

VOCATIONAL TRAINING PROGRAM

CONTEMPORARY PROFESSIONAL PASTRY MAKING (DVS 5842)

Training Sector: Food Services and Tourism



VOCATIONAL TRAINING PROGRAM

CONTEMPORARY PROFESSIONAL PASTRY MAKING (DVS 5842)

Training Sector: Food Services and Tourism



Development Team

Coordination

Carl Grenier
Coordinator, *Food Services and Tourism and Agriculture*
and Fisheries sectors
Direction de la formation professionnelle
Ministère de l'Éducation, du Loisir et du Sport

Design and Development

Éric Harvey
Teacher
Commission scolaire de la Capitale

Elisabeth Szöts
Program Development Consultant

English Version

Services langagiers
Direction des services à la communauté anglophone
Ministère de l'Éducation, du Loisir et du Sport

Technical Editing

Under the supervision of the Direction de la formation professionnelle du ministère de l'Éducation, du Loisir et du Sport

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2014

ISBN 978-2-550-71767-6 (Print version)
ISBN 978-2-550-71768-3 (PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2014

Acknowledgments

The Ministère de l'Éducation, du Loisir et du Sport would like to thank the many people working in the field and in the education community who participated in the development of this vocational training program, in particular the following individuals.

Education

Diane Beaulieu
Liaison Officer
Commission scolaire de la Région-de-Sherbrooke

Jean-Pierre Bigras
Director
Services des programmes de l'enseignement secondaire
Institut de tourisme and d'hôtellerie du Québec

Louise Cartier
Coordinator, Planning and Development
Institut de tourisme and d'hôtellerie du Québec

Marie-Claude Drouin
Teacher
Commission scolaire de la Côte-du-Sud

François Dubé
Teacher
Commission scolaire Marie-Victorin

Nancie Ducharme
Education Consultant
Commission scolaire des Samares, Académie d'hôtellerie and
tourisme de Lanaudière

Jean-Louis Helstroffer
Teacher
Commission scolaire des Premières-Seigneuries

Olivier Neau
Education Consultant
École hôtelière de la Capitale

Robert de Tilly
Education Consultant
Commission scolaire de la Pointe-de-l'Île

Pastry Making

Giovanni Apollo
Chef and Owner
Restaurant Apollo
Montréal

Roland Alain Blanchet
Pastry Chef
Québec City

Michèle Bouchard
Chef and Pastry Chef
Ristorante Il Teatro
Québec City

Guillaume Cantin
Chef and Pastry Chef
Restaurant Le Panache
Auberge Saint-Antoine
Québec City

Gaston Couillard
Chef
Domaine L'Oie Toquée
Saint-Agapit

Patrick Delmas
Pastry Chef
Restaurant Chez l'Épicier
Montréal

Karine Dufour
Pastry Chef

Sébastien Laframboise
Chef and Pastry Chef
Restaurant Le Saint-Amour
Québec City

Jan-Martin Lortie
Chef and Pastry Chef
Restaurant Le Montego
Québec City

Danielle Ouellet
Director
Direction du développement, products and qualité
Conseil québécois des ressources humaines en tourisme

Caroline Proteau
Chef and Pastry Chef
Ristorante Il Teatro
Québec City

Table of Contents

Introduction to the Program.....	1
Program Components	1
Aspects of Program Implementation	3
Summary of the program	5

Part I

Program Goals	9
Educational Aims	10
Statements of the Competencies	11
Grid of Competencies	11
Harmonization	13

Part II

Program Competencies	
Creams, Fillings and Toppings.....	17
Products Made with Basic Pastry Dough	21
Biscuits and Pastry Shells	25
Chocolate Products	29
Traditional Entremets	33
Pastry Decorations	37
Contemporary Entremets	41
Frozen Desserts	45
Plated Desserts	49

Introduction to the Program

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

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

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

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

Program Components

Program Goals

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

Educational Aims

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

Competency

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

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

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

1. Behavioural Competency

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

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

2. Situational Competency

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

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

Competency-Related Knowledge and Know-How

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

Duration

The total duration of the program 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.

Credits

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

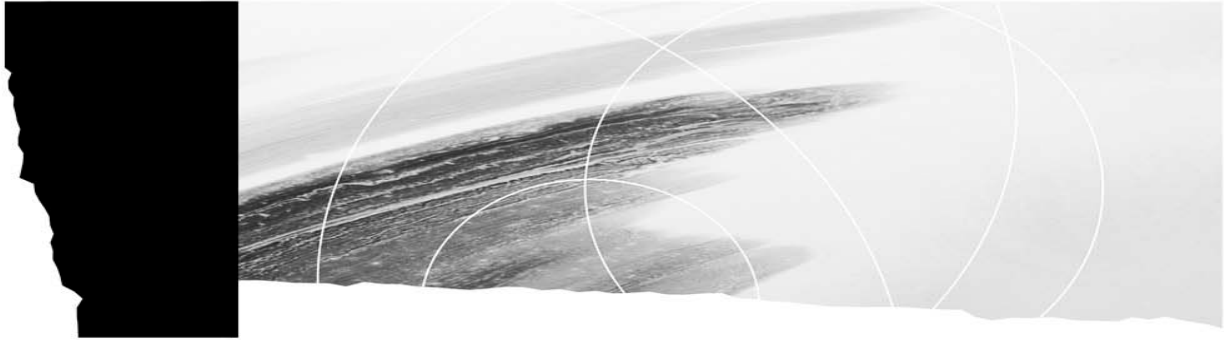
Aspects of Program Implementation

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.



5842

Contemporary Professional Pastry Making

Year of approval: 2012

Certification:	Attestation of Vocational Specialization
Number of credits:	30 credits
Number of competencies:	9 competencies
Total duration:	450 hours

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

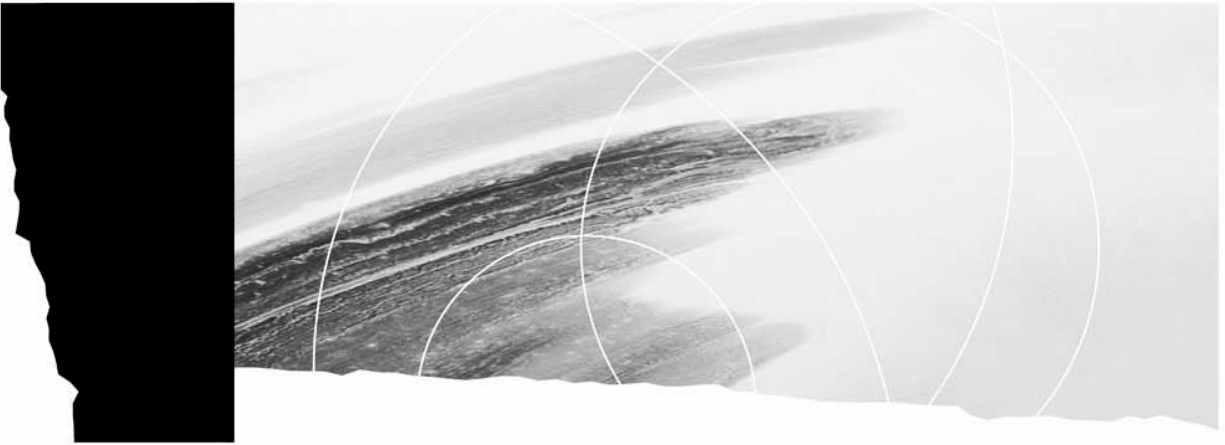
- They must hold a Diploma of Vocational Studies (DVS) in *Professional Cooking* (5811) or must have been granted recognition for equivalent learning.

