courtesy
- Demonstration of ability to handle stress

For the competency as a whole:

- Observance of rules of communication
- Clear, accurate messages
- Demonstration of professional attitudes and behaviours

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

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

1. Interact with members of the kitchen staff.

- Work as a team with members of the kitchen staff.
 - Principles of teamwork
 - Factors that promote cooperation within a team
 - Teamwork skills to develop
 - Main characteristics of professional relationships with kitchen staff
- Interact with members of the kitchen staff.
 - Interpretation of written and verbal messages
 - Typical messages in a kitchen

2. Interact with members of the dining room staff.

- Interact with members of the dining room staff before, during and after service.
 - Information related to service
 - Particular features of order slips
 - Interpretation of order slips
 - Coordination between kitchen and dining room staff
- Interact with members of the dining room staff.
 - Main characteristics of professional relationships with dining room staff
 - Particular features of interdepartmental communication
 - Basic principles of restaurant service

3. Communicate with other individuals in the workplace.

- Exchange information with other individuals in the workplace.
 - Exchanges with: management, reception and maintenance staff; customers and suppliers
 - Main characteristics of professional relationships with other individuals in the workplace

4. React in conflict situations.

- Determine the cause of a conflict.
 - Work-related situations that can lead to conflict
- Handle conflict situations.
 - Conflict resolution process
 - Communication techniques to reduce conflict
 - Possible follow-up
 - Rules of courtesy

For the competency as a whole:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Recognize the importance of communication in professional cooking. | <ul style="list-style-type: none"> Possible communication situations Importance of communicating effectively with everyone in the workplace Impact of communication on teamwork and operations Responsibilities with respect to their work and that of others Concern for rules of effective communication |
| <ul style="list-style-type: none"> • Receive information from and transmit information to members of the kitchen and dining room staff as well as other individuals in the workplace. | <ul style="list-style-type: none"> Means of communication Use of telecommunications Means of transmitting order slips and instructions Means of communication between kitchen and dining room |
| <ul style="list-style-type: none"> • Adopt professional attitudes and behaviours. | <ul style="list-style-type: none"> Quality of language Behaviours to adopt in communication situations Rules of ethics Concern for adapting their approach to their audience and the type of situation |
| <ul style="list-style-type: none"> • Use professional terminology. | <ul style="list-style-type: none"> Commonly used terminology |

Competency 10 Duration 45 hours Credits 3

Behavioural Objective

Statement of the Competency

To do the mise en place for soups.

Achievement Context

- Following soup recipes
- Using the ingredients required to make soups
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Plan the mise en place for soups.

- Accurate interpretation of recipe
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipe
- Appropriate selection of ingredients
- Appropriate selection of stock

2. Do the prep work.

- Appropriate preliminary operations
- Vegetable cuts appropriate to preparations

3. Make soups.

- Observance of preparation techniques
- Appropriate use of substitute products
- Precise control of cooking times and temperatures
- Rigorous application of thickening techniques
- Appropriate selection of accompaniments and finishing elements
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

4. Reserve soups.

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

5. Tidy up the workstation.

- Clean tools and equipment
- Safe, appropriate storage of tools and equipment
- Clean workstation

For the competency as a whole:

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

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

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

1. Plan the mise en place for soups.

- Select the necessary ingredients.

Interpretation of recipe
 Types of soups
 Names of soups
 Characteristics
 Methodical approach
 Components
 Consideration of substitute products

- Select the tools and equipment.

Specialized tools
 Preparation, cooking and finishing equipment

- Plan the mise en place for soups.

Use of a work plan

2. Do the prep work.

- Apply prep techniques.

Prep techniques for soups
 Association of vegetable cuts with soups

3. Make soups.

- Apply techniques for making soups.

Thickening techniques
 Control of cooking time and temperature

- Prepare accompanying garnishes.

Types of garnishes

- Check the quality of the preparations.

Appropriate means of improving sensory properties of soups
 Finishing elements
 Verification of sensory properties of soups

- Make soups.

Techniques for making soups
 Use of substitute products

4. Reserve soups.

- Store the preparations.

Storage conditions: for immediate or future use
 Recommended storage temperatures
 Storage options
 Labelling

5. Tidy up the workstation.

- Apply cleaning and sanitation procedures.
- Tidy up the workstation.

Use of cleaning and sanitation products

Storage locations

For the competency as a whole:

- Recognize the importance of basic preparations.
- Recognize the importance of ensuring the quality of their work.
- Use professional terminology.

Use of basic preparations

Concern for hygiene, food safety, and health and safety rules
 Concern for minimizing waste and for the quality of the finished product
 Consideration of food allergies

Terminology specific to soups

Competency 11 Duration 60 hours Credits 4

Behavioural Objective

Statement of the Competency

To make basic doughs, pastries and batters.

Achievement Context

- Following recipes
- Using the ingredients required to make basic doughs, pastries and batters
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Prepare the ingredients.

- Appropriate selection of ingredients
- Appropriate use of substitute products
- Accurate conversion of imperial units into metric units, and vice versa
- Ingredients accurately weighed and measured

2. Prepare dough, pastry or batter.

- Proper use of ingredients
- Preparation techniques appropriate to type of dough, pastry or batter
- Uniform size
- Observance of portion standards

3. Cook dough, pastry or batter.

- Cooking techniques appropriate to the type of dough, pastry or batter
- Observance of cooking times and temperatures
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

4. Reserve dough, pastry or batter.

- Storage method appropriate to products
- Proper packaging and labelling

For the competency as a whole:

- Efficient organization and coordination of their work
- Accurate interpretation of recipe
- Observance of recipe
- Use of appropriate terminology
- Consideration of food allergies
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Prepare the ingredients.

- Select the ingredients.

Characteristics of basic ingredients (main physical and chemical properties)
Substitute products
Food additives used

- Weigh the ingredients.

Conversion of imperial units into metric units, and vice versa
Use of weighing and measuring instruments

2. Prepare dough, pastry or batter.

- Apply preparation techniques.

Preparation techniques specific to different types of dough, pastry or batter
Impact of physicochemical reactions of mixtures
Effects of fermentation on leavened dough
Standards concerning size
Appropriate means of improving sensory properties of preparations
Resting time

3. Cook dough, pastry or batter.

- Cook the dough, pastry or batter.

Cooking times
Cooking temperatures
Conversion of Fahrenheit temperatures into Celsius, and vice versa
Physicochemical reactions of ingredients on cooking: appearance, texture, colour
Appropriate means of improving sensory properties of preparations
Verification of textures
Quality of basic dough, pastry or batter

4. Reserve dough, pastry or batter.

- Store preparations.

Impact of physicochemical reactions on the keeping qualities of doughs, pastries or batters
Storage conditions: for immediate or future use
Recommended storage temperatures
Packaging options
Labelling

For the competency as a whole:

- Recognize the importance of the effects of physicochemical reactions on the sensory properties of doughs, pastries or batters.

Impact of physicochemical reactions on the sensory properties of doughs, pastries or batters: mixing, cooking, keeping qualities

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

Concern for hygiene, food safety, and health and safety rules
Concern for minimizing waste and for the quality of the finished product
Consideration of food allergies

- Use professional terminology.

Commonly used terminology

Competency 12 Duration 105 hours Credits 7

Behavioural Objective

Statement of the Competency

To do the mise en place for meat, poultry and game.

