

Vocational Education Program

5793

Food and Beverage Services

Training Sector

3

Food Services
and Tourism

Reach for
your **Dreams**

Québec 



Vocational Education Program

5793

Food and Beverage Services

Training Sector

3

Food Services
and Tourism

Formation professionnelle et technique
et formation continue

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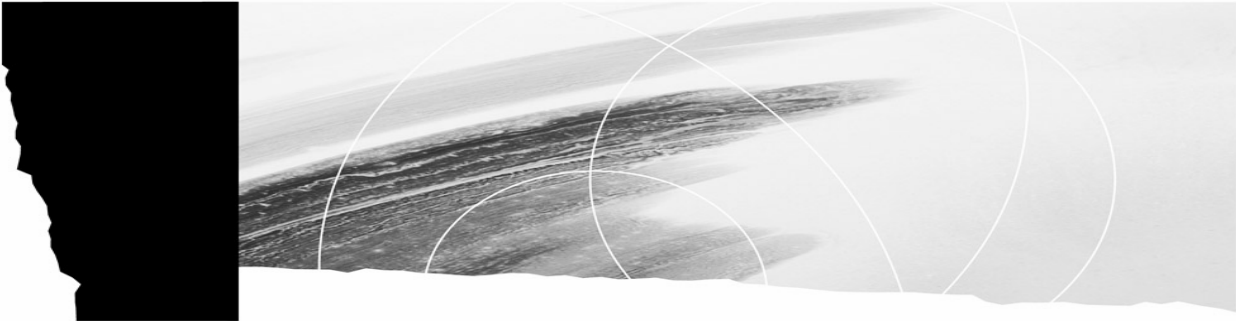
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5793

Food and Beverage Services

Year of approval: 2004

Certification:	Diploma of Vocational Studies
Number of credits:	64
Number of modules:	13
Total duration:	960 hours

To be admitted to the *Food and Beverage Services* program, students must meet one of the following conditions:

- Persons holding a Secondary School Diploma or its recognized equivalent are not subject to any additional admission requirements.

OR

- Persons who are at least 16 years of age on September 30 of the year in which their training is to begin must meet the following admission requirement: to have earned Secondary III credits in language of instruction, second language and mathematics, or to have been granted recognition of equivalent learning.

OR

- Persons who are at least 18 years of age must have the following functional prerequisites: the successful completion of the general development test and SPR 3,4,5,6, or recognition of equivalent learning.

N.B. The requirement on the concurrency of general education courses and vocational training does not apply to this category.

Introduction to the Program

The vocational training curriculum, from which this program of study derives, is the responsibility of both the Ministère de l'Éducation, which develops programs and their teaching guides, and the educational institutions, which implement the programs and the evaluation process. Programs of study include compulsory objectives and suggestions for competency-related knowledge, skills and attitudes.

Programs of study provide teachers with a frame of reference for planning teaching activities. They define the scope of teaching strategies by identifying the broad educational orientations to be favoured and the objectives to be attained. By successfully completing a program, students acquire not only the entry-level competencies required by the workplace in order to practise a trade or occupation, but also learning that provides students with a certain degree of versatility.

The duration of the program is 960 hours, which includes 510 hours spent on the specific competencies required to practise the trade and 450 hours on general, work-related competencies. The program of study is divided into 13 modules, which vary in length from 30 to 120 hours. The total hours allocated to the program include time devoted to evaluation for certification purposes and to remedial work.

Title of Module	Code	Module	Hours	Credits
Occupation and Training	904402	1	30	2
Customer-Oriented Approach	904414	2	60	4
Mise en place	904423	3	45	3
Explaining Menus	904435	4	75	5
Order Taking	904442	5	30	2
Second Language	904456	6	90	6
Cash Register Operations	904462	7	30	2
Wine Service	904476	8	90	6
Beverage Service	904485	9	75	5
Banquet Service	904496	10	90	6
Informal Service	904508	11	120	8
Formal Service	904518	12	120	8
Workplace Integration	904527	13	105	7

Glossary

Program

A vocational training program is a coherent set of competencies to be acquired. It is formulated in terms of objectives and divided up into modules for administrative purposes. It describes the learning expected of students in accordance with a given performance level. Published as an official pedagogical document, the program leads to the recognition of training qualifying students to practise a trade or occupation.

A vocational training program includes compulsory objectives and content. Although the educational institutions are responsible for learning and evaluation activities, the program presents suggestions for competency-related knowledge, skills, attitudes and perceptions that must be enriched or adapted according to the needs of students, and information regarding the certification of studies.¹

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 personal and vocational development that have not been explicitly included in the program goals or competencies. They help guide educational institutions in implementing the program.