OR

- They must have practised a trade or occupation related to the program of study.

The duration of the program is 450 hours, which includes 195 hours spent on the specific competencies required to practise the trade or occupation and 255 hours on general, work-related competencies. The program of study is divided into 9 competencies that vary in length from 30 to 75 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
Creams, Fillings and Toppings	404804	1	60	4
Products Made with Basic Pastry Dough	404815	2	75	5
Biscuits and Pastry Shells	404822	3	30	2
Chocolate Products	404832	4	30	2
Traditional Entremets	404844	5	60	4
Pastry Decorations	404852	6	30	2
Contemporary Entremets	404865	7	75	5
Frozen Desserts	404872	8	30	2
Plated Desserts	404884	9	60	4



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Contemporary Professional Pastry Making* program prepares students to practise the trade or occupation of pastry chef.

Pastry chefs are multiskilled people who specialize in pastry making, in addition to the tasks they perform as cooks. Generally speaking, they prepare creams, fillings and toppings, products made with basic pastry dough, biscuits and pastry shells, chocolate products, classic and contemporary entremets, pastry decorations, ice cream products and plated desserts. Pastry chefs are sometimes called on to make other products such as various types of bread, brioches and doughnuts. While they practise their occupation mainly in hotels and restaurants, they may also work in food stores and cafeterias, for caterers and in traditional bakeries.

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

- To help students develop effectiveness in the practice of a trade or occupation, that is:
 - to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
 - to prepare students to progress satisfactorily on the job (which implies having the technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)
- To help students integrate into the 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 efficient 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 *Contemporary Professional Pastry Making* program is to help students develop attitudes and behaviours that representatives from education and the field deem essential to the practice of the trade or occupation:

- Develop the students' versatility and make them more employable.
- Develop the students' creativity and cultivate refinement and good taste.
- Develop the students' interest in traditional pastry making.
- Develop the students' autonomy and effectiveness.
- Spark the students' interest in the importance of a healthy diet so that they can make informed choices with respect to ingredients.

Statements of the Competencies

List of Competencies

- To prepare creams, fillings and toppings.
- To prepare products made with basic pastry dough.
- To prepare biscuits and pastry shells.
- To prepare chocolate products.
- To prepare traditional entremets.
- To prepare pastry decorations.
- To make contemporary entremets.
- To prepare frozen desserts.
- To create plated desserts.

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.

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. 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

CONTEMPORARY PROFESSIONAL PASTRY MAKING (ASP)	SPECIFIC COMPETENCIES	Competency number	Type of competency	Duration (in hours)	GENERAL COMPETENCIES					
					To prepare creams, fillings and toppings	To prepare products made with basic pastry dough	To prepare biscuits and pastry shells	To prepare chocolate products	To prepare pastry decorations	To prepare frozen desserts
Competency number					1	2	3	4	6	8
Type of Competency					C	C	C	C	C	C
Duration (in hours)					60	75	30	30	30	30
	To prepare traditional entremets	5	C	60	●	●	●	●		
	To make contemporary entremets	7	C	75	●	●	●	●	●	
	To create plated desserts	9	C	60	●	●	●	●	●	●

Harmonization

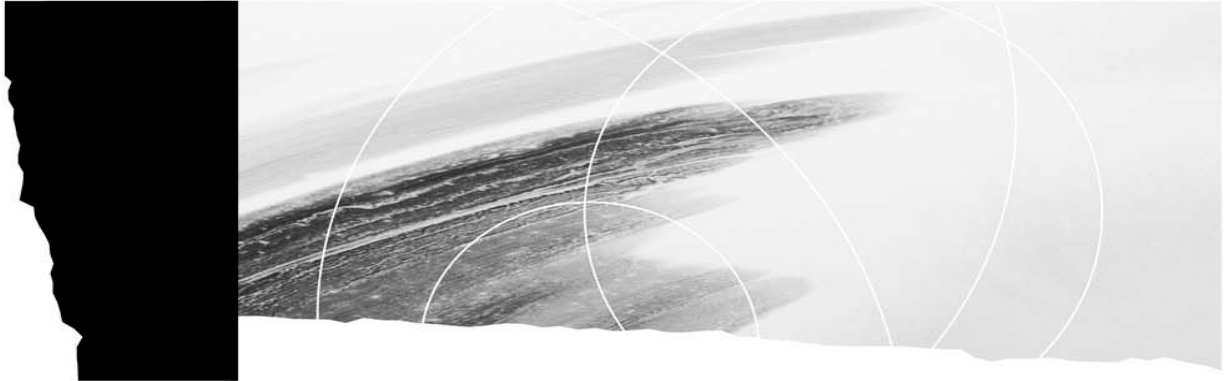
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior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



Part II

Program Competencies

Competency 1 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

To prepare creams, fillings and toppings.

Learning Context

- Following instructions and recipes
- Using the necessary equipment, tools, materials and ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

- | | |
|--|---|
| 1 Prepare a whipped cream and an emulsified cream. | <ul style="list-style-type: none">• Correct application of whipping and emulsifying methods• Temperature compatibility of ingredients to be emulsified• Appropriate consistency of the whipped cream based on its intended use• Smoothness of the emulsified cream |
| 2 Prepare cooked creams. | <ul style="list-style-type: none">• Observance of particular cooking conditions for each type of cream• Constant monitoring of the cooking process• Uniform consistency of the cream |
| 3 Prepare mousses. | <ul style="list-style-type: none">• Correct application of preparation methods for different components of a mousse• Compatibility of preparations to be mixed and their respective temperatures• Lightness of mousses |
| 4 Prepare fillings and fruit mixtures. | <ul style="list-style-type: none">• Correct application of preparation methods• Observance of cooking conditions• Attainment of desired consistency |

For the competency as a whole:

- Strict adherence to the recipe
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Appropriate selection and use of tools and equipment
- Precision in the accomplishment of tasks
- Observance of food allergy guidelines
- Conservation methods appropriate for the products
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Prepare a whipped cream and an emulsified cream.

- Match the techniques to be used with the creams to be prepared.

Types of creams, their composition and their uses. Principles of whipping and emulsion. Factors that contribute to a successful whipped or emulsified cream. Transformations that whipped creams and emulsified creams can undergo.

- Make whips and emulsions.

Different textures of whipped creams, Chantilly. Emulsions: ganaches, pastry creams. Method of using equipment. Assessment of signs of successful creams.

2 Prepare cooked creams.

- Understand the cooking instructions in the recipes.

Types of cooked creams, their composition and their uses (trifle cream, light cream, Chiboust cream, mousseline cream, Bavarian cream with milk and fruit). Trends and innovations. Effects of cooking on various ingredients. Transformations that cooked creams can undergo.

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

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

3 Prepare mousses.

- Understand mousse recipes.