Achievement Context

- Following recipes
- Using the ingredients required to prepare meat, poultry and game
- Using cooking tools and equipment

Elements of the Competency

1. Plan the mise en place for meat, poultry and game.

Performance Criteria

- Accurate interpretation of recipe
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipe
- Appropriate selection of meat, poultry and game, in accordance with:
 - intended use
 - nutritional qualities
 - quality criteria
- Appropriate use of substitute products

2. Do the prep work.

- Appropriate preliminary operations: gutting, boning, denerving, larding, barding, tenderizing, tying, trussing, etc.
- Correct application of meat cutting techniques
- Observance of portion standards
- Appropriate marinade or brine, if applicable
- Appropriate recovery of trimmings

3. Prepare meat, poultry and game.

- Observance of recipes:
 - accurate measures
 - preparation techniques in conformity with instructions
- Correct application of cooking techniques
- Control of cooking times and degrees of doneness, in accordance with desired result
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

4. Reserve the preparations.

- Storage method appropriate to preparations and trimmings
- Observance of storage conditions:
 - for immediate use
 - for future use

5. Tidy up the workstation.

- Clean tools and equipment
- Safe, proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

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

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

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

1. Plan the mise en place for meat, poultry and game.

- Interpret the recipe.
- Check the ingredients.
- Select the tools and equipment.
- Plan the mise en place for meat, poultry and game.

Ingredients
Work method

Types of meat, poultry and game: categories, classification criteria
Various cuts
Basic concepts in bone structure
Variety meats
Substitute products

Specialized tools
Preparation and cooking equipment

Use of a work plan
Consideration of the menu

2. Do the prep work.

- Apply prep techniques.

Prep techniques: trimming, boning, tying, etc.
Recovery of trimmings
Association of prep techniques with cuts of meat, poultry and game
Sequence of operations for assembling and disassembling tools and equipment

<ul style="list-style-type: none"> • Cut meat, poultry and game. 	<ul style="list-style-type: none"> Retail meat cutting techniques Association of cuts with culinary uses
<ul style="list-style-type: none"> • Prepare the marinade or brine, if applicable. 	<ul style="list-style-type: none"> Types of marinades and brines Use of marinades and brines
3. Prepare meat, poultry and game.	
<ul style="list-style-type: none"> • Prepare the ingredients. 	<ul style="list-style-type: none"> Basic preparations: aromatic garnishes, stocks, etc. Accompanying garnishes
<ul style="list-style-type: none"> • Cook meat, poultry and game. 	<ul style="list-style-type: none"> Internal cooking temperatures Selection of cooking techniques, in accordance with cuts of meat, poultry and game Effects of physicochemical reactions on cooking of meat, poultry and game
<ul style="list-style-type: none"> • Prepare meat, poultry and game. 	<ul style="list-style-type: none"> Recipes for basic preparations: stocks and glazes, sauces, marinades, brines, stuffings and panadas, compound butters Methods of improving sensory properties
4. Reserve the preparations.	
<ul style="list-style-type: none"> • Determine the storage method. 	<ul style="list-style-type: none"> Storage conditions: for immediate or future use Storage temperatures
<ul style="list-style-type: none"> • Store the preparations. 	<ul style="list-style-type: none"> Storage options Labelling
5 Tidy up the workstation.	
<ul style="list-style-type: none"> • Apply cleaning and sanitation procedures. 	<ul style="list-style-type: none"> Use of cleaning and sanitation products
<ul style="list-style-type: none"> • Tidy up the workstation. 	<ul style="list-style-type: none"> Storage locations
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Recognize the importance of the effects of physicochemical reactions on the sensory properties of meat, poultry and game. 	<ul style="list-style-type: none"> Impact of physicochemical reactions on the sensory properties of meat, poultry and game
<ul style="list-style-type: none"> • Recognize the importance of ensuring the quality of their work. 	<ul style="list-style-type: none"> Concern for hygiene, food safety, and health and safety rules Consideration of food allergies Concern for accurate weights and measures
<ul style="list-style-type: none"> • Adopt professional attitudes and behaviours. 	<ul style="list-style-type: none"> Dexterity Concern for minimizing waste
<ul style="list-style-type: none"> • Use professional terminology. 	<ul style="list-style-type: none"> Terminology specific to meat, poultry and game

Competency 13 Duration 90 hours Credits 6

Behavioural Objective

Statement of the Competency

To do the mise en place for fish and seafood.

Achievement Context

- Following recipes
- Using the ingredients required to prepare fish and seafood
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Plan the mise en place for fish and seafood.

- Accurate interpretation of recipe
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipe
- Appropriate selection of fish and seafood, in accordance with:
 - intended use
 - nutritional qualities
 - quality criteria
- Appropriate use of substitute products

2. Do the prep work.

- Appropriate preliminary operations for fish and seafood
- Proper dressing of fish
- Correct application of techniques for cutting flat and round fish
- Observance of portion standards
- Appropriate recovery of fish trimmings

3. Prepare fish and seafood.

- Observance of recipes:
 - accurate measures
 - preparation techniques in conformity with instructions
- Correct application of cooking techniques
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

4. Reserve the preparations.

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

5. Tidy up the workstation.

- Clean tools and equipment
- Safe, proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

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

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

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

1. Plan the mise en place for fish and seafood.

- Interpret the recipe.

Ingredients
Work method

- Check the ingredients.

Types of fish and seafood
Classification of fish products
Regional, continental and exotic products
Signs of freshness, quality criteria and nutritional quality
Basic and retail cuts of fish
Selection of ingredients
Availability of products
Substitute products

- Select the tools and equipment.

Specialized tools
Preparation and cooking equipment

- Plan the mise en place for fish and seafood.

Use of a work plan
Consideration of the menu

2. Do the prep work.

- Apply prep techniques.

Prep techniques: dressing, filleting, cutting (round and flat fish), etc.
Recovery of trimmings
Prep mollusks and crustaceans prior to cooking
Association of prep techniques with fish and seafood

<ul style="list-style-type: none"> • Apply cutting techniques. 	<ul style="list-style-type: none"> Identification of cuts Standards for cuts Association of cuts with culinary uses
<p>3. Prepare fish and seafood.</p> <ul style="list-style-type: none"> • Prepare the ingredients. 	<ul style="list-style-type: none"> Basic preparations: aromatic garnishes, <i>fumets</i>, etc. Accompanying garnishes
<ul style="list-style-type: none"> • Cook fish and seafood. 	<ul style="list-style-type: none"> Preparation techniques Cooking techniques appropriate to fish and seafood Effects of physicochemical reactions on the preparation of fish mousses and on cooking fish and seafood
<ul style="list-style-type: none"> • Prepare fish and seafood. 	<ul style="list-style-type: none"> Recipes for basic preparations: <i>fumets</i>, glazes, broths, sauces, marinades, brines, stuffings, panadas and compound butters Appropriate methods of improving sensory properties
<p>4. Reserve the preparations.</p> <ul style="list-style-type: none"> • Store the preparations. 	<ul style="list-style-type: none"> Storage methods Storage conditions: for immediate or future use Preservation temperatures and times Storage options Labelling
<p>5. Tidy up the workstation.</p> <ul style="list-style-type: none"> • Apply cleaning and sanitation procedures. 	<ul style="list-style-type: none"> Use of cleaning and sanitation products
<ul style="list-style-type: none"> • Tidy up the workstation. 	<ul style="list-style-type: none"> Storage locations
<p><i>For the competency as a whole:</i></p>	
<ul style="list-style-type: none"> • Recognize the importance of the effects of physicochemical reactions on the sensory properties of fish and seafood. 	<ul style="list-style-type: none"> Impact of physicochemical reactions on the sensory properties of fish and seafood: cooking, storage life
<ul style="list-style-type: none"> • Recognize the importance of food allergies related to fish and seafood. 	<ul style="list-style-type: none"> Types of allergies possible Precautions to take
<ul style="list-style-type: none"> • Recognize the importance of ensuring the quality of their work. 	<ul style="list-style-type: none"> Concern for hygiene, food safety, and health and safety rules Concern for accurate weights and measures and for the quality of the finished product Concern for minimizing waste Dexterity
<ul style="list-style-type: none"> • Use professional terminology. 	<ul style="list-style-type: none"> Terminology specific to fish and seafood

Competency 14 Duration 60 hours Credits 4

Behavioural Objective

Statement of the Competency

To do the mise en place for hors-d'oeuvres and appetizers.