Competency

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

Objectives

Objectives refer to the operational aspect of a competency to be acquired. They are expressed in terms of specific requirements and serve as the practical basis for teaching, learning and evaluation. Objectives are either behavioural or situational.

Objectives also provide indicators for learning, related knowledge, skills, attitudes and perceptions, and associated guidelines. These indicators are grouped according to elements of the competency (in the case of behavioural objectives), and according to phases of the learning context (in the case of situational objectives).

1. Behavioural Objective

A behavioural objective is a relatively closed objective that describes the actions and results expected of the student. Behavioural objectives consist of the following components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program 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 the main components of the competency.

1. Specifications regarding certification complement the program of study, but are presented in another document. Evaluation criteria are prescriptive.

- The *achievement context*, which corresponds to the situation in which the competency is exercised at entry-level on the job market. The achievement context does not specify the context for learning or evaluation.
- The *performance criteria*, which define the requirements by which to judge the attainment of the competency. They may refer to each element of the competency, to several elements or to the competency as a whole. Those associated with a specific element correspond to the requirements for performing a task or activity; those associated with several elements indicate the expected level of performance or the overall quality of a product or service.

Evaluation is based on expected results.

2. Situational Objective

A situational objective is a relatively open-ended objective that outlines the major phases of a learning situation in which a student is placed. It allows for output and results to vary from one student to another. Situational objectives consist of the following five components:

- The *statement of the competency*, which is the result of the job analysis, the general goals of the program and other determinants.
- The *elements of the competency*, which outline the essential aspects of the competency and ensure a better understanding of the expected outcome.
- 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 phases of learning:
 - information
 - participation
 - synthesis
- The *instructional guidelines*, which provide guidelines and means 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 the students must fulfill when participating in the 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 context.

Evaluation is based on the student's participation in the activities suggested in the learning context.

Competency-Related Knowledge, Skills, Attitudes and Perceptions

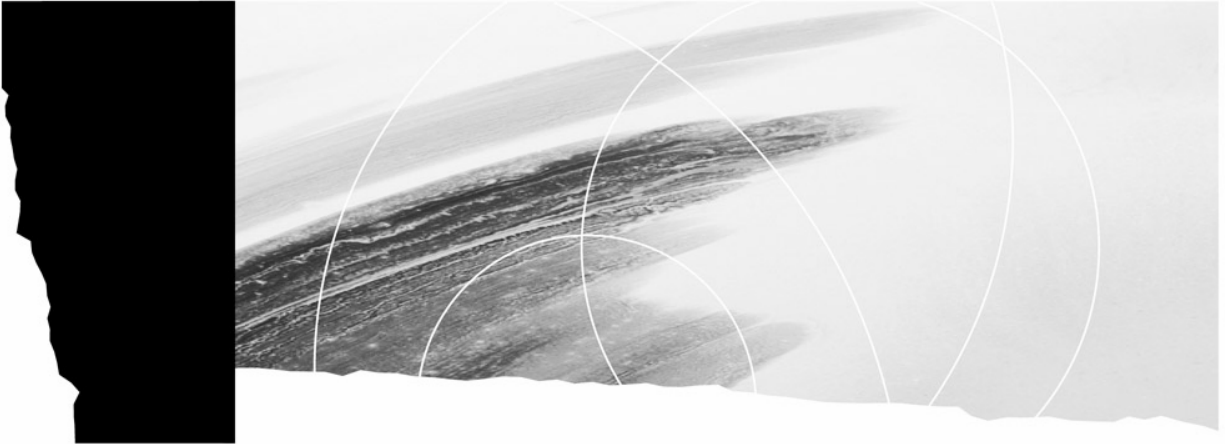
Competency-related knowledge, skills, attitudes and perceptions define the essential and important learning that the student must acquire in order to apply and continue to develop the competency. They correspond to activities in the job market and are accompanied by guidelines that provide information on the field of application, the level of complexity or content related to training. The knowledge, skills, attitudes and perceptions and the related guidelines are not prescriptive.

Module

A module is a component of a program of study comprising a prescriptive objective and suggestions for competency-related knowledge, skills, attitudes and perceptions.

Credit

A credit is a unit used for expressing quantitatively the value of the modules in a program of study. One credit corresponds to 15 hours of training. Students must accumulate a set number of credits to obtain a diploma or attestation.



Part I

Program Goals

Educational Aims

**Program Competencies and
Grid of Competencies**

Harmonization

Program Goals

The *Food and Beverage Services* program prepares students to practise the occupation of food and beverage server and bartender.

Graduates of this program are likely to be employed in various types of restaurants, bars, cafés and bistros, in convention centres or banquet halls, in hotels and inns or other private or public establishments where food and beverages are served.