Types of mousses, their composition and their uses. Trends and innovations. Preparation procedures. Role of gelling agents. Temperature. Steps for adding ingredients.

- Apply techniques for preparing mousses. Techniques used to prepare mousses. Contrasting and comparing techniques. Techniques appropriate to desired textures. Arrangement of components according to their textures. Flavour combinations. Preparation of fruit mousses with a Bavarian milk base and fruit mousses with meringue. Preparation of various chocolate mousses: chocolate whipped cream and chocolate whipped cream with pâte à bombe.
- 4 Prepare fillings and fruit mixtures.
- Determine the fillings and fruit mixtures to be made. Types of fillings, fruit mixtures, gelling agents and their uses. Trends and innovations. Combination of original flavours.
 - Apply production methods. Binding agents, i.e. pectin, gelatin, agar-agar, starches. Production techniques. Preservation of toppings and fillings. Work methods.
 - Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 2, 3, 4, 5, 7, 8 and 9. (Educational aims 1, 3 and 5)
 - Ensure that the rules governing hygiene, food safety, and health and safety are observed. Reflexes for keeping the workplace and instruments clean. Personal hygiene. Food storage measures.
 - Recognize the importance of maintaining quality control. Planning of production. Observance of the sequence of steps. Coordination of tasks carried out simultaneously. Time required to carry out the work. (Educational aim 4) Methodical, efficient work. Professional attitudes and behaviour.
 - Evaluate the foods' organoleptic properties. Impact of the physical and chemical reactions of the mixtures on the preparations: texture, cooking and storage methods.
 - Use product storage methods. Storage methods for immediate or later use.

Competency 2 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

To prepare products made with basic pastry dough.

Achievement Context

- Following instructions and recipes
- For the preparation of various products including certain types of petits fours secs
- Using the required equipment, tools, materials and ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

1 Prepare products made with shortcrust pastry dough.

Performance Criteria

- Accurate determination of the type of pastry to be made
- Observance of pastry-making techniques
- Appropriate storage, based on the subsequent use of the pastry
- Correct application of methods for rolling out pastry dough and for lining moulds
- Appropriate quantity of filling
- Complete preparation of product for baking
- Proper control of baking conditions
- Proper removal of product from baking pan
- Careful application of finishing touches

2 Prepare products made with butter puff pastry dough.

- Observance of pastry-making techniques
- Appropriate storage, based on the subsequent use of the pastry
- Correct application of methods for rolling out and cutting pastry dough
- Appropriate quantity of filling
- Complete preparation of products for baking
- Appropriate interpretation of signs of doneness
- Careful application of finishing touches

- 3 Prepare products made with leavened, non-flaky dough.
- Strict observance of order of ingredients
 - Correct application of kneading methods
 - Proper control of the moisture content and temperature of the dough
 - Observance of the rising time
 - Observance of shaping methods and proper supervision of final proof when preparing products
 - Appropriate quantity of filling
 - Complete preparation of products for baking
 - Proper control of the oven temperature, steam and baking time
 - Correct application of the depanning method
 - Careful application of finishing touches

For the competency as a whole:

- Strict adherence to the recipe
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Proper selection and use of tools and equipment
- Methodical, efficient work
- Accurate evaluation of the organoleptic qualities of the products
- Observance of food allergy guidelines
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

- 1 Prepare products made with shortcrust pastry dough.
- Interpret a recipe for shortcrust pastry dough. Shortcrust pastry made with butter, such as: sweet pastry, pâte brisée, lining pastry and their variants, i.e. chocolate, hazelnut. Main ingredients used. Methods used to make different types of shortcrust pastry doughs.
 - Interpret recipes for products made with shortcrust pastry dough. Products made with shortcrust pastry such as: sugar pie, chocolate pie, coconut cream pie, apple pie, caramel custard pie, berry pie, almond tart and flan. Main ingredients used. Methods used to make the different types of products.
 - Apply methods for preparing shortcrust pastry dough. Factors that contribute to a successful shortcrust pastry dough. Effect of choice of fats on how dough is handled. Sablage or emulsion methods.

- Apply methods for preparing products made with shortcrust pastry dough. Purpose of rest time. Methods for rolling out pastry dough, lining moulds and filling pastries. Appropriate quantity of filling to use. Concern for minimizing waste. Use of accessories such as pastry cutters, dockers and rollers.
 - Prepare the products for baking. Application of egg or milk wash. Decoration of the product.
 - Bake the products. Baking temperatures specific to different products. Factors that cause variations in baking time. Signs of doneness.
 - Finish the products. Application of topping and icing.
 - Prepare the products for storage or display. Factors that affect the shelf life of products. Storage methods based on types of products.
- 2 Prepare products made with butter puff pastry dough.
- Interpret a recipe for butter puff pastry dough. Butter puff pastry, characteristics and uses. Main ingredients of the dough (variations: cocoa, pistachio, coffee). Definition and effects of folding and rolling dough. Common puff pastry preparations and products.
 - Interpret recipes for products made with butter puff pastry dough. Products such as: tarte Tatin, fruit compote in pastry shell, napoleon, arlette, and palmier.
 - Apply methods for preparing puff pastry dough. Factors that contribute to a successful puff pastry. Impact of the method used to knead the butter dough. Method of incorporating butter into water dough (detrempe) and lamination. Purpose of the rolling pin and techniques for use.
 - Apply methods for preparing products made with butter puff pastry dough. Purpose of rest time in the various phases of preparation. Correct application of methods for rolling out, trimming, shaping and filling pastry dough cases. Appropriate quantity of filling to use. Concern for minimizing waste. Use of accessories such as pastry cutters and dockers.
 - Prepare the products for baking. Application of egg or milk wash. Decoration of the product.
 - Bake the products. Effects of heat on the product. Baking temperatures. Factors that cause variations in the baking time of products. Signs of doneness.
 - Apply the final touches. Topping, icing and filling.

- Prepare the products for storage or display. Factors that affect the shelf life of products. Storage methods based on types of products.
- 3 Prepare products made with leavened, non-flaky pastry dough.
- Interpret recipes for leavened, non-flaky pastry doughs. Characteristics of leavened, non-flaky pastry doughs. Equipment and ingredients used.
 - Interpret recipes for products made with leavened, non-flaky pastry dough. Characteristics of products such as: whole wheat bread, sourdough bread, French bread, sandwich bread (pain de mie), rye bread, aromatic herb bread, brioches, beignets and babas. Various preparations. Equipment and ingredients used.
 - Apply methods for preparing doughs. Types of flours. Selection criteria and quality of ingredients. Main physical and chemical properties of the ingredients. Weight of ingredients. Calculation of temperatures.
 - Apply methods for preparing products made with leavened, non-flaky pastry dough. Steps in planning. Primary fermentation. Division of dough into pieces. Standard dough sizes.
 - Recognize the importance of the effects of physical and chemical reactions on the organoleptic qualities of the dough when preparing products. Impact of physical and chemical reactions on the organoleptic qualities of the dough.
 - Prepare the products for baking. Application of the egg or milk wash, filling and decorative ingredients. Dough cutting techniques.
 - Bake the products. Placing of products in oven, baking times and temperatures. Physical and chemical reactions of the ingredients: appearance, texture and colour of the dough. Changes to the bread after baking. Temperature and humidity control.
 - Prepare the products for storage or display. Impact of the physical and chemical reactions on the organoleptic qualities of the dough.
 - Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 3, 5, 7 and 9. (Educational aims 1, 3 and 5)
 - Recognize the importance of applying the rules governing hygiene, food safety, and health and safety. Application of storage, cleaning and decontamination procedures. Logical order of steps in taking apart the equipment. Storage areas. Use of cleaning and sanitizing products.
 - Recognize the importance of maintaining quality control. Consideration of food allergies. Means used to improve the organoleptic qualities of the products. Professional attitudes and behaviour.
 - Use technology specific to the competency. Standard terminology.