Achievement Context

- Following recipes
- Using the ingredients required to make hors-d'oeuvres and appetizers
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Make hot and cold appetizers.

- Rigorous application of preparation techniques for:
 - cold appetizers
 - hot appetizers
- Observance of preparation techniques for salads
- Appropriate use of bus trolleys
- Appropriate use of cheeses
- Observance of preparation and cooking techniques for pasta, grains and cereals
- Appropriate selection of salad dressings, garnishes and accompanying sauces

2. Make canapés.

- Appropriate selection of basic ingredients and garnishes for various types of canapés
- Ingredients selected to balance flavours
- Decorative elements selected to enhance colour harmony
- Appropriate size of canapés
- Meticulous work

3. Make sandwiches.

- Appropriate selection of components and garnishes for various types of sandwiches
- Ingredients selected to balance flavours
- Appropriate selection of accompanying sauces
- Appropriate cutting techniques

For the competency as a whole:

- Efficient organization and coordination of their work
- Proper use of tools and equipment
- Accurate interpretation of recipes
- Observance of portion and presentation standards
- Accurate evaluation of sensory properties
- Consideration of food allergies
- Demonstration of appropriate professional attitudes and behaviours
- Appropriate storage method
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Make hot and cold appetizers.

- Determine the types of appetizers to make.
 - Hot and cold appetizers made with charcuterie, raw and cooked vegetables, salads, fish, seafood, meat, poultry, eggs and basic pastry, dough or batter
 - Pasta, grains and cereals (composition, classification and use)
 - Cheese (composition, classification, storage and use)
 - Types of salads: simple and compound
 - Types of salad dressings and accompanying sauces
 - Types of garnishes

- Make cold appetizers.
 - Components
 - Specialized tools and equipment
 - Selection of ingredients
 - Preliminary operations
 - Preparation techniques
 - Effects of physicochemical reactions on sauces, stuffings, brines and cheese-based preparations

- Make hot appetizers.
 - Components
 - Specialized tools and equipment
 - Selection of ingredients
 - Preliminary operations
 - Preparation techniques
 - Techniques for cooking pasta, grains and cereals
 - Effects of physicochemical reactions on hot appetizers

<ul style="list-style-type: none"> • Make salads. 	<ul style="list-style-type: none"> Possible combinations Specialized tools and equipment Selection of ingredients Preliminary operations Techniques for preparing sauces and salads
<ul style="list-style-type: none"> • Make hot and cold appetizers. 	<ul style="list-style-type: none"> Interpretation of recipes Use of cheeses
<p>2. Make canapés.</p>	
<ul style="list-style-type: none"> • Determine the types of canapés to make. 	<ul style="list-style-type: none"> Types of canapés Garnishes Decorative elements Selection of ingredients
<ul style="list-style-type: none"> • Make hot and cold canapés. 	<ul style="list-style-type: none"> Characteristics of hot and cold canapés Quality criteria Preparation techniques Finishing and decorative techniques
<ul style="list-style-type: none"> • Make canapés. 	<ul style="list-style-type: none"> Use of basic pastry, dough or batter Use of bakery products Concern for balanced presentation
<p>3. Make sandwiches.</p>	
<ul style="list-style-type: none"> • Determine the types of sandwiches to make. 	<ul style="list-style-type: none"> Varieties Components Cuts and presentation
<ul style="list-style-type: none"> • Make hot and cold sandwiches. 	<ul style="list-style-type: none"> Selection of ingredients Use of garnishes Use of fillings
<p><i>For the competency as a whole:</i></p>	
<ul style="list-style-type: none"> • Recognize the importance of organizing their work. 	<ul style="list-style-type: none"> Interpretation of recipes Use of a work plan Coordination of their work
<ul style="list-style-type: none"> • Recognize the importance of storing the preparations. 	<ul style="list-style-type: none"> Appropriate storage methods: for immediate or future use Storage temperatures

- | | |
|---|---|
| <ul style="list-style-type: none"> • Recognize the importance of ensuring the quality of their work. | <ul style="list-style-type: none"> Concern for hygiene, food safety, and health and safety rules Concern for minimizing waste Concern for balancing flavours Consideration of food allergies Concern for the quality of the finished product Dexterity Appropriate methods of improving the sensory properties of prepared hors d'oeuvres and appetizers |
| <ul style="list-style-type: none"> • Use professional terminology. | <ul style="list-style-type: none"> Terminology specific to hors-d'oeuvres and appetizers |

Competency 15 Duration 105 hours Credits 7

Behavioural Objective

Statement of the Competency

To do the mise en place for desserts.

Achievement Context

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

Elements of the Competency

Performance Criteria

1. Plan the mise en place for:

- hot, cold and frozen entremets
- pastries

- Accurate interpretation of recipes
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipes
- Appropriate selection of tools and equipment
- Appropriate selection of ingredients
- Appropriate use of substitute products

2. Make preparations.

- Precise weights and measures, in accordance with recipe instructions
- Observance of techniques for preparing:
 - doughs, pastries or batters
 - basic creams
 - garnishes
 - accompanying sauces
- Precise control of cooking time and temperatures
- Uniform size of dough, pastry or batter
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

3. Assemble and finish the preparations.

- Appropriate temperatures and textures
- Careful application of techniques for assembling pastries and entremets
- Observance of portion and presentation standards
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

4. Reserve the preparations.

- Storage method appropriate to prepared desserts
- Observance of storage conditions:
 - for immediate use
 - for future use

5. Tidy up the workstation.

- Clean tools and equipment
- Safe, proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

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

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

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

1. Plan the mise en place for hot, cold and frozen entremets and pastries.

- Interpret the recipe.

Work method
Recipe characteristics
Importance of accurate weights and measures

- Check the necessary ingredients.

Sugars (physical and chemical properties)
Selection of ingredients based on their characteristics, composition, taste and role, and on possible food allergies

- Select the tools and equipment.

Specialized tools
Preparation and cooking equipment

- Plan the mise en place for hot, cold and frozen entremets and pastries.

Use of a work plan
Consideration of the menu

2. Make preparations.

- Prepare basic dough, pastry or batter.

Type of basic dough, pastry or batter
Use of basic dough, pastry or batter
Preparation and cooking techniques
Standards for size of dough, pastry or batter product

<ul style="list-style-type: none"> • Prepare basic creams. 	<ul style="list-style-type: none"> Types of basic creams Components Preparation techniques Impact of the mixtures' physicochemical reactions on texture and cooking Control of cooking times and temperatures
<ul style="list-style-type: none"> • Prepare garnishes. 	<ul style="list-style-type: none"> Types of garnishes made with fresh or dried fruit, chocolate, etc. Possible uses Preparation techniques Impact of the mixtures' physicochemical reactions on texture and cooking Control of cooking times and temperatures
<ul style="list-style-type: none"> • Make accompanying sauces. 	<ul style="list-style-type: none"> Types of sauces: sweet sauces, fruit coulis, etc. Possible uses and preparation techniques Impact of the mixture's physicochemical reactions on the sauces' texture and cooking Control of cooking times and temperatures
<ul style="list-style-type: none"> • Make desserts. 	<ul style="list-style-type: none"> Preparation of hot, cold and frozen desserts Concern for precise, accurate weights and measures Use of instruments to measure temperature and density Methods of improving sensory properties Verification of temperatures and textures Use of substitute products
<p>3. Assemble and finish the preparations.</p>	
<ul style="list-style-type: none"> • Assemble the preparations. 	<ul style="list-style-type: none"> Assembly techniques Pairing desserts served at different temperatures Decorative elements Accompanying sauces Portion standards Presentation standards Use of substitute products
<ul style="list-style-type: none"> • Assemble and finish the preparations. 	<ul style="list-style-type: none"> Concern for quick execution Synchronized actions Adaptation of work steps in accordance with desired result
<p>4. Reserve the preparations.</p>	
<ul style="list-style-type: none"> • Store the preparations. 	<ul style="list-style-type: none"> Storage methods Impact of physicochemical reactions on the storage life of desserts Storage conditions: for immediate or future use Storage temperatures Hygiene rules specific to frozen products

5. Tidy up the workstation.

- Apply storage, cleaning and sanitation procedures.