Depending on the size and type of establishment, food and beverage servers and bartenders may be called upon to plan their work, prepare the mise en place, provide different types of service, perform billing and collection operations, and participate in closing duties or in restocking supplies for the establishment.

While performing their tasks, food and beverage servers and bartenders come into continuous contact with customers and work together with other service staff. They must therefore coordinate their work with kitchen staff, front desk clerks and, in certain establishments, with sommeliers and maîtres d'hôtel.

To accomplish their tasks, food and beverage servers and bartenders may use reservation lists and books, various types of menus and food or beverage lists, computerized order and billing systems, as well as supplies and equipment specific to dining rooms, waiters' pantries or bars.

The program goals of the *Food and Beverage Services* program are based on the general goals of vocational training. These goals are:

- 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 the context surrounding the trade or occupation they have chosen
 - 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 *Food and Beverage Services* program is to help students develop attitudes and behaviours that are deemed essential to the practice of the occupation:

- To enable the students to develop continuously at work by fostering:
 - the skills needed to plan and organize their work
 - a constant concern for projecting a professional image
 - the skills needed to communicate with tact and courtesy
 - the skills needed to comply with regulations and standards

Program Competencies and Grid of Competencies

List of Competencies

- To determine their suitability for the occupation and the training process.
- To adopt a customer-oriented approach.
- To prepare the mise en place and dining room.
- To explain menus and dishes.
- To take and process orders.
- To receive and provide information in French.
- To perform billing and collection operations.
- To recommend and serve wines.
- To provide beverage service.
- To provide banquet service.
- To provide informal service.
- To provide formal service.
- 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 (\triangle) indicates a correlation between a specific competency and a step in the work process. The symbol (\circ) indicates a correlation between a general and a specific competency. Shaded symbols indicate that these relationships have been taken into account in the formulation of objectives related to 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. The modules on the horizontal axis should be taught in relation to those on the vertical axis. This means that some modules are prerequisite to others, while other modules are taught concurrently.

GRID OF COMPETENCIES

				GENERAL COMPETENCIES								WORK PROCESS				
FOOD AND BEVERAGE SERVICES	Competency			Determine their suitability for the occupation and the training process.	Adopt a customer-oriented approach.	Prepare the mise en place and room layout.	Explain menus and dishes.	Take and process orders.	Receive and transmt information in a second language.	Perform billing and collection opeations.	Recommend and serve wines.	Plan the work.	Gather and provide information.	Provide service.	Complete the service.	Participate in closing and restocking tasks.
	Type of objective															
	Duration (in hours)															
SPECIFIC COMPETENCIES																
Competency				1	2	3	4	5	6	7	8					
Type of objective				S	B	B	B	B	B	B	B					
Duration (in hours)				30	60	45	75	30	90	30	90					
To provide beverage service.	9	B	75	○	●	●			○	○	○	▲	▲	▲	△	▲
To provide banquet service.	10	B	90	○	○	●	○	○	○	○	○	▲	▲	▲	△	△
To provide informal service.	11	B	120	○	●	●	●	●	○	●	○	▲	▲	▲	▲	▲
To provide formal service.	12	B	120	○	●	●	●	●	●	●	●	▲	▲	▲	▲	▲
To integrate into the workplace	13	S	105	○	○	○	○	○	○	○	○	△	△	△	△	△

Harmonization

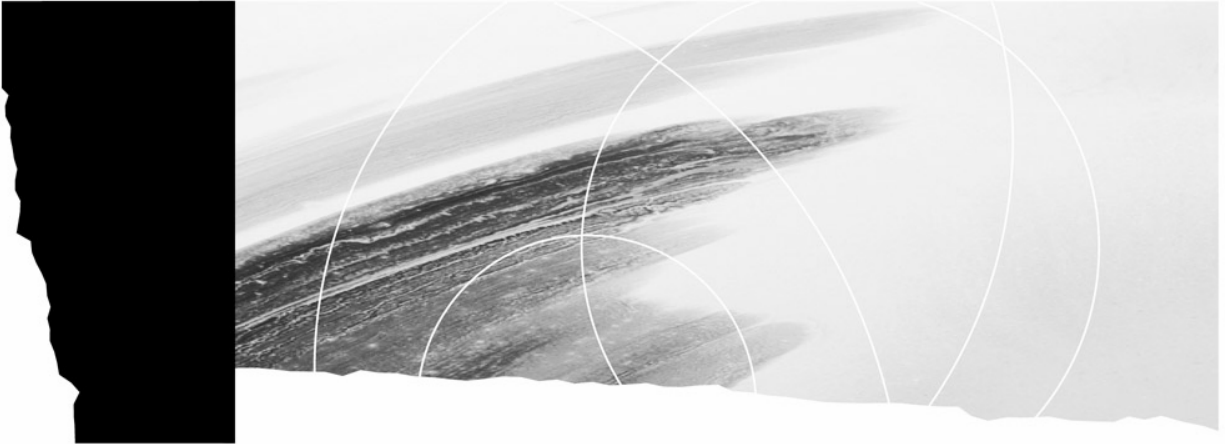
The Ministère de l'Éducation harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior learning and to optimize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

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

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

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

The *Food and Beverage Services* program does not share any competencies with other programs at this time.