Competency 3 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To prepare biscuits and pastry shells.

Achievement Context

- Following instructions and recipes
- With foamy, creamy and liquid whipped rising batters
- Preparing biscuits and pastry shells, including certain types of petits fours secs
- With the help of equipment, tools, materials and the ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| 1 Plan the preparation of biscuits and pastry shells. | <ul style="list-style-type: none"> • Accurate determination of the type of biscuit and pastry shell to be made • Logical order of steps in preparing the product based on recipes • Appropriate selection and preparation of tools and equipment |
| 2 Prepare whipped rising batters. | <ul style="list-style-type: none"> • Appropriate preparation of moulds and baking trays • Appropriate arrangement of dough for baking • Observance of techniques for preparing dough • Appropriate use of tools and equipment • Batter in conformity with the requirements for its structure • Careful handling of dough |
| 3 Bake the biscuits and pastry shells. | <ul style="list-style-type: none"> • Observance of baking conditions appropriate to the type of product • Observance of conditions for drying a meringue • Appropriate interpretation of signs of doneness • Proper demoulding technique |
| 4 Store the biscuits and pastry shells. | <ul style="list-style-type: none"> • Careful selection of storage method • Appropriate use of tools and equipment • Appropriate conditioning of products • Consideration of shelf life • Storage arrangements favouring stock rotation |

For the competency as a whole:

- Strict adherence to the recipe
- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Precision and concern for detail
- Observance of food allergy guidelines
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Plan the preparation of biscuits and pastry shells

- Interpret recipes.

Types of whipped rising batters, their characteristics and their uses: foamy batters such as almond cake, Manqué cake, *Génoise* (sponge cake), nut cookies, *dacquoise*, lady fingers, roulade, almond (succès), hazelnut (progrès) and coconut (russe) meringue tortes, meringues; creamy batters such as pound cake (*quatre-quarts*), cakes for special occasions, gingerbread (*pain d'épice*), chocolate *sablé breton*; liquid batters such as financiers, madeleines, jococonde cakes. Main ingredients used. Methods associated with the various types of whipped rising batters. Leavening principles. Contemporary preparations and products for each type of whipped rising batter. (Educational aim 5)

2 Prepare whipped rising batters.

- Apply techniques for making whipped rising batters.

Factors that contribute to successful whipped rising batters (foamy, creamy, liquid). Work methods specific to each type of batter. Shaping techniques.

3 Bake biscuits and pastry shells.

- Prepare the necessary equipment and materials in preparation for baking.
- Monitor the signs of doneness.

Control of oven temperature. Greasing and lining of moulds and baking trays.

Baking temperature and techniques specific to each type of whipped rising batter. Colour, texture and lightness. Use of sight and touch.

4 Store the biscuits and pastry shells.

- Put away the biscuits and pastry shells for future use.

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

- Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 5, 7, 8 and 9. (Educational aims 1 and 3).
- Recognize the importance of applying the rules governing hygiene, food safety, and health and safety. Application of storage, cleaning and decontamination procedures. Logical order of steps in taking apart the equipment. Storage areas. Use of cleaning and sanitizing products.
- Store the perishable foods. Basic ingredients, preparations and products. Expiry dates. Storage methods. Stock rotation.
- Recognize the importance of maintaining quality control. Consideration of food allergies. Means of improving the organoleptic qualities of biscuits and pastry shells. Professional attitudes and behaviour.
- Recognize the importance of the effects of physical and chemical reactions on the organoleptic qualities of biscuits and pastry shells. Effect of physical and chemical reactions on the organoleptic qualities of biscuits and pastry shells. Means of improving the organoleptic qualities of biscuits and pastry shells.
- Use professional terminology. Standard terminology.

Competency 4 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To prepare chocolate products.

Achievement Context

- Following instructions and recipes
- Using methods for tempering chocolate
- Using the required equipment, tools, materials and ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

1 Prepare moulded chocolate candies.

- Preparation of moulds according to requirements
- Correct application of methods for preparing moulded candy fillings
- Sparing use of chocolate colouring agents
- Careful application of decorative patterns
- Correct application of the method for pouring the coating
- Uniform thickness of the coating
- Use of the correct amount of filling
- Correct application of filling methods
- Correct application of demoulding methods

2 Make dipped chocolate candies.

- Correct application of the methods for making centres
- Precision and uniformity in the size of the centres to be dipped
- Correct application of dipping methods
- Careful finishing consistent with the type of candy

3 Make a montage.

- Appropriate and careful application of decorative patterns
- Precise use of chocolate colouring agents
- Correct application of methods for pouring and spreading the coating
- Uniform thickness of the coating
- Correct application of cutting, assembling and spraying methods

For the competency as a whole:

- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Appropriate use of equipment and tools
- Careful methodical work

- Accurate evaluation of the organoleptic qualities of the products
- Observance of food allergy guidelines
- Appropriate storage methods
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Prepare moulded chocolate candies.

- | | |
|--------------------------------------|---|
| • Select the ingredients. | Types of chocolates, types of manufacturing processes and their uses. Principles of crystallization of chocolate. (Educational aim 5) |
| • Prepare the tools and equipment. | Table, moulds, dipping accessories and tempering machine. Food safety standards. |
| • Establish the work plan. | Process specific to each type of chocolate product. |
| • Prepare centres. | Centres such as: ganache, creams, jellies, crunchy fillings. |
| • Crystallize the chocolate coating. | Crystallization curve. Factors that affect the appearance and texture of chocolate. Principles of expansion and retraction of chocolate coating. Crystallization by means of tabling and seeding. Principle of excessive crystallization. |
| • Clean the moulds. | Use of appropriate products. |
| • Pour the coating. | Steps in the pouring technique. Work method. Choice of tools. Cleanliness. |
| • Fill the moulds. | Method of using the pastry bag. Ideal quantity. Uniformity. |
| • Close the moulds. | Pouring of the coating chocolate. Scraping with a palette knife or spatula. |
| • Empty the moulds. | Techniques for emptying moulds. |

2 Make dipped chocolate candies.

- | | |
|------------------------|---|
| • Prepare the centres. | Centres to be cut with a knife or pastry cutter, piped with a pastry bag, or shaped: almond paste, fruit paste, praline, nougat, vanilla fudge. |
|------------------------|---|