Logical sequence for disassembling equipment
Storage locations
Use of cleaning and sanitation products

- Tidy up the workstation.

Storage locations

For the competency as a whole:

- Recognize the importance of basic doughs, pastries or batters in the mise en place for desserts.

Variety and characteristics of basic doughs, pastries or batters used to make pastries and hot, cold and frozen entremets

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

Concern for hygiene, food safety, and health and safety rules
Consideration of food allergies
Concern for practising correct work techniques
Dexterity

- Use professional terminology.

Terminology specific to desserts

Competency 16 Duration 60 hours Credits 4

Behavioural Objective

Statement of the Competency

To create balanced menus.

Achievement Context

Depending on the context in which the competency is applied

- Following instructions
- Based on standardized recipes and a list of available ingredients (in the kitchen and on the market) for a menu du jour or a table d'hôte menu
- Using recipes and information tools

Elements of the Competency

Performance Criteria

1. Determine customer needs.

- Accurate determination of customers' nutritional needs
- Accurate interpretation of expectations concerning:
 - quality
 - quantity
 - cost
- Consideration of:
 - culinary trends
 - dietary patterns
 - food allergies

2. Compose the menu.

- Consideration of:
 - food items in stock
 - availability of seasonal products
- Observance of the needs of:
 - the establishment
 - the clientele
- Selection of dishes and number of courses appropriate to the type of menu
- Balanced menu with respect to sensory properties
- Observance of rules of menu composition

3. Set the menu price.

- Accurate calculation of the cost of each dish
- Accurate calculation of the selling price of each dish
- Data accurately recorded

4. Write the menu.

- Observance of rules of menu writing
- Use of appropriate cooking terms
- Observance of spelling rules
- Attractive presentation

For the competency as a whole:

- Observance of principles of good nutrition
- Optimal use of products

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

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

1. Determine customer needs.

- Identify the target clientele.

Categories of customers
Main characteristics

- Identify customers' nutritional needs.

Evolution of eating habits
Nutritional requirements of the human body
Rational eating: effects of nutritional excesses and deficiencies on the human body; non-therapeutic diets
Food guides

- Identify customers' expectations.

Culinary trends
Researching and incorporating new trends
Physiological and psychological expectations
Price-quality ratio
Consideration of factors affecting food choices

2. Compose the menu.

- Check the availability of food items.

Main points to check
Verification of food items in stock
Verification of food items available on the market

- Determine the type of menu to compose.

Types of menus
Characteristics of menus
Factors affecting the choice of menu

- Determine the items to include in the menu.

Categories of items on a menu du jour, breakfast menu, high-volume menu, banquet menu, table d'hôte menu or à la carte menu

- Compose the menu.

Characteristics of a balanced menu
Rules of menu composition

3. Set the menu price.

- Calculate the cost of each dish.

Concepts related to food costs
Standardized recipe forms
Calculation of costs: per unit, per portion, yield cost
Conversion of metric and imperial units
Factors that influence the cost of a dish
Use of a market price list

- Calculate the menu price.

Basic concepts related to labour costs, general operating costs, etc.
Factors that affect menu pricing
Food cost percentage

4. Write the menu.

- Apply the rules of menu writing.

Functions of menus
Rules of menu writing
Grammatical rules
Spelling rules
Presentation rules

- Write the menu.

Terminology specific to menu planning
Descriptive terms specific to preparation methods, garnishes and cooking methods
Classical terms used
Consideration of food allergies
Concern for accurate information and cost calculations

For the competency as a whole:

- Identify the usefulness of a menu.

History of menus
Possible uses: tool for communication, promotion, information, sales, planning, daily production

- Use professional terminology.

Culinary terms

Competency 17 Duration 60 hours Credits 4

Behavioural Objective

Statement of the Competency

To prepare and serve breakfasts

Achievement Context

- At designated brigade stations
- Following instructions and recipes
- Using required ingredients
- Using cooking tools and equipment

Elements of the Competency**Performance Criteria**

1. Plan the mise en place for a breakfast service.

- Accurate interpretation of recipes
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipes
- Accurate interpretation of tasks related to the assigned station
- Accurate interpretation of the menu
- Verification of available products
- Appropriate distribution of tasks
- Appropriate selection of tools and equipment

2. Do the mise en place for the service.

- Appropriate selection of ingredients:
 - observance of quantities
 - observance of quality
- Observance of preparation techniques
- Cooking techniques appropriate to the dishes
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

3. Set up the workstation for the service.

- Complete, thorough verification of the mise en place
- Functional setup
- Clean workstation

4. Execute orders.

- Efficient coordination with:
 - the kitchen brigade
 - the dining room brigade
- Accurate interpretation of instructions and orders
- Observance of portion and presentation standards
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties
- Appropriate speed of execution

5. Tidy up the workstation.

- Accurate post-service inventory
- Storage method appropriate to products
- Proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

- Efficient organization and coordination of their work
- Effective stress management
- Consideration of food allergies
- Proper use of tools and equipment
- Quality of the finished product
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Plan the mise en place for a breakfast service.

- Interpret the menu.

Characteristics of breakfast menus
Components of breakfast items
Interpretation of recipes specific to breakfast menus

- Develop a work plan.

Tasks and dishes associated with the various kitchen stations
Number of portions
Time allotted to the mise en place
Characteristics of each recipe
Time required to execute the recipes
Methodical approach
Organization of the work plan and tasks
Conditions for carrying out the work
Availability of ingredients

- Organize the layout of the workstation.

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

2. Do the mise en place for the service.

- Prepare the ingredients.

Selection of ingredients
Quantity of ingredients
Quality of ingredients
Substitute products

<ul style="list-style-type: none"> • Prepare dishes. 	<ul style="list-style-type: none"> Work organization Preparation techniques Evaluation of the quality of processed products Appropriate means of improving sensory properties Preservation of dishes
<p>3. Set up the workstation for the service.</p> <ul style="list-style-type: none"> • Check the mise en place. 	<ul style="list-style-type: none"> Identification of needs (food and materials) Arrangement of tools and equipment required for the service
<ul style="list-style-type: none"> • Set up the workstation for the service. 	<ul style="list-style-type: none"> Concern for a functional setup Concern for cleanliness Concern for communication of details about the service
<p>4. Execute orders.</p>	
<ul style="list-style-type: none"> • Interpret order slips. 	<ul style="list-style-type: none"> Characteristics of order slips
<ul style="list-style-type: none"> • Organize the work. 	<ul style="list-style-type: none"> Coordination with kitchen Coordination with dining room
<ul style="list-style-type: none"> • Cook egg-based preparations. 	<ul style="list-style-type: none"> Application of various techniques for cooking eggs Application of various cooking methods: crêpes, pancakes, French toast, etc. Techniques for finishing preparations
<ul style="list-style-type: none"> • Plate the dishes. 	<ul style="list-style-type: none"> Techniques for finishing dishes Characteristics of plate presentation Portion and presentation standards Appropriate means of improving sensory properties Speed of execution
<ul style="list-style-type: none"> • Execute orders. 	<ul style="list-style-type: none"> Concern that dishes prepared conform to order slips
<p>5. Tidy up the workstation.</p>	
<ul style="list-style-type: none"> • Reserve the preparations. 	<ul style="list-style-type: none"> Use of bus trolleys Waste control End-of-service inventory Labelling Storage
<ul style="list-style-type: none"> • Tidy up the workstation. 	<ul style="list-style-type: none"> Storage of tools and equipment Cleaning

For the competency as a whole:

- Recognize the importance of ensuring the quality of their work.
 - Characteristics of breakfast service
 - Criteria for quality service
 - Specificity of breakfast menus
 - Coordination of their work
 - Effective stress management
 - Concern for hygiene, food safety, and health and safety rules
 - Consideration of food allergies
 - Concern for the quality of the finished product
- Work independently.
 - Service-related responsibilities
 - Available resources
 - Possible initiatives
 - Use of reference materials
 - Assistance from coworkers

Competency 18 Duration 45 hours Credits 3

Behavioural Objective

Statement of the Competency

To produce culinary presentations.