Part II

Objectives

Situational Objective

Statement of the Competency

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

Elements of the Competency

- Be familiar with the reality of the occupation.
- Understand the training program.
- Specify their career choice.

Learning Context

Information Phase

- Learning about the job market: structure and organization, job prospects, remuneration, opportunities for advancement, etc.
- Identifying the characteristics of various types of establishments likely to hire graduates.
- Identifying the characteristics of various job categories in food and beverage services: hierarchy of jobs and job titles.
- Learning about the nature and requirements of the job: tasks, working conditions, knowledge, aptitudes, skills and professional qualities required to practise the occupation.
- Recognizing and understanding the importance of possessing certain attitudes and behaviours in order to practise the occupation of food and beverage server, particularly in matters of professional ethics and personal appearance.
- Identifying the laws and regulations governing food and beverage services: labour standards, charter of rights, WHMIS, fire prevention code, taxation regulations (declaring tips), *Tobacco Act*.
- Identifying the various types of regulations to observe in matters of occupational health, safety and sanitation.
- Presenting the information gathered as well as their perception of the occupation.

Participation Phase

- Learning about the program of study.
- Participating in the suggested activities: meetings with trade specialists, company visits.
- Presenting their initial reactions toward the occupation and the training process.

Synthesis Phase

- Producing a report in which the students must:
 - specify their preferences, aptitudes and interest in the occupation
 - assess their career choice by comparing aspects and requirements of the occupation with their preferences, aptitudes and interests

Instructional Guidelines

- Promote a climate that fosters personal development and vocational integration.
- Promote discussion among students and encourage all students to express their opinions.
- Motivate the students to take part in the activities suggested.
- Help the students develop an overview of the work functions.
- Provide the students with the means to assess their career choice honestly and objectively.
- Organize company visits or meetings with specialists.
- Ensure that relevant reference materials are available: information on the occupation, the training process, etc.
- Provide a sample report.

Participation Criteria

Information Phase

- Gather data on most of the subjects covered.
- Present their views on the occupation during a group meeting, relating them to the information gathered.

Participation Phase

- Express adequately their views on the training process.
- Express clearly their reactions to the work functions and the training process.

Synthesis Phase

- Produce a report containing:
 - a brief description of their preferences, aptitudes and interests for food and beverage services
 - an explanation of their career choice, comparing the nature and requirements of the occupation with their preferences, aptitudes and interests
 - a justification of their decision to pursue or withdraw from the training program

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

The following suggestions take into account the learning context, the elements of the competency related to each phase as well as the instructional guidelines.

Information Phase

- | | |
|---|--|
| • Finding information. | Types of establishments
Structure, organizational chart
Job prospects
Opportunities for advancement
Remuneration |
| • Describing the characteristics of different forms of work organization. | Dining room staff
Kitchen staff |
| • Receiving information about the occupation and the training program. | Conditions of receptiveness: visual attention, auditory attention, favourable climate, interest, concentration |

- Showing concern for sharing their views on the occupation with other members of the group.
- Adopting a method of recording and presenting information.

Advantages to communicating their point of view and to listening to that of others

Note-taking method

Participation Phase

- Learning about and becoming involved in the training process.
- Identifying the advantages and disadvantages related to their involvement in the training.

Initial training, professional development, admission requirements, expected competencies

Main advantages, main disadvantages, means of countering difficulties

Synthesis Phase

- Describing the characteristics of the report to be produced.

Definition of terms used, content, format for presenting the report

Module 2 Duration 60 hours

Behavioural Objective

Statement of the Competency

To adopt a customer-oriented approach.

Achievement Context

- In accordance with the protocol in use
- Based on the establishment's guidelines
- According to different types of customers
- In situations representative of different types of establishments
- In person or on the telephone

Elements of the Competency**Performance Criteria**

1. Establish contact with customers.

- Appropriate use of verbal and nonverbal communication techniques
- Quality of contact
- Observance of etiquette

2. Take a reservation.

- Clarity of information provided
- Complete, accurate entry of relevant information
- Correct use of telephone communication techniques

3. Greet customers.

- Cordial, professional greeting
- Consideration and attention

4. Provide customers with information.

- Accurate interpretation of customer needs
- Relevance of information provided
- Appropriate level of language
- Observance of rules governing verbal and nonverbal communication

5. Ensure customer satisfaction.

- Active listening
- Sense of judgment
- Tact and diplomacy
- Identification of sources of dissatisfaction and improvements to be made
- Appropriate attitude in difficult situations

For the competency as a whole:

- Appropriate choice of approach
- Observance of rules of courtesy
- 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. Establish contact with customers.