<ul style="list-style-type: none"> • Dip and coat the centres. 	<p>Work method. Procedure for using utensils. Final decorations.</p>
<p>3 Make a montage.</p>	
<ul style="list-style-type: none"> • Select the elements to be made. 	<p>Theme to be followed. Possibilities and limitations of physical properties of chocolate. Trends and creativity.</p>
<ul style="list-style-type: none"> • Apply various preparation techniques. 	<p>Use of colouring agents, stencils and cocoa butter. Use of original shapes. Conventional shaping techniques. Assembling and spraying.</p>
<ul style="list-style-type: none"> • Preserve chocolate products. 	<p>Optimum storage conditions.</p>
<ul style="list-style-type: none"> • Understand the meaning of the competency with regard to the occupation. 	<p>Reason for the competency. Connections with competencies 5, 6, 7, 8 and 9. (Educational aims 1, 2 and 3)</p>
<ul style="list-style-type: none"> • Recognize the importance of applying the rules governing hygiene, food safety, and health and safety. 	<p>Application of storage, cleaning and decontamination procedures. Logical order of steps in taking apart the equipment. Storage areas. Use of cleaning and sanitizing products.</p>
<ul style="list-style-type: none"> • Show concern for the economical use of ingredients. 	<p>Elimination of waste. Hygienic recovery of excess ingredients.</p>
<ul style="list-style-type: none"> • Use equipment and tools. 	<p>Characteristics of the specialized equipment and tools. Ways of using them.</p>
<ul style="list-style-type: none"> • Recognize the importance of maintaining quality control. 	<p>Quality criteria of careful, methodical work. Consideration of food allergies. Means of improving the organoleptic qualities of products. Required attitudes and behaviour. Professional attitudes and behaviour.</p>
<ul style="list-style-type: none"> • Use professional terminology. 	<p>Standard terminology.</p>

Competency 5 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

To prepare traditional entremets.

Achievement Context

- Following instructions and recipes
- Preparing different types of traditional entremets, including reductions
- Using the required equipment, tools, materials and ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

1 Plan the preparation of traditional entremets.

- Accurate determination of the basic preparations to be made
- Appropriate selection and preparation of equipment and tools
- Logical order of steps in preparing the product, using recipes

2 Prepare the mise en place.

- Strict observance of recipes
- Correct application of methods for preparing:
 - basic doughs
 - fillings
 - biscuits and pastry shells
 - chocolate products
- Observance of the baking requirements
- Density of soaking syrups appropriate to their use
- Accurate evaluation of the organoleptic qualities of the products
- Appropriate means of preservation

3 Assemble the entremets.

- Precise application of assembling techniques:
 - cutting or shaping
 - soaking
 - filling
 - masking
- Precise application of finishing methods
- Appropriate, careful assembly of entremets
- Observance of preparation standards
- Appropriate storage methods

4 Decorate the entremets.

- Proper arrangement of decorative patterns
- Observance of decoration standards
- Observance of conditions for the proper storage of entremets

5 Maintain the workstation.

- Appropriate cleaning and sanitization of equipment, tools and workstation
- Appropriate storage of tools and equipment
- Observance of conditions for preserving perishable foods
- Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Observance of food allergy guidelines
- Appropriate use of equipment and tools
- Careful methodical work
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Plan the preparation of traditional entremets.

- Consult fact sheets.

Most frequently prepared traditional entremets, such as: Saint-Honoré, Paris-Brest, Sacher torte, baked and no-bake cheesecakes, carrot cake, banana cake, Queen Elizabeth cake, tiramisu, brownies and blondies, butter cream cake. Categories of traditional entremets for special occasions: cupcakes, fresh petits fours, reductions, wedding cakes, petit croquembouche. Characteristics and specific qualities of each entremet. Ingredients. Interpretation of recipes. (Educational aim 5)

- Plan to make traditional entremets and entremets for special occasions.

Planning of steps in the process, using the recipe. Provision for and preparation of the required materials and the ingredients.

- Select and prepare the tools and equipment.

Types of tools and equipment. Selection criteria.

2 Prepare the mise en place.

- Prepare the ingredients.

Review of Competencies 1, 2 and 3.

- Do the basic preparations.

Composition of entremets: various biscuits such as diable, pound cake, almond meringue torts (succès, dacquoise, hazelnut), sponge cake, lady fingers; types of creams such as crème légère, trifle cream, chiboust, mousseline, butter cream; butter custards such as Bavarian cream with fruit and Bavarian cream with milk. Review of competencies 1, 2, and 3. (Educational aims 3 and 4)
- 3 Assemble entremets.
- Apply the assembly methods.

Assembly methods adapted to entremets including biscuits and pastry shells, fillings and doughs. (Educational aim 1)
- 4 Decorate the entremets.
- Put on the finishing touches.

Techniques for decorating with a pastry bag and a pastry cone. Arrangement of fruits and decorative chocolate elements. Use of icing, glazes, ganaches and toppings. (Educational aims 1 and 2)
 - Prepare the entremets for storage or display.

Duration of freshness and factors that influence it.
- 5 Maintain the workstation.
- Clean the tools and equipment.

Cleaning and sanitation methods.
 - Store the perishable foods.

Basic ingredients, preparations and products. Expiry dates. Storage methods. Stock rotation.
 - Understand the meaning of the competency with regard to the occupation.

Reason for the competency. Connections with competencies 1, 2, 3, 4, 6, 7 and 9.
 - Comply with the requirements of the original recipe.
 - Ensure that the rules governing hygiene, food safety, and health and safety are observed.

Application of storage, cleaning and decontamination procedures. Logical order of steps in taking apart the equipment. Storage areas. Use of cleaning and sanitizing products.
 - Recognize the importance of the effects of physical and chemical reactions on the organoleptic qualities of the basic components.

Impact of the physical and chemical reactions on the organoleptic qualities of the basic doughs, biscuits and pastry shells, and creams, fillings and toppings: mixing, cooking, storage.
 - Use food preservation methods.

Storage methods for immediate or later use.
 - Recognize the importance of maintaining quality control.

Observance of the sequence of steps. Coordination of tasks carried out simultaneously. Time required to complete the work. Careful, methodical work. Professional attitudes and behaviour.

- Use terminology specific to the competency. Standard terminology.

Competency 6 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To prepare pastry decorations.

Achievement Context

- Following instructions and recipes
- For making pastry decorations with sugar and chocolate
- With the help of preparation methods with and without tempering the chocolate
- Using the required equipment, tools, materials and ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

1 Prepare decorations with pulled sugar.

- Correct application of preparation methods
- Adequate control of the cooking process
- Correct application of colouring methods
- Correct application of satinizing methods
- Correct application of shaping and collage techniques

2 Prepare decorations with poured sugar.

- Correct application of preparation methods
- Adequate control of the cooking process
- Correct application of colouring methods
- Observance of rest times
- Correct application of pouring and assembly methods

3 Prepare chocolate decorations without tempering.

- Correct application of preparation methods
- Correct application thermic shock methods
- Appropriate shaping of product
- Observance of the conditions required for the decorations to set

4 Prepare chocolate decorations with tempering.

- Correct application of preparation methods
- Correct application of pouring methods
- Use of the appropriate shaping techniques
- Careful use of the pastry cone
- Appropriate shaping
- Observance of conditions required for the decorations to set

For the competency as a whole:

- Observance of hygiene and food safety rules
- Observance of health and safety rules