Achievement Context

- Following recipes
- Using the ingredients required to make decorative pieces and culinary presentations
- Using cooking tools and equipment

Elements of the Competency

Performance Criteria

1. Plan the culinary presentation.

- Accurate interpretation of recipes
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipes
- Appropriate selection of ingredients
- Appropriate selection of decorative elements for the type of presentation:
 - on a platter
 - on a plate
- Appropriate use of substitution products

2. Do the mise en place for a decorative piece and garnishes.

- Observance of techniques for preparing decorative pieces and garnishes
- Observance of portion standards

3. Make the piece and garnishes.

- Observance of techniques of culinary decoration
- Meticulous work
- Observance of basic principles of culinary decoration:
 - harmony of shapes
 - harmony of colours
 - harmony of flavours
 - symmetry
 - asymmetry

4. Plate the piece and garnishes.

- Appropriate selection of serving materials
- Cleanliness of serving materials
- Proper temperature of serving materials
- Appropriate arrangement of the piece and garnishes
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties

- 5. Reserve the piece and garnishes.
 - Storage method appropriate to products
 - Observance of storage conditions:
 - for immediate use
 - for future use
- 6. Tidy up the workstation.
 - Proper storage of tools and equipment
 - Clean workstation

For the competency as a whole:

- Efficient organization of their work
- Proper use of terminology related to professional cooking
- Consideration of food allergies
- Proper use of tools and equipment
- Demonstration of appropriate professional attitudes and behaviours
- Demonstration of creativity and originality
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Plan the culinary presentation.

- Determine the culinary presentations to make.
 - Types of presentations: hot and cold
 - Decorative items based on type of presentation: decorative pieces and garnishes, *pièces montées* (showpieces), on a platter, on a plate
 - Basic decorating principles: on a platter, on a plate
 - Trends
- Interpret the recipes.
 - Ingredients
 - Work method
- Select the ingredients.
 - Fruits and vegetables used for decorative purposes
 - Selection of decorative elements
 - Food colouring
 - Availability of products
 - Substitute products
- Select the tools and equipment.
 - Specialized tools
 - Preparation, cooking and storage equipment
- Plan the culinary presentation.
 - Use of a work plan and sketch
 - Concern for customers' needs

2. Do the mise en place for a decorative piece and garnishes.

- Prepare the ingredients for the piece and garnishes. Ingredients: selection, quantity, quality
Accompanying garnishes
- Apply the preparation and cooking techniques. Techniques for preparing and cooking decorative pieces and garnishes
Portion standards

3. Make the piece and garnishes.

- Apply decorative and presentation techniques. Techniques for *chaudfroids*, aspics, roulades, etc.
Application of aspics and decorative elements
Decorative techniques: flat, relief
Presentation techniques: on a platter, on a plate

4. Plate the piece and garnishes.

- Arrange the piece and garnishes on a platter. Selection of serving materials
Application of assembly technique
Decorative arrangement
- Arrange the piece and garnishes on a plate. Plate presentation and decoration
- Plate the piece and garnishes. Temperature
Appropriate means of improving sensory properties

5. Reserve the piece and garnishes.

- Determine the storage method for the pieces and garnishes. Storage method appropriate to products
Storage conditions: culinary presentations, decorative pieces in aspic, non-edible decorations, fake pieces
Storage options

For the competency as a whole:

- Recognize the importance of ensuring the quality of their work. Concern for hygiene, food safety, and health and safety rules
Concern for creativity and a sense of aesthetics
Consideration of food allergies
Sensory properties of foods
- Use professional terminology. Terminology specific to culinary presentations

Competency 19 Duration 60 hours Credits 4

Behavioural Objective

Statement of the Competency

To prepare and serve menus du jour.

Achievement Context

- At designated brigade stations
- Following instructions and recipes adapted to menus du jour
- Using required ingredients
- Using cooking tools and equipment

Elements of the Competency**Performance Criteria**

- | | |
|---|--|
| 1. Plan the mise en place for menu du jour service. | <ul style="list-style-type: none"> • Accurate interpretation of recipes • Accurate interpretation of tasks related to the assigned station • Accurate interpretation of the menu • Verification of available ingredients • Appropriate selection of tools and equipment |
| 2. Do the mise en place for the service. | <ul style="list-style-type: none"> • Appropriate selection of ingredients: <ul style="list-style-type: none"> – observance of quantities – observance of quality • Observance of preparation techniques • Cooking techniques appropriate to the dishes • Accurate evaluation of sensory properties • Determination of appropriate means of improving sensory properties |
| 3. Set up the workstation for the service. | <ul style="list-style-type: none"> • Complete, thorough verification of the mise en place • Functional setup • Clean workstation |
| 4. Execute orders. | <ul style="list-style-type: none"> • Efficient coordination with: <ul style="list-style-type: none"> – the kitchen brigade – the dining room brigade • Accurate interpretation of instructions and orders • Proper finishing of recipes • Observance of portion and presentation standards • Accurate evaluation of sensory properties • Determination of appropriate means of improving sensory properties • Appropriate speed of execution |

5. Tidy up the workstation.

- Accurate inventory
- Preservation method appropriate to products
- Proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

- Efficient organization and coordination of their work
- Effective stress management
- Consideration of food allergies
- Proper use of tools and equipment
- Quality of the finished product
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Plan the mise en place for menu du jour service.

- Interpret the menu.

Characteristics of menus du jour
Components of menus du jour
Interpretation of recipes specific to menus du jour

- Develop a work plan.

Tasks and dishes associated with the various kitchen stations
Number of portions
Organization of the work plan
Time allotted to the mise en place
Characteristics of each recipe
Time required to execute the recipes
Methodical approach
Conditions for carrying out the work
Availability of ingredients

- Organize the layout of the workstation.

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

2. Do the mise en place for the service.

- Prepare the ingredients.

Selection of ingredients
Quantity of ingredients
Quality of ingredients
Substitute products

<ul style="list-style-type: none"> • Prepare dishes. 	Work organization Preparation techniques Evaluation of the quality of prepared products Appropriate means of improving sensory properties Preservation of dishes
3. Set up the workstation for the service.	
<ul style="list-style-type: none"> • Check the mise en place. 	Identification of needs (food and materials) Arrangement of tools and equipment required for the service
<ul style="list-style-type: none"> • Set up the workstation for the service. 	Concern for a functional setup Concern for cleanliness Concern for communication of details about the service
4. Execute orders.	
<ul style="list-style-type: none"> • Interpret order slips. 	Characteristics of order slips
<ul style="list-style-type: none"> • Organize the work. 	Coordination with kitchen Coordination with dining room
<ul style="list-style-type: none"> • Plate the dishes. 	Techniques for finishing dishes Characteristics of plate presentation Portion and presentation standards Appropriate means of improving sensory properties Appropriate speed of execution
5. Tidy up the workstation.	
<ul style="list-style-type: none"> • Reserve the preparations. 	Use of bus trolleys Waste control End-of-service inventory Labelling Storage
<ul style="list-style-type: none"> • Tidy up the workstation. 	Storage of tools and equipment Cleaning

For the competency as a whole:

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

Characteristics of menu du jour service
Quality service criteria
Specificity of menus du jour
Coordination of their work
Effective stress management
Concern for hygiene, food safety, and health and safety rules, for the quality of the finished product and for ensuring that the dishes prepared conform to the order slips
Consideration of food allergies

- Work independently.