- | | |
|--|--|
| • Use communication techniques, in accordance with the type of customer. | Types of customers and characteristics specific to each type |
| • Use verbal and nonverbal communication strategies. | |
| • Choose a customer-oriented approach. | Different approaches |

2. Take a reservation.

- | | |
|--|--|
| • Describe the rules governing telephone communication. | Use of telephone system, method of answering a telephone call
Courtesy, questions to ask and information to provide when taking a reservation |
| • Differentiate between different methods of recording reservations. | Manual and computerized systems |

3. Greet customers.

- | | |
|---|---|
| • Identify the professional attitudes to adopt upon customers' arrival. | Greeting of handicapped patrons, cloakroom service, rules of courtesy and precedence |
| • Assign a table according to the reservation. | Information to be obtained upon customers' arrival, rules of precedence when seating customers at a table |
| • Present the menu. | Menu presentation, information to provide on menu items |

4. Provide customers with information.

- | | |
|--|--|
| • Answer questions on various topics. | Current events, delicate topics, points of local or regional interest |
| • Provide customers with information on services offered by the establishment. | |
| • Interpret nonverbal communication. | Handshake, eye contact, personal appearance, body language, personal space |
| • Conclude a conversation. | |

5. Ensure customer satisfaction.

- | | |
|--|--|
| • Describe problems that may arise during dining room service. | Problems related to food, service or the environment |
|--|--|

Customer-Oriented Approach

Code:

904414

- Respond to customer complaints or comments.
- Adopt a calm, diplomatic attitude in difficult situations.

Questions to ask in order to clarify requests, procedure to follow, possible solutions to most common problems, method of forwarding comments to appropriate departments

Courtesy and empathy

Module 3 Duration 45 hours

Behavioural Objective

Statement of the Competency

To prepare the mise en place and dining room.

Achievement Context

- Based on instructions
- According to different types of service and menus
- In accordance with the establishment's policies
- Using reservations lists
- Using seating plans

Elements of the Competency**Performance Criteria**

1. Plan the work.

- Accurate interpretation of:
 - instructions
 - seating plan
- Accurate identification of needs
- Efficient planning

2. Prepare the furniture and equipment.

- Appropriate selection
- Arrangement in accordance with seating plan
- Layout in conformity with instructions

3. Set up tables and side stands.

- Observance of menu and specific instructions
- Attention to detail and overall effect
- Concern for customer comfort
- Complete, symmetrical place settings

4. Prepare the waiters' pantry.

- Appropriate selection of supplies and equipment
- Complete mise en place in accordance with instructions
- Appropriate preparation of supplies in accordance with needs
- Optimal use of ingredients

5. Clean up and check the dining room and service areas.

- Cleanup in conformity with instructions
- Appropriate cleaning of service areas and equipment
- Systematic identification of:
 - salvageable supplies
 - missing supplies
 - defects and breakage

For the competency as a whole:

- Observance of hygiene and safety regulations
- Observance of professional ethics
- Thorough cleaning of equipment
- Observance of establishment's policies

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 work.

- | | |
|--|--|
| • Understand the importance of the mise en place in preparing for service. | Time savings, economical use of movements, improved quality of service |
| • Interpret a seating plan. | Different seating arrangement styles |
| • Become familiar with different ways of setting tables. | Mise en place for à la carte, menu, table d'hôte and brunch service |
| • Identify various stations in a restaurant. | Cloakroom, dining room, waiters' pantry, bar, bussing station, steam table |

2. Prepare the furniture and equipment.

- | | |
|---|--|
| • Describe the furniture reserved for customer use. | Side stands, gueridons, various carts or trolleys |
| • Specify the purpose of equipment reserved for customer use. | Dishes and china, utensils, platters, bowls and other containers |
| • Specify the purpose of equipment reserved for service. | Flambé and carving equipment, wine service equipment, trays, glassware, table linens |
| • Apply methods of cleaning furniture and equipment. | Cleaning products, hygiene and safety regulations |

3. Set up tables and side stands.

- | | |
|---|---|
| • Determine where and how to arrange the equipment. | Protocol for utensils and serving dishes, aligning, stabilizing and dusting tables
Types of tables: round, square, rectangular, from two to six place settings |
| • Determine the equipment and condiments to store on top of and inside the side stands. | Condiments and sauces |