- Expression of aesthetic judgment
- Proper selection and use of tools and equipment
- Accurate evaluation of the organoleptic qualities of the products
- Observance of food allergy guidelines
- Storage means appropriate to the products
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Prepare decorations with pulled sugar.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Select decorative patterns. | <p>Decorative patterns such as various shapes, tendrils, flowers, leaves and arabesques. Correspondence of given event with the decorative patterns. Choice of colours. (Educational aim 2)</p> |
| <ul style="list-style-type: none"> • Select the products. | <p>Basic ingredients such as sugar, isomalt, liquid colouring agents. Trends and innovations.</p> |
| <ul style="list-style-type: none"> • Prepare the mise en place. | <p>Preparation of cooked sugar. Quantities of colouring agents. Preparation of tools and equipment such as a silicone baking mat, a sugar heating lamp, a print roller, stencils, brushes, and an airbrush.</p> |
| <ul style="list-style-type: none"> • Use the methods for making decorations. | <p>Satinizing, shaping. (Educational aims 1, 2 and 4)</p> |
| <ul style="list-style-type: none"> • Finish the product. | <p>Assembly methods using a blowtorch or a heat gun.</p> |
| <ul style="list-style-type: none"> • Store the decorations. | <p>Appropriate storage method.</p> |

2 Prepare pastry decorations with poured sugar.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Select decorative patterns. | <p>Types of decorative patterns such as tendrils, flowers, leaves and arabesques. Considerations preliminary to the application of methods relating to the choice of colours or caramel cooking conditions.</p> |
| <ul style="list-style-type: none"> • Select the products. | <p>Basic ingredients such as sugar and isomalt
Liquid colouring agents. Trends and innovations.</p> |
| <ul style="list-style-type: none"> • Prepare the mise en place. | <p>Preparation of the cooked sugar. Quantity of colouring agents. Preparation of the tools, silicon mats and moulds, and oiled metal moulds.</p> |

- Use the methods used for creating pastry decorations. Perfect baking, pouring and shape. (Educational aims 1, 2 and 4)
 - Finish the product. Use of a heat gun or acetylene torch to assemble a product.
 - Store the pastry decorations. Appropriate storage method.
- 3 Prepare chocolate pastry decorations without tempering.
- Select decorative patterns. Types of decorative patterns such as: arabesques, frills, fans, flowers, papillotes.
 - Select colouring agents. Types of couvertures and arrangements.
 - Select the products. Basic ingredients such as: white couverture, milk couverture and dark couverture. Trends and innovations.
 - Prepare the mise en place. Melting of chocolate. Preparation of materials and of tools such as spatulas, chilled marble slabs or hot plates.
 - Use the methods for creating pastry decorations. Thermic shock, pouring, spreading and shaping. (Educational aims 1, 2 and 4)
 - Set the decorations. At room temperature or chilled.
 - Store the decorations. Appropriate storage method.
- 4 Prepare chocolate decorations with tempering.
- Determine the decorative elements to be made. Types of decorative elements and characteristics such as: cigars, perforated cigars, arabesques, fans, blocks or bars.
 - Prepare the material to be worked. Tempering of the couverture. Types of colouring agents and methods. Printing techniques.
 - Make the chocolate decorations.
 - Use the tools and accessories. Tools and accessories such as: modelling tools, cutters, stencils, pastry cones, gold or silver leaf, acetate sheets.
 - Shape the product. Assembly using piping cone techniques. Exact or stylized reproduction of models. (Educational aims 1, 2 and 4)
 - Complete the chocolate decorations. Finishing details. Edgings. Surface colouring decorations. Setting of final form.

- Store the decorative elements. Recommended temperature.
- Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 4, 5, 6, 7, 8 and 9 (Educational aim 3)
- Observe the hygiene and food safety rules. Techniques used to maintain the workstation and tools.
- Recognize the importance of the effects of physical and chemical reactions on the organoleptic qualities of the decorations. Effect of physical and chemical reactions on the organoleptic qualities of the products and means used to improve them.
- Recognize the importance of maintaining quality control. Design of decorative elements. Use of creativity. Search for originality in presentations. Balance and aesthetics. (Educational aim 2) Professional attitudes and behaviour.
- Use professional terminology. Standard terminology.

Competency 7 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

To make contemporary entremets.

Achievement Context

- Following instructions and recipes
- In order to make different types of contemporary entremets, including reductions
- Using the required equipment, tools, materials and ingredients
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| 1 Plan the preparation of contemporary entremets. | <ul style="list-style-type: none"> • Consideration of trends and innovations • Accurate determination of flavours and textures to be paired and of the basic preparations to be made • Logical order of steps in preparing the products, based on recipes • Appropriate selection and preparation of tools and equipment |
| 2 Prepare the mise en place. | <ul style="list-style-type: none"> • Correct application of methods for making: <ul style="list-style-type: none"> – basic pastry doughs – creams, fillings and toppings – biscuits and pastry shells – chocolate products – decorative elements • Careful preparation of reliefs made from decorative biscuits or butter cream • Observance of baking or cooking conditions • Structure of mousses and creams in conformity with requirements • Accurate evaluation of the organoleptic qualities of the products • Appropriate storage methods |
| 3 Assemble the entremets. | <ul style="list-style-type: none"> • Precise application of assembly methods: <ul style="list-style-type: none"> – cutting or shaping – soaking – filling • Careful assembly of the entremets • Correct choice of chilling methods |
| 4 Finish the entremets. | <ul style="list-style-type: none"> • Careful application of decorating and finishing techniques • Correct demoulding techniques |

- 5 Decorate the entremets.
- Correct application of decorating techniques
 - Balanced arrangement of decorative motifs
 - Observance of rules of perspective
 - Harmony of colours
 - Appropriate storage methods
- 6 Maintain the workstation.
- Appropriate cleaning and sanitizing of the tools, equipment and workstation
 - Appropriate storage of tools and equipment
 - Observance of storage conditions for perishable foods
 - Cleanliness of the workstation

For the competency as a whole:

- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Appropriate use of equipment and tools
- Careful methodical work
- Accurate evaluation of the organoleptic qualities of the products
- Observance of food allergy guidelines
- Demonstration of professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

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

Types of contemporary entremets, characteristics and distinctive features combining crunchy, dry or soft textures with carefully paired flavours: spices, fruits, chocolates, flowers, plants and food from other cultures. Preparation and presentation requirements. Ingredients used. Interpretation of recipes. (Educational aims 2 and 5)
 - Establish their work plan.