Service-related responsibilities
Available resources
Possible initiatives

Competency 20 Duration 45 hours Credits 3

Behavioural Objective

Statement of the Competency

To prepare and serve high-volume menus.

Achievement Context

- At designated brigade stations
- Following instructions and recipes
- Using required ingredients
- Using cooking tools and equipment (for banquets, catering services and cafeterias)

Elements of the Competency

Performance Criteria

1. Plan the mise en place for high-volume menu service.

- Accurate interpretation of recipes
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipes
- Accurate interpretation of tasks related to the assigned station
- Accurate interpretation of the menu
- Appropriate increase or decrease of ingredient quantities in recipes
- Verification of available ingredients
- Efficient organization of tasks related to the assigned station
- Appropriate selection of tools and equipment
- Appropriate organization of the workstation

2. Do the mise en place for the service.

- Appropriate selection of ingredients:
 - observance of quantities
 - observance of quality
- Appropriate use of substitute products
- Adaptation of work methods appropriate to high-volume production
- Observance of preparation techniques
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties
- Storage methods appropriate to the preparations
- Appropriate speed of execution

3. Set up the workstation for the service.

- Complete, thorough verification of the mise en place
- Communication of all information required for the service
- Functional setup of the workstation
- Clean workstation

4. Execute orders.
- Efficient coordination with:
 - the kitchen brigade
 - the dining room brigade
 - Accurate interpretation of instructions and orders
 - Proper finishing of recipes
 - Observance of portion and presentation standards
 - Accurate evaluation of sensory properties
 - Determination of appropriate means of improving sensory properties
 - Appropriate speed of execution
5. Tidy up the workstation.
- Accurate post-service inventory
 - Storage method appropriate to products
 - Proper storage of tools and equipment
 - Clean workstation

For the competency as a whole:

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

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

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

1. Plan the mise en place for high-volume menu service.

- Interpret the menu.

Characteristics of high-volume menus
 Components of high-volume menus
 Interpretation of recipes specific to high-volume menus
 Tasks and dishes associated with the various kitchen stations
 Standardized recipe forms specific to a high-volume production kitchen

- Develop a work plan.

Number of portions
 Time allotted to the mise en place
 Estimated preparation and cooking times
 Characteristics of each recipe
 Conditions for carrying out the work

<ul style="list-style-type: none"> • Organize the layout of the workstation. 	<p>Kitchen layout: storage and control area, vegetable prep, cold preparations, hot preparations Preparation, cooking, rethermalization and storage equipment Concern for hygiene rules to be observed for dishes produced away from their point of consumption: hot chain, cold chain and frozen products Concern for health and safety rules</p>
<ul style="list-style-type: none"> • Prepare production equipment. 	<p>Mobile and stationary cooking equipment Conservation and temperature maintenance equipment</p>
<ul style="list-style-type: none"> • Plan the mise en place for the service. 	<p>Banquet menus Catering service Cafeteria menus</p>
<p>2. Do the mise en place for the service.</p> <ul style="list-style-type: none"> • Prepare dishes. 	<p>Selection of ingredients (availability, etc.) Quantity of ingredients Quality of ingredients Substitute products Selection of equipment Preparation and cooking techniques specific or adapted to high-volume cooking Evaluation of the quality of prepared products Appropriate means of improving sensory properties Storage methods to use Waste control</p>
<p>3. Set up the workstation for the service.</p> <ul style="list-style-type: none"> • Check the mise en place. 	<p>Verification of materials required for on-the-plate regeneration, if applicable Verification of cooking tools, equipment and materials Avoidance of cross-contamination (<i>marche en avant</i>)</p>
<p>4. Execute orders.</p> <ul style="list-style-type: none"> • Organize the work. 	<p>Communication of information to members of the kitchen staff Coordination with kitchen Coordination with dining room</p>

<ul style="list-style-type: none"> • Rethermalize dishes. 	<ul style="list-style-type: none"> Rethermalization techniques Temperatures required to keep dishes warm Appropriate means of improving sensory properties Speed of execution Preparation and cooking of foods prior to regeneration on a plate or platter Regeneration on plates and platters Quality control material
<ul style="list-style-type: none"> • Plate the dishes. 	<ul style="list-style-type: none"> Portion standards Presentation standards Presentation materials
<ul style="list-style-type: none"> • Execute orders. 	<ul style="list-style-type: none"> Concern that dishes prepared conform to order slips and banquet function sheets
<p>5. Tidy up the workstation.</p> <ul style="list-style-type: none"> • Reserve the preparations. 	<ul style="list-style-type: none"> Use of bus trolleys Inventory Labelling Waste control
<ul style="list-style-type: none"> • Tidy up the workstation. 	<ul style="list-style-type: none"> Cleaning and sanitation checklist Storage of tools and equipment
<ul style="list-style-type: none"> • Recognize the importance of ensuring the quality of their work. 	<ul style="list-style-type: none"> Characteristics of high-volume menu service Specificity of high-volume production: processes used for pre-prepared dishes, various production concepts Concern for hygiene, food safety, and health and safety rules Concern for the quality of the finished product Consideration of food allergies Coordination between kitchen and dining room brigades concerning banquets: catering service, theme banquets
<ul style="list-style-type: none"> • Show concern for the methodical organization of their work. 	<ul style="list-style-type: none"> Balance among tasks Effective time management Concern for functional workstation setup, teamwork, and appropriate speed of execution

Competency 21 Duration 75 hours Credits 5

Situational Competency

Statement of the Competency

To ensure production for banquets and food service operations.

Elements of the Competency

- Practise the trade of professional cook in a high-volume food production setting:
banquet or food service operations: hospital, hotel, catering service, cafeteria, convention centre, manufacturing plant
OR
food service operations for a minimum of 25 people per student
- Reinforce cognitive and perceptive skills as well as professional behaviours acquired during training.
- Pursue their career path.

Learning Context

Information Phase

- Learning about the organization and operation of a high-volume production kitchen.
- Choosing, in accordance with the training centre's guidelines, an establishment that operates a high-volume production kitchen, if applicable.
- Writing a cover letter, if applicable.
- Participating in an interview with a production kitchen manager, if applicable.

Participation Phase

- Learning about the workstation and the tasks to be performed.
- Organizing their work.
- Performing tasks related to high-volume food production.
- Verifying whether the kitchen manager is satisfied.

Synthesis Phase

- Writing and presenting a report describing:
 - the tasks performed
 - similarities and differences between the training received and specific aspects of the work observed in a high-volume production kitchen
 - professional attitudes and behaviours specific to this type of establishment
- Discussing their experience in a high-volume food production setting.

Instructional Guidelines

For a practicum in a high-volume production kitchen:

- List and contact establishments in the region that might be willing to accept trainees.
- Ensure that work-related tasks are carried out in a high-volume food production setting.
- Encourage cooperation between the establishments and the training centre.
- Support and supervise the students.
- Visit the trainees at work on a regular basis.
- Assess the establishments and the quality of the support and supervision provided to trainees.
- Encourage the students to critically evaluate their practicum.

At school, in a high-volume food production setting:

- Use the high-volume production kitchen at the training centre and establish a support and supervision system for this type of practicum.
- Ensure that work-related tasks are carried out in a high-volume food production setting.
- Support and supervise the students.
- Encourage the students to critically evaluate their participation in tasks related to high-volume food production.

Participation Criteria

Information Phase

- Be able to explain the organization and operation of a high-volume production kitchen.
- Write a cover letter, if applicable.
- Participate in an interview, if applicable.

Participation Phase

- Perform tasks related to high-volume food production.
- Develop skills specific to the context.

Synthesis Phase

- Write and present a report in accordance with established guidelines.
- Describe aspects of the trade they have discovered while working in a high-volume food production setting.
- Establish relationships between the activities carried out in a high-volume food production setting and the competencies acquired during training.