4. Prepare the waiters' pantry.

- Prepare coffee, tea and infusions. Filter coffee machines; tea chests; espresso coffee machines: single-, double- and long-shot espresso, cappuccino, Viennese coffee, Café Liégeois
- Prepare a gueridon in accordance with the dish to be served. Laying of tablecloth on gueridon, supplies and service equipment to prepare, equipment for Russian service (with spoon and fork)
- Prepare special carts. Hors-d'œuvre, dessert, and cheese carts; carts for slicing and flambéing

5. Clean up and check the dining room and service areas.

- Apply hygiene and safety regulations. Hygiene regulations governing handling of food supplies and use of premises and equipment; safety regulations for accident prevention
- Draw up the inventory and fill out requisition slips. Inventory cards and requisition slips

Module 4 Duration 75 hours

Behavioural Objective**Statement of the Competency**

To explain menus and dishes.

Achievement Context

- For different types of cuisine and dishes
- According to different types of customers
- Based on table d'hôte, à la carte, breakfast and dessert menus
- In situations representative of different types of establishments

Elements of the Competency**Performance Criteria**

1. Gather the necessary information.

- Accurate interpretation of information contained in the following menus:
 - table d'hôte
 - à la carte
 - dessert
 - breakfast
- Appropriate research of additional information
- Correct use of various information sources
- Coherent synthesis of information

2. Present a menu.

- Accurate terminology
- Accuracy of information provided
- Attractive presentation
- Highlighting of specialties or certain menu items

3. Answer customer questions.

- Active listening
- Accurate, concise explanations
- Explanation of specialized terminology
- Accurate description of dishes

4. Provide additional information on menus and dishes.

- Accuracy of information provided
- Information adapted to customers' specific needs

For the competency as a whole:

- Correct use of specialized terminology
- Observance of rules governing communication with customers
- 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. Gather the necessary information.

- | | |
|--|---|
| • Use resources that provide information on menu items. | Various restaurant menus, explanations given by kitchen and pastry chefs, reference materials |
| • Describe the different types of menus. | Fixed-price table d'hôte, table d'hôte with choice of selections, table d'hôte at different price levels, with supplement, without supplement, à la carte menus, dessert menus, breakfast menus |
| • Become familiar with the history and evolution of cooking. | Classic cuisine, nouvelle cuisine, new culinary trends |
| • Describe different trends in food and beverage services. | Healthy cuisine, vegetarian cuisine, regional cuisine, ethnic cuisines |
| • Describe the basic principles of cooking. | Kitchen equipment and utensils, professional terminology, cooking techniques, established terms, rules for presenting dishes |
| • List the requirements specific to certain diets or food allergies. | Importance of information concerning menu composition |
| • Describe the main seasonings and condiments used in cooking. | Fine herbs; spices; acidic, sour, fatty, sweet and salty condiments |

2. Present a menu.

- | | |
|---|---|
| • Use the proper terminology to describe items on a menu or list. | Preparation of: <ul style="list-style-type: none"> • fruits and vegetables • soups • pasta and rice • meat, poultry and game • fish and shellfish • gravies and sauces • hors d'œuvres and appetizers • desserts, pastries and entremets • breakfast items |
| • Identify and describe the main cheeses. | Cheese families, local and regional cheeses, imported cheeses |

3. Answer customer questions.

- Use a method of synthesizing information. Language level appropriate to customer
- Use principles of communication when presenting dishes. Active listening, paraphrasing

4. Provide additional information on menus and dishes.

- Describe the sensory qualities of foods. Appearance, odour, texture and flavour
- Explain how long it takes to prepare menu items. Special preparation or cooking technique of certain items, cooking time of à la carte dishes

Module 5 Duration 30 hours

Behavioural Objective

Statement of the Competency

To take and process orders.

Achievement Context

- Based on different menus and wine lists
- Using order slips and a computerized system
- For a complete meal order including aperitif and wine
- For a breakfast order

Elements of the Competency**Performance Criteria**

1. Receive an order from a customer.

- Behaviour adapted to customers
- Appropriate questions asked
- Active listening

2. Answer customer questions.

- Accurate answers
- Accuracy of information provided
- Appetizing description of menu items

3. Make recommendations and suggestions.

- Highlighting of characteristics of dishes and drinks
- Appropriate use of sales techniques
- Recommendation of complementary dishes and products
- Respect for customer needs and expectations

4. Write down the order.

- Complete, accurate entry on order slip
- Correct use of mnemonic techniques

5. Process the order.

- Accurate processing of order to appropriate persons
- Correct use of processing method by:
 - order slip
 - computerized system

For the competency as a whole:

- Correct use of specialized terminology
- Observance of rules governing verbal and nonverbal communication
- 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. Receive an order from a customer.