Planning of steps, based on the recipe. Provision and preparation of the necessary materials. Provision of ingredients and basic preparations. Making of Yule logs. (Educational aims 2 and 4)

- 2 Prepare the mise en place.
- Make the basic preparations. Review of competencies 1, 2, 3, 4, 5 and 6. (Educational aims 1, 2 and 4)
 - Prepare decorative elements. Review of competencies 4 and 6. (Educational aims 1, 2 and 4)
- 3 Assemble entremets.
- Use the appropriate tools and equipment. Tools and equipment such as: pastry rings, frames, caramelizing torches, stencils, pastry relief mats, spray guns.
 - Apply the assembly techniques. Assembly methods using circles and squares. Ways of separating layers (Educational aims 1, 2 and 4)
- 4 Finish the entremets.
- Apply the finishing techniques. Use of icings such as ganache, topping, miroir. Appropriate temperature of surface for glazing and icing. Colour coordination. (Educational aims 1, 2 and 4)
 - Look for original ideas to finish entremets. Trends. Rules of aesthetics. Originality and creativity.
- 5 Decorate the entremets.
- Apply decorating techniques. Techniques for decorating using a pastry cone. Arrangements of fruits and decorative elements. (Educational aims 1, 2 and 4)
 - Prepare the entremets for storage or display. Shelf life and factors that affect it. Storage methods.
- 6 Maintain the workstation.
- Clean the tools and equipment. Cleaning and sanitizing methods.
 - Store the perishable foods. Ingredients, preparations and products. Expiry dates. Storage methods. Stock rotation.
 - Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 1, 2, 3, 4, 5, 6 and 9. (Educational aim 3)
 - Recognize the importance of maintaining quality control. Effect of the quality of the work on each step in the assembly of the entremets. Professional attitudes and behaviour.

- Recognize the importance of the effects of physical and chemical reactions on the organoleptic qualities of the bases.
- Use professional terminology.

Effect of physical and chemical reactions on the organoleptic qualities of bases, biscuits and pastry shells and garnitures: mix, baking or cooking conditions, conservation.

Standard terminology.

Competency 8 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To prepare frozen desserts.

Achievement Context

- Following instructions and recipes
- Using the required equipment, tools, materials and ingredients
- Using biscuits and pastry shells, fillings, chocolate products and decorative elements
- Wearing the proper clothing and protective gear

Elements of the Competency

Performance Criteria

1 Prepare products using sherbet.

- Correct application of sterilization procedures
- Precise measurement of the sorbet for churning
- Correct application of churning techniques
- Correct application of the following techniques:
 - moulding and depanning
 - lining
 - assembling
 - filling
- Harmonious application of decorative and finishing elements

2 Prepare ice cream products.

- Correct application of sterilization procedures
- Strict observance of recipes.
- Bases baked to perfection
- Correct application of churning techniques
- Correct application of the following techniques:
 - moulding and depanning
 - lining
 - assembling
 - filling
- Harmonious application of decorative and finishing elements

3 Make a parfait or a frozen soufflé.

- Strict observance of recipes
- Correct application of production techniques
- Correct sequence in the use of instruments
- Appropriate incorporation of garnish
- Correct application of the following techniques:
 - moulding and depanning
 - lining
 - assembling
 - filling
- Harmonious application of decorative and finishing elements

4 Make a granita.

- Strict observance of recipes
- Precise measurement of the titrated dosage
- Correct application of the production techniques

For the competency as a whole:

- Observance of hygiene and food safety rules
- Observance of health and safety rules
- Appropriate use of equipment and tools.
- Products in compliance with requirements
- Accurate evaluation of the organoleptic qualities of the products
- Observance of food allergy guidelines.
- Appropriate storage method
- Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Prepare products using sherbet.

- Consult fact sheets.

Characteristics, distinctive features and main uses of sorbets. Ingredients used. Interpretation of recipes.

- Establish their work plan.

Planning of steps, based on the recipe. Provision for and preparation of materials, including the regular churn and the emulsifier churn. Provision for ingredients. (Educational aims 2 and 5)

- Carry out the basic preparations.

Making of basic preparations. Review of competencies 1, 2, 3, 6 and 7 (Educational aims 1, 2 and 4)

- Prepare the sherbet product.

(Educational aim 1)

- Select and apply the sterilization techniques.

- Select a churn.

Estimate of the whipping potential of chilled and frozen preparations. Capacity of the appliance. Operating mode (regular or emulsifier churn). Safety measures.

- Measure the density of syrups.

Use of syrup density meter and refractometer. Density scales.

- Make products using sherbet products.

Various entremets (Educational aims 1, 2 and 4)

- Assemble frozen desserts. Combination of flavours and lining.
 - Finish the chilled or frozen product. Techniques for decorating with a pastry bag. (Educational aims 1, 2 and 4) Use of icing. Arrangement of fruits and decorative elements. Colour coordination.
- 2 Prepare ice cream products.
- Consult fact sheets. Characteristics and distinctive features of frozen desserts made with or without eggs and frozen yogurt. Main uses. Ingredients used. Interpretation of recipes.
 - Establish a work plan. Planning of steps, based on the recipe. Provision for and preparation of materials, including the regular churn and the emulsion churn. Provision for ingredients. (Educational aim 5)
 - Make the basic preparations. Preparation of the custard and the churn. Review of competencies 1, 2, 3, 6 and 7.
 - Prepare the frozen components. (Educational aims 1, 2 and 4)
 - Select and apply the sterilization procedures.
 - Prepare the frozen components. (Educational aim 2)
 - Assemble the frozen desserts. Combination of flavours and lining.
 - Finish the frozen desserts. Technique of decorating with a pastry bag. (Educational aims 1, 2 and 4) Use of icing. Arrangement of fruits and decorative elements. Colour coordination.
- 3 Make a parfait or a frozen soufflé.
- Consult fact sheets. Characteristics and distinctive features of the parfait and soufflé. Main uses. Ingredients used. Interpretation of recipes.
 - Establish a work plan. Planning of steps, based on the recipe. Provision for and preparation of materials, including moulds. Choice of ingredients. (Educational aim 5)
 - Make the basic preparations. Making of syrup, pâte à bombe, meringue or whipped cream. Review of competencies 1, 2, 6 and 7. (Educational aims 1, 2 and 4)
 - Prepare the parfait or soufflé. (Educational aims 1, 2 and 4)
 - Prepare the equipment. Proper incorporation method.

- Assemble the dessert. Combination of flavours and layers.
 - Finish the product. Technique of decorating with a pastry bag. (Educational aims 1, 2 and 4). Use of icing. Arrangement of fruits, decorative elements and colours.
- 4 Make a granita.
- Consult fact sheets. Characteristics and distinctive features of granita with alcohol or granita with fruit. Main uses. Ingredients used. Interpretation of recipes.
 - Establish their work plan. Planning of steps, based on the recipe. Selection and preparation of the materials, chilling of glasses and bowls. Choice of ingredients. (Educational aims 2 and 5)
 - Carry out the basic preparations. Use of syrup density meter and refractometer. Density scales. Making of syrup.
 - Prepare the granita. Tempering of the mix. Freezing method. Scraping techniques. (Educational aims 1, 2 and 4)
 - Present the granita. Served with or without alcohol. Decoration. (Educational aims 1, 2 and 4)
 - Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 1, 2, 3, 6, 7 and 9. (Educational aim 3)
 - Recognize the importance of maintaining quality control. Risks of contamination associated with frozen products and their respective prevention measures. Appropriate dress and personal hygiene. Means of sanitizing tools and equipment used to make chilled and iced desserts. Appropriate ways of using cleaning and sanitizing products. Professional attitudes and behaviour.
 - Evaluate the organoleptic qualities of the food. Impact of the physical and chemical reactions of the mixtures on the preparations: texture, cooking, storage.

Competency 9 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

To create plated desserts.