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

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Situate the competency with respect to the training program. | <ul style="list-style-type: none"> Reason for the competency Course outline Relationships to other competencies |
|--|--|

<ul style="list-style-type: none"> • Demonstrate an interest in doing a practicum in a high-volume food production setting. 	Selection of type of establishment Reasons for selecting an establishment (preferences, expectations, apprehensions) Writing a cover letter, if applicable Participating in an interview, if applicable
<ul style="list-style-type: none"> • Explain the organization and operation of a high-volume production kitchen. 	Information on banquet and food service operations with a production capacity of at least 25 people per student Information on the structure and policies of the establishment, types of kitchen brigades, types of schedules, types of clientele, number of covers and types of production equipment
Participation Phase	
<ul style="list-style-type: none"> • Understand their place in the organizational structure of a high-volume production kitchen. 	Information on the assigned station, related tasks, special skills to develop depending on the setting and work schedule
<ul style="list-style-type: none"> • Plan work days. 	Tasks to perform Organization of their work
<ul style="list-style-type: none"> • Participate in performing various food production tasks. 	Preparation for the mise en place Food preparation: soups, appetizers, main courses, garnishes, desserts Cooperation, initiative and adaptation
<ul style="list-style-type: none"> • Ensure the quality of their work. 	Characteristics of a job well done Means of ensuring the quality of their work
Synthesis Phase	
<ul style="list-style-type: none"> • Present information about their experience in a high-volume food production setting. 	Summary of tasks performed Comparison between tasks performed in the workplace and those performed in the training centre Summary of professional attitudes and behaviours required to practise the trade in a high-volume production kitchen
<ul style="list-style-type: none"> • Give their opinion about their workplace experience in a high-volume production kitchen. 	Personal development during their experience in a high-volume food production setting Sharing of main observations Identification of satisfactory and unsatisfactory aspects Report of their experience in a high-volume production kitchen

Competency 22 Duration 45 hours Credits 3

Behavioural Objective

Statement of the Competency

To prepare and serve buffets.

Achievement Context

- At designated brigade stations
- Following instructions
- Using required ingredients
- Using cooking tools and equipment

Elements of the Competency**Performance Criteria**

1. Plan the mise en place for the buffet.

- Accurate interpretation of recipes
- Accurate interpretation of tasks related to the assigned station
- Accurate interpretation of the menu
- Proper planning of buffet layout
- Verification of available ingredients
- Appropriate planning of decorations
- Efficient organization of tasks related to the assigned station
- Appropriate organization of the workstation

2. Do the mise en place for the service.

- Appropriate selection of ingredients:
 - observance of quantities
 - observance of quality
- Observance of preparation techniques
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties
- Mise en place appropriately stored for replenishing the buffet
- Appropriate speed of execution

3. Set up the workstation for the service.

- Complete verification of the mise en place
- Communication of all information required for the service
- Functional setup
- Clean workstation

4. Set up the buffet table.

- Efficient layout of the service area
- Observance of rules for setting up a buffet
- Appropriate use of serving materials
- Food at appropriate temperatures
- Attractive buffet table

5. Execute orders.

- Efficient coordination with:
 - the kitchen brigade
 - the dining room brigade
- Accurate interpretation of instructions and orders
- Proper finishing of recipes
- Quality of conversation with customers
- Observance of carving techniques for different products
- Observance of portion and presentation standards
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties
- Appropriate speed of execution

6. Tidy up the workstation.

- Buffet table cleared appropriately
- Accurate post-service inventory
- Storage method appropriate to products
- Proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

- Efficient organization and coordination of their work
- Effective stress management
- Consideration of food allergies
- Proper use of tools and equipment
- Demonstration of creativity and originality
- Quality of the finished product
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Plan the mise en place for the buffet.

- Plan the layout for the buffet.

Types of buffets
 Characteristics
 Physical layout
 Arrangement of buffet items
 Types of decorations and presentation rules
 Components of buffet items
 Interpretation of recipes specific to buffets

<ul style="list-style-type: none"> • Develop a work plan. 	Tasks and dishes associated with the various kitchen stations Number of portions Time allotted to the mise en place Characteristics of each recipe or decoration Time required to execute the recipes Methodical approach Conditions for carrying out the work Availability of ingredients
<ul style="list-style-type: none"> • Organize the layout of the workstation. 	Selection and arrangement of tools and equipment required for the mise en place
2. Do the mise en place for the service.	
<ul style="list-style-type: none"> • Prepare the ingredients. 	Selection of ingredients Quantity of ingredients Quality of ingredients Appropriate use of substitute products
<ul style="list-style-type: none"> • Prepare the dishes. 	Characteristics of the mise en place Work organization Preparation techniques Evaluation of the quality of prepared products Means of improving sensory properties Storage of dishes
<ul style="list-style-type: none"> • Reserve the decorative pieces and the preparations. 	Storage conditions for decorative pieces and hot and cold preparations Storage temperatures
3. Set up the workstation for the service.	
<ul style="list-style-type: none"> • Check the mise en place. 	Identification of needs Arrangement of specialized tools and equipment required for the service Selection and arrangement of dishware and serving platters
<ul style="list-style-type: none"> • Set up the workstation for the service. 	Concern for functional setup Concern for cleanliness Concern for communicating details about the service
4. Set up the buffet table.	
<ul style="list-style-type: none"> • Set up the service area. 	Attractive arrangement Placement of materials, carving utensils, dishware, chafing dishes, cold food containers, tools and utensils for plating food

<ul style="list-style-type: none"> • Set up the buffet table. 	<ul style="list-style-type: none"> Buffet assembly Application of rules for setting up buffets Placement of decorations Placement of hot and cold dishes
5. Execute orders.	
<ul style="list-style-type: none"> • Interpret orders and instructions 	<ul style="list-style-type: none"> Instructions from their supervisor or chef Customer orders
<ul style="list-style-type: none"> • Organize the work. 	<ul style="list-style-type: none"> Coordination with kitchen Coordination with dining room
<ul style="list-style-type: none"> • Carve buffet items. 	<ul style="list-style-type: none"> Techniques for carving buffet items in a dining room
<ul style="list-style-type: none"> • Plate the dishes. 	<ul style="list-style-type: none"> Techniques for live cooking stations Techniques for plating buffet dishes Portion and presentation standards Replenishment of the buffet Verification of temperatures Appropriate means of improving sensory properties Appropriate speed of execution
<ul style="list-style-type: none"> • Execute orders. 	<ul style="list-style-type: none"> Concern that dishes conform to orders Appropriate conversation with customers Attitudes and behaviours to adopt with customers
6. Tidy up the workstation.	
<ul style="list-style-type: none"> • Reserve the preparations. 	<ul style="list-style-type: none"> Use of bus trolleys Waste control End-of-service inventory Labelling Storage
<ul style="list-style-type: none"> • Tidy up the workstation. 	<ul style="list-style-type: none"> Storage of tools, equipment and dishware
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Recognize the importance of ensuring the quality of their work. 	<ul style="list-style-type: none"> Quality service criteria Specificity of buffets Concern for hygiene, food safety, and health and safety rules, and courtesy Concern for the quality of the finished product and attention to detail when carrying out tasks Consideration of food allergies Effective stress management

- Work independently.

Service-related responsibilities
Available resources
Possible initiatives

- Use professional terminology.

Terminology specific to buffet service
Conversation with customers

Competency 23 Duration 135 hours Credits 9

Behavioural Objective

Statement of the Competency

To prepare and serve table d'hôte and à la carte menus.

