

Essential Skills Passport

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Trade: Baker * *Red Seal*

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These are your results from the Essential Skills assessment. There is a summary below and more detail on the following pages.

The three Essential Skills listed here – reading, numeracy (math) and document use – are important because you need them to learn technical skills. Each trade is different. This report compares the skills you have now with the skills you will need in the first two levels of technical training for the trade you chose.

Don't worry if your results are not perfect. Almost everyone needs to brush up on their Essential Skills, even if they have some experience in the trade.

How to Interpret Results at a Glance

Two skills – reading and document use – have a three-point scale: high (level 3), medium (level 2) and low (level 1).

Numeracy is different. It lists the different kinds of numeracy skills. It tells you whether that skill is needed for your trade (yes or no). It also tells you whether you have skills (✓) or not (✗) or whether you don't need them for your trade (N/A stands for not applicable).

Results at a Glance

Skill Area	Skill Level Requirement	Your Skill Level
Reading Text	High (3)	Medium (2)
Document Use	Medium (2)	Medium (2)

Skill Area - Numeracy	Skill Requirement	Your Level
Whole Numbers	Yes	✗
Fractions	Yes	✗
Decimals	Yes	✓
Percent and Mixed Operations	Yes	✗
Geometry - Basic Skills	Yes	✗
Geometry - Plane Figures	Yes	✓
Geometry - Solids	Yes	✓
Geometry - Advanced Tasks	No	N/A
Algebra	Yes	✗
Data Analysis - Basic Skills	Yes	✗
Measurement	Yes	✓
Trigonometry	No	N/A

Occupational Description

Bakers prepare doughs, batters and other ingredients and then produce items such as bread, buns, cakes, pies, cookies and other baked goods. They are employed in a variety of food establishments but the vast majority of work takes place in retail settings such as supermarkets, specialty bakeries, restaurants and hotels. Baker is a nationally designated trade under the Inter-provincial Red Seal program.

In some cases, Bakers are asked to produce special-order items such as decorated cakes or pastries while in other cases they work according to a regular production schedule, which they use to plan the type and quantity of goods to produce.

Bakers are typically required to work early morning hours to have their goods available for sale during normal business hours. They often work with large mixers, ovens and other small-scale industrial equipment and must be able to work safely to avoid burns or other workplace injuries.

While Bakers have been a part of the food business for a long time, the products they make and the skills they require to succeed are changing. The health and fitness interests of an increasingly diverse group of consumers have led to Bakers being asked to produce a wider variety of specialty products. Most experts predict that specialty products will become more popular and that larger commercial bakeries will require fewer Bakers due to mechanization.

As well, Bakers are increasingly being asked to work with other staff to purchase supplies and plan the merchandising of the finished products.

What the Results Mean

What it means	Symbol
You likely have the Essential Skills to perform this task.	✓
You may not yet have the Essential Skills to perform this task.	✗

Assessment Results

Note: Information is grouped into categories (e.g., safety, tools and equipment, work organization, trade mathematics, etc.) that are similar to those found in the ITA Program Outlines and ITA Profiles

Occupational Health and Safety

Ability to understand short instructions and warnings written on signs, labels and packaging. (Complexity: 1)	✓
Ability to understand written instructions in Material Safety Data Sheets. (Complexity: 2)	✗
Ability to understand and interpret written regulations that govern food and health safety. (Complexity: 3)	✗
Ability to identify icons WHMIS and other health and safety hazard symbols. (Complexity: 1)	✓
Ability to interpret warning and directional signs. (Complexity: 1)	✓

Food Production and Process

Ability to understand written instructions about the use of appliances such as blenders, fryers and ovens. (Complexity: 1)	✓
Ability to understand information contained in food safety and recall bulletins. (Complexity: 2)	✗
Ability to understand written recipes for the preparation of baked goods such as breads, pastries and confections. (Complexity: 2)	✗
Ability to scan gauges and digital readouts for operating data such as temperatures and times. (Complexity: 1)	✓

Food Service Management and Cost Control

Ability to understand short written comments on inventory and requisition forms. (Complexity: 1)	✓
Ability to understand and interpret written information in text books and training manuals. (Complexity: 3)	✗
Ability to understand written instructions about the use of electronic record keeping systems. (Complexity: 3)	✗
Ability to enter data such as dates and identification numbers into labels and tags. (Complexity: 1)	✓

Ability to enter data such as temperatures, times and quantities into logbooks and tallysheets. (Complexity: 1)	✓
Ability to locate data such as quantities and product names on delivery checklists. (Complexity: 1)	✓
Ability to scan flowcharts to learn the sequencing of simple tasks and processes. (Complexity: 1)	✓
Ability to complete equipment repair forms by entering dates, identification numbers and brief descriptions of faults. (Complexity: 2)	✗
Ability to enter and locate data such as dates, times and quantities in operating reports. (Complexity: 2)	✗
Ability to add, subtract, multiply and divide whole numbers. (Complexity: 2)	✗
Ability to add, subtract, multiply and divide fractions. (Complexity: 2)	✗
Ability to add, subtract, multiply and divide decimals. (Complexity: 2)	✓
Ability to use percent to locate numbers; add, subtract, multiply and divide signed numbers; and complete mixed operations with whole numbers, fractions, percents and decimals. (Complexity: 2)	✗
Ability to calculate and use totals, sub-totals and basic summary measures like averages and rates; perform proportional calculations. (Complexity: 2)	✗
Ability to analyze and draw lines and line segments; use coordinates to locate points in a plane; calculate angles; use concepts such as parallelism to solve problems. (Complexity: 2)	✗
Ability to calculate perimeters, areas and circumferences; analyze angles and distances in triangles, rectangles and circles; analyze complex shapes into constituent plane figures. (Complexity: 2)	✓
Ability to calculate volumes of rectangular solids, cylinders and prisms; analyze complex volumes into constituent regular solids. (Complexity: 2)	✓
Ability to measure distances, weights, liquid volumes, temperatures, angles, etc.; use SI measurement units: metre, gram, etc.; use Imperial measurement units: foot, pound etc.; convert measurement units. (Complexity: 2)	✓
Ability to construct and solve equations with 1-3 variables and use common formulas. (Complexity: 2)	✗