Achievement Context

- Following instructions and recipes
- Using the required equipment, tools, materials and ingredients
- With the help of reference documents

Elements of the Competency

Performance Criteria

1 Plan the work.

- Correct interpretation of recipes
- Consideration of trends and innovations
- Determination of harmonious combination of flavours and textures to be combined
- Logical sequence of steps in making the products using recipes and techniques
- Appropriate selection and preparation of the tools and equipment

2 Prepare chilled, frozen and warm desserts.

- Accuracy of measurements according to the recipe guidelines
- Precise and skillful use of the techniques for making desserts
- Precise control of temperatures and cooking, baking or refrigeration times
- Choice of servingware or moulds appropriate to the shape
- Appropriate application of the depanning or trimming techniques
- Application of means of improving the organoleptic qualities of products

3 Make decorations.

- Accuracy of measurements in keeping with the recipe instructions
- Correct application of shaping techniques
- Precision in the cooking or baking process
- Correct application of the moulding technique or the shaping technique
- Application of means of improving the organoleptic qualities of products

- 4 Plate desserts.
- Careful assembly of components:
 - a tasting platter
 - a decomposed dessert
 - variations on a theme
 - other presentations
 - Correct application of pastry decorations using a pastry cone
 - Observance of standard portions
 - Effectiveness of the work in terms of:
 - swiftness of execution
 - meticulousness
 - consistency
 - Original and aesthetic arrangement
 - Appropriate selection of servingware
 - Application of means of improving the organoleptic qualities of products
- 5 Store desserts.
- Storage methods appropriate to the preparations
 - Observance of storage conditions
- 6 Maintain the workstation.
- Cleanliness of the tools and equipment
 - Appropriate and safe storage of tools and equipment
 - Cleanliness of the workstation
- For the competency as a whole:*
- Observance of hygiene and food safety rules
 - Observance of health and safety rules
 - Appropriate use of equipment and tools
 - Accurate evaluation of the organoleptic qualities of the products
 - Observance of food allergy guidelines
 - Demonstration of appropriate professional attitudes and behaviour

Suggestions for Competency-Related Knowledge and Know-How

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

1 Plan the work.

- Determine the plated dessert to be presented. Types of chilled, iced and hot desserts that are components of a tasting platter, a decomposed dessert or a variation on a theme. (Educational aim 2)
- Interpret the recipes for the dessert to be presented. Work method. Characteristics of recipes.

- Check the necessary ingredients. Selection and availability of the ingredients based on their characteristics, composition, taste and role. Use of texturizers. (Educational aim 5)
 - Select tools and equipment. Specialized tools and equipment such as a siphon, an emulsifier for sorbets, silicon moulds, stencils, dishes adapted to the assembly, syringe, pipette and nonnette.
 - Plan the work. Use of a work plan. Consideration of the menu. Choice of presentation plates. (Educational aims 2 and 4)
- 2 Prepare chilled, frozen and hot desserts.
- Prepare basic doughs. Dough variations made with chocolate, walnut, crumble, added fillings. Use of doughs. Preparation, cooking and baking techniques. Standard dough portions. Review of Competency 2. (Educational aims 1, 2 and 4)
 - Prepare biscuits and pastry shells. Biscuit and pastry shell product variations. Preparation, cooking and baking techniques. Review of competency 3. (Educational aims 1, 2 and 4)
 - Prepare creams, fillings and toppings. Fillings made with dry or fresh fruit, chocolate, ganache, almonds, and various jellies including caviar. Preparation techniques. Impact of the physical and chemical reactions of the mixtures on the preparations: texture, cooking. Use of jelling agents, texturizers and a siphon for making espumas and foams. Variations of basic creams. Review of competency 1. (Educational aims 1, 2 and 4)
 - Prepare chilled desserts. Techniques for making cold entremets and various other pastries and desserts such as Bavarian cream, mousse, panna cotta, pastry creams, flan, espuma, foam, soups and tartares. Means of improving the organoleptic qualities of products. Verification of temperatures and textures. (Educational aims 1, 2 and 4)
 - Prepare frozen desserts. Techniques for making frozen desserts such as: ice creams, parfaits, soufflés, sorbets, granitas, frozen fruits, frozen entremets. Means of improving the organoleptic qualities of products. (Educational aims 1, 2 and 4)

- Prepare hot desserts. Techniques for making hot desserts such as: soufflés, fudge (half-baked), beignets. Means of improving the organoleptic qualities of products. Verification of temperatures and textures. (Educational aims 1, 2 and 4)
- 3 Make decorations.
- Make sugar decorations. Arabesques and various other forms in spun caramel and bubble sugar. Production techniques. Uses. (Educational aims 1, 2 and 4)
 - Make decorations using dried or fresh fruits. Various pastries made with dried fruits. Preserved fruits, fruit paste and chips. Techniques for making pastry decorations with dried or fresh fruit. Uses. (Educational aims 1, 2 and 4)
 - Make decorations using petits fours secs. Review of competencies 2 and 3. (Educational aims 1, 2 and 4)
 - Make plate decorations. (Educational aims 1, 2 and 4)
- 4 Arrange the desserts on the plate.
- Finish the preparations. Techniques for finishing desserts. Cooking techniques used to make hot desserts. Garnish sauces. Concern for rigour and precision with regard to temperatures. Means of improving the organoleptic qualities of products. (Educational aims 1, 2 and 4)
 - Present the plated desserts. Arrangement of the main components and accompaniments. Rules of aesthetics. Combining chilled, frozen and hot desserts. Decorative elements. Sauces and coulis. Standard portion sizes. Presentation standards. Concern for swiftness of execution. (Educational aims 1, 2 and 4)
- 5 Store the desserts.
- Apply the means used to store preparations. Storage methods for chilled, frozen and hot desserts. Impact of physical and chemical reactions on the preservation of chilled, frozen and hot desserts. Storage conditions: for later use. Storage temperatures. Hygiene and food safety rules specific to frozen products.
- 6 Maintain the workstation.
- Apply the storage, cleaning and sanitizing procedures. Logical order of steps in taking apart the equipment. Storage areas for small tools and certain pieces of equipment. Use of cleaning and sanitizing products.

- Understand the meaning of the competency with regard to the occupation. Reason for the competency. Connections with competencies 1, 2, 3, 4, 5, 6, 7 and 8. (Educational aim 3)
- Recognize the importance of all the competencies in the presentation of plated desserts. Varieties and characteristics of by-products of fillings, basic doughs, biscuits and pastry shells, pastry decorations, chocolates, traditional and modern entremets, and frozen components in the presentation of plated desserts.
- Recognize the importance of the effects of physical and chemical reactions on the organoleptic qualities of the products. Effect of physical and chemical reactions on the organoleptic qualities of the products and means used to improve them.
- Recognize the importance of maintaining quality control. Concern for the hygiene and food safety rules. Quality criteria: concern for rigour and precision with regard to production techniques; concern for the economical use of materials. Qualities of finished products. Means of improving the organoleptic qualities of products. Consideration of food allergies. Concern with observing work methods. Concern for timing, swiftness, consistency and aesthetics. Consideration of trends and innovations. Professional attitudes and behaviour.
- Use professional terminology. Terminology specific to desserts.



Achieve Succeed Exercise Share Learn Persevere Read Success