Achievement Context

- At designated brigade stations
- Following instructions
- Using required ingredients
- Using cooking tools and equipment

Elements of the Competency**Performance Criteria**

1. Plan the mise en place for table d'hôte and à la carte menu service.

- Accurate interpretation of recipes
- Efficient work plan, taking into account:
 - the logical execution of tasks
 - the time required to execute the recipes
- Accurate interpretation of tasks related to the assigned station
- Accurate interpretation of the menu
- Verification of available ingredients
- Efficient organization of tasks related to the assigned station
- Appropriate selection of tools and equipment
- Appropriate organization of the workstation

2. Do the mise en place for the service.

- Appropriate selection of ingredients:
 - observance of quantities
 - observance of quality
- Observance of preparation techniques
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties
- Mise en place appropriately stored, in accordance with the type of service
- Appropriate speed of execution

3. Set up the workstation for the service.

- Complete, thorough verification of the mise en place
- Communication of all information required for the service
- Functional setup
- Clean workstation

4. Execute orders.

- Efficient coordination with:
 - the kitchen brigade
 - the dining room brigade
- Accurate interpretation of instructions and orders
- Proper finishing of recipes
- Observance of portion and presentation standards
- Accurate evaluation of sensory properties
- Determination of appropriate means of improving sensory properties
- Appropriate speed of execution

5. Tidy up the workstation.

- Accurate post-service inventory
- Storage method appropriate to products
- Proper storage of tools and equipment
- Clean workstation

For the competency as a whole:

- Efficient organization and coordination of their work
- Effective stress management
- Consideration of food allergies
- Proper use of tools and equipment
- Quality of the finished product
- Demonstration of appropriate professional attitudes and behaviours
- Observance of hygiene and food safety rules
- Observance of health and safety rules

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

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

1. Plan the mise en place for table d'hôte and à la carte menu service.

- Interpret the menu.

Characteristics of table d'hôte and à la carte menus
Components of table d'hôte and à la carte menus
Interpretation of recipes specific to table d'hôte and à la carte menus

- Develop a work plan.

Tasks and dishes associated with the various kitchen stations
Number of portions
Time allotted to the mise en place
Characteristics of each recipe
Time required to execute the recipes
Conditions for carrying out the work
Availability of ingredients

<ul style="list-style-type: none"> • Organize the layout of the workstation. 	<p>Selection and arrangement of tools and equipment required for the mise en place</p>
<p>2. Do the mise en place for the service.</p> <ul style="list-style-type: none"> • Prepare dishes. 	<p>Preparation of ingredients Characteristics of the mise en place Work organization Preparation techniques Evaluation of the quality of prepared products Appropriate means of improving sensory properties Storage of dishes</p>
<p>3. Set up the workstation for the service.</p> <ul style="list-style-type: none"> • Check the mise en place. 	<p>Identification of needs Arrangement of tools and equipment required for the service Avoidance of cross-contamination (<i>marche en avant</i>)</p>
<ul style="list-style-type: none"> • Set up the workstation for the service. 	<p>Concern for a functional setup Concern for communication of details about the service</p>
<p>4. Execute orders.</p> <ul style="list-style-type: none"> • Interpret order slips. 	<p>Characteristics of order slips</p>
<ul style="list-style-type: none"> • Organize the work. 	<p>Coordination with kitchen Coordination with dining room</p>
<ul style="list-style-type: none"> • Plate the dishes. 	<p>Techniques for finishing dishes Characteristics of plating Appropriate means of improving sensory properties Execution time</p>
<p>5. Tidy up the workstation.</p> <ul style="list-style-type: none"> • Reserve the preparations. 	<p>Use of bus trolleys Waste control End-of-service inventory Labelling Storage</p>
<p><i>For the competency as a whole:</i></p> <ul style="list-style-type: none"> • Recognize the importance of ensuring the quality of their work. 	<p>Coordination of their work Consideration of food allergies Concern for the quality of the finished product; hygiene, food safety, and health and safety rules; and effective communication Effective stress management</p>

- Work independently.

Possible initiatives
Use of reference materials
Assistance from coworkers
Concern for adapting to various working conditions

- Use professional terminology.

Terminology specific to table d'hôte and à la carte menus

Competency 24 Duration 105 hours Credits 7

Situational Competency

Statement of the Competency

To integrate into the workplace.

Elements of the Competency

- Look for a practicum position.
- Become familiar with the workplace.
- Practise trade-related tasks.
- Become aware of changes in perception brought about by a practicum in the workplace.
- Develop efficiency in the workplace.

Learning Context

Information Phase

- Identifying establishments that are likely to accept trainees.
- Taking steps to obtain a practicum position and following up:
 - writing a résumé and a cover letter
 - participating in an interview with the practicum supervisor
- Learning about the terms and conditions of the practicum and other relevant information.
- Learning about the organization and operations of the establishment and the tasks to be performed.

Participation Phase

- Performing or participating in various trade-related tasks.
- Adopting professional attitudes, habits and behaviours.
- Verifying whether the kitchen manager is satisfied with their work.

Synthesis Phase

- Writing a report that describes:
 - the tasks performed
 - professional attitudes and behaviours specific to the workplace
 - similarities and differences between the training received and specific aspects of the work observed during the practicum
- Participating in evaluating their practicum:
 - discussing their observations, problems encountered, etc.
 - evaluating their career choice and specifying their career goals

Instructional Guidelines

- Draw up a list of the establishments in the region that might be willing to accept trainees, if applicable.
- Implement a system to ensure the support and supervision of the trainees.
- Encourage cooperation between the establishments and the training centre.
- Support students during their search for a practicum position.
- Visit the trainees at work on a regular basis.
- Help solve problems that may arise during the practicums.
- Assess the establishments and the quality of the support and supervision provided to trainees.
- Encourage students to critically evaluate their practicum.

Participation Criteria

Information Phase

- Prepare their résumé and cover letter.
- Meet their practicum supervisor.
- Present the results of their search to the teacher and explain why they have chosen a particular establishment.

Participation Phase

- Perform assigned tasks according to the agreement established with the practicum supervisor and the teacher in charge of the practicum.
- Demonstrate attitudes and behaviours expected of a professional cook throughout the entire practicum.

Synthesis Phase

- Present a report on their practicum.
- Participate in the evaluation of their practicum.
- Demonstrate a critical attitude with respect to their performance during the practicum.

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

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

Information Phase

- | | |
|--|---|
| • Situate the competency with respect to the training program. | Reason for the competency
Relationships to other competencies |
| • Demonstrate an interest in doing a practicum in a given establishment. | Type of establishment: hotel, inn, restaurant, catering company, etc.
Reasons for selecting an establishment |
| • Participate in an interview. | Writing a résumé
Writing a cover letter
Meeting the practicum supervisor |

<ul style="list-style-type: none"> • Learn about the terms and conditions of the practicum. 	Employer and staff expectations, evaluation method, goal and length of the practicum, rules and practices of the establishment
<ul style="list-style-type: none"> • Learn about the organization and operations of the establishment. 	Information on the tasks to be performed, types of schedules, unions (if applicable), company policies, types of brigades, types of clientele and number of covers
<ul style="list-style-type: none"> • Present and explain their choice of establishment. 	Presentation of search results Justification of establishment selected
Participation Phase	
<ul style="list-style-type: none"> • Participate in performing trade-related tasks. 	Preparation of the mise en place Preparation of dishes Menu service Attitudes, habits and behaviours to develop in the workplace Versatility and cooperation
<ul style="list-style-type: none"> • Inquiring about the quality of their work. 	Self-evaluation procedure Evaluation procedure used by the practicum supervisor Characteristics of a job well done: taste, presentation, observance of techniques, etc. Means of ensuring the quality of their work Evaluation of sensory properties of the preparations Verification that supervisors are satisfied Verification that customers are satisfied
Synthesis Phase	
<ul style="list-style-type: none"> • Present a practicum report. 	Summary of tasks performed Summary of professional attitudes and behaviours required to practise the trade Comparison between tasks performed in the workplace and those performed in the training centre
<ul style="list-style-type: none"> • Participate in the evaluation of their practicum. 	Discussion about main observations, problems encountered, etc. Report of their experience: personal development during the practicum, identification of satisfactory and unsatisfactory aspects, clarification of career goals