- Understand the concept of suggestive selling as applied to food and beverage service. Relationship between the work of a food and beverage server and that of a salesperson; importance of suggestive selling when taking an order; methods of identifying customer needs

2. Answer customer questions.

- Explain information in popular terms. Qualifiers highlighting menu items, simplifying specialized terminology

3. Make recommendations and suggestions.

- Apply suggestive selling strategies while serving. Essential sales steps, respect for customer needs, paraphrasing
- Reassure customers. Active listening, empathy
- Observe steps involved in suggestive selling. Systematic suggestion of aperitif, featured item, wine, cheese, dessert and digestif
- Use sales tools. Menus, dessert lists, wine and beverage lists, promotional objects, table tents, method of presenting add-ons

4. Write down the order.

- Enter information on an order slip. Procedure for writing orders, parts of an order slip, rules for writing orders, abbreviations, special requests, mnemonic techniques, legibility
- Use a computerized system to record an order. Information recording sequence, special requests

5. Process the order.

- Use a computerized system to process orders. Procedure for processing food and beverage orders
- Be familiar with the various distribution stations serving the dining room. Bar, kitchen, pastry
- Process an order verbally. Appropriate terminology, communication with kitchen staff

Behavioural Objective

Statement of the Competency

To receive and provide information in French.

Achievement Context

- Using a reservations book and a telephone
- Using appropriate specialized terminology in French
- Based on a list of dishes for different courses
- In functional conversations with customers

Elements of the Competency

Performance Criteria

1. Greet customers in French.

- Cordial, professional greeting
- Accuracy of information provided
- Level of language adapted to customer

2. Provide explanations on menus and dishes in French.

- Accuracy of information provided
- Accurate, concise explanations
- Accurate description of suggested dishes

3. Take orders in French.

- Relevance of questions asked
- Complete, accurate entry of order

For the competency as a whole:

- Correct use of specialized terminology in French
- Observance of rules of courtesy
- 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. Greet customers in French.

- | | |
|---|---|
| • Interpret terminology associated with food and beverage services. | Specialized terminology in French |
| • Formulate sentences in French. | Vocabulary, grammar, spelling, pronunciation |
| • Apply the greeting protocol. | Forms of address, level of language, idioms, formulas of courtesy |
| • Take a reservation in French. | Active listening, paraphrasing, questions for clarification and precision, terminology related to time and date |

2. Provide explanations on menus and dishes in French.

- Use appropriate terminology to describe menu items or items from lists (e.g. dessert list, breakfast menu, wine and beverage list). Terminology, pronunciation, forms of presentation
- Gather the information needed to take an order. Most common questions to ask: suggestions for an aperitif, wine, desired degree of cooking, vegetables, suggestions for dessert, etc.
- Answer frequently asked questions associated with taking an order. Paraphrasing

3. Take orders in French.

- Write down an order in English based on information provided in French. Specialized terminology, rules for writing orders
- Answer customer queries and requests. Most common questions regarding services offered by the establishment, local and regional points of interest

Module 7 Duration 30 hours

Behavioural Objective

Statement of the Competency

To perform billing and collection operations.

Achievement Context

- In accordance with the establishment's policies and price lists
- Using different types of systems in use in establishments
- For cash, credit card and debit card transactions

Elements of the Competency**Performance Criteria**

1. Prepare the equipment.

- Accurate count of cash register float
- Appropriate preparation of documents
- Appropriate use of register system

2. Prepare and present bills.

- Complete, clear, accurate recording of information on order slips
- Verification of accuracy of tally
- Observance of rules of courtesy when presenting bills

3. Process cash payments.

- Verification of amounts received and tendered
- Observance of rules governing handling of cash

4. Process credit card and debit card payments.

- Correct use of payment processing system
- Observance of precautions to take when handling credit and debit cards
- Appropriate processing of necessary corrections

5. Close the cash register.

- Accurate cash register reading
- Accurate cash register report
- Accuracy of data provided
- Correct preparation of deposit
- Observance of security regulations when making a deposit

For the competency as a whole:

- Observance of instructions
- Observance of establishment's policies
- Observance of etiquette concerning gratuities (tips)

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 equipment.

- | | |
|---|--|
| • Differentiate between the types of materials needed to operate the cash register. | Forms, credit card slips, calculator, cash drawer, paper rolls, credit card machines, declaration of tips |
| • Use different billing systems. | Hand-written, electronic, computerized bills |
| • Prepare a cash register float. | Detailed verification |
| • Perform various calculations using basic math operations. | Addition, subtraction, multiplication, division, rule of three, calculation of percentages, use of tax table |

2. Prepare and present bills.

- | | |
|---|---|
| • Record information using different systems. | Manual record, electronic cash register, computerized cash register, voiding of incorrect entries, cancellations, separate bills, shared items, codes for degree of cooking (meat), recording of unprogrammed items |
| • Apply rules for presenting bills. | Presentation of bill face down, use of small tray, discretion |

3. Process cash payments.

- | | |
|---|---|
| • Handle cash taking the necessary precautions. | Importance of double checking, risk of error, method of making change |
| • Apply rules of ethics concerning gratuities (tips). | Systematically giving back change |

4. Process credit card and debit card payments.

- | | |
|--|--|
| • Make the necessary verifications for credit card payments. | Expiry date, signature, tip, transaction authorization |
| • Print out credit card slips. | Credit card machine, slips from various companies, verification of tallies |
| • Apply rules governing debit card payments. | Verification of slip, remittal of slip |

5. Close the cash register.

- Take different cash register readings. Flash reading, full reading
- Add up the amounts received in various forms. Credit card slips, room billings, debit card slips, cash, travellers' cheques, gift certificates
- Declare the receipts on the cash register report.
- Replenish the cash register float.
- Apply security rules governing the handling of a cash register deposit.

Module 8 Duration 90 hours

Behavioural Objective

Statement of the Competency

To recommend and serve wines.

Achievement Context

- Based on a menu and a wine list
- Using wine service equipment
- For different types of wines

Elements of the Competency**Performance Criteria**

1. Provide customers with information on wine list items.

- Accurate description of items
- Clear, concise explanations
- Use of appropriate specialized terminology

2. Answer customer questions.

- Active listening
- Accurate answers to questions
- Highlighting of wines' characteristics

3. Suggest pairings of wines with dishes selected.

- Recommendations complementing dishes selected
- Accurate description of recommended wine
- Respect for customer expectations

4. Serve the wine.

- Observance of service rules and rules of precedence
- Correct use of techniques
- Appropriate serving temperature

For the competency as a whole:

- Appropriate customer approach
- Observance of rules governing communication
- Observance of hygiene and safety regulations
- 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. Provide customers with information on wine list items.

- Explain the steps involved in winemaking.

Harvesting; post-harvest care and adjustments; alcohol fermentation; role of yeasts; red, rosé, white winemaking process; sparkling winemaking process; fortified wines (e.g. natural sweet wine, liqueur wine)

<ul style="list-style-type: none">• Understand the factors that can affect the quality of a wine.	Terroir, varietal, vintage, wine storage methods (cellar and aging) Different categories of wines, concept of « appellation »
<ul style="list-style-type: none">• Be familiar with the geography of wine production.	Main wine-producing countries, major winegrowing regions of these countries, characteristics of wines
2. Answer customer questions.	
<ul style="list-style-type: none">• Explain the differences among types of wines.	Characteristics of main varietals, characteristics of main types of wines, label reading
<ul style="list-style-type: none">• Describe the sensory properties of wines.	Specialized terminology, winetasting procedure
3. Suggest pairings of wines with dishes selected.	
<ul style="list-style-type: none">• Understand the customer's criteria for selecting wine.	Customer's preference, type of meal, season, price of wine
<ul style="list-style-type: none">• Apply guidelines for pairing wine and food.	Basic rules, classical pairings, regional pairings
4. Serve the wine.	
<ul style="list-style-type: none">• Present a wine to a customer.	Wine presentation, use of equipment, wine and glassware protocol, verification of temperature, use of a decanter; service rules and rules of precedence
<ul style="list-style-type: none">• Open bottles of different types of wine.	White, red, sparkling wine

Module 9 Duration 75 hours

Behavioural Objective

Statement of the Competency

To provide beverage service.

Achievement Context

- For bar or table service of alcoholic and non-alcoholic beverages
- Based on a list of aperitifs and digestifs
- In accordance with the establishment's policies
- In accordance with hygiene and safety regulations
- In conformity with the responsibilities of food and beverage servers regarding public drunkenness

Elements of the Competency**Performance Criteria**

1. Set up the bar area.

- Correct use of specialized terminology
- Appropriate preparation of equipment and furniture
- Verification of freshness of ingredients
- Thorough, accurate verification of inventory

2. Recommend beverages.

- Accurate answers to customer questions
- Recommendations adapted to customers' needs
- Appropriate description of beverages

3. Prepare beverages.

- Appropriate use of tools and equipment
- Correct application of recipes and work methods

4. Serve beverages.

- Observance of service rules and rules of precedence
- Correct use of techniques
- Appropriate serving temperature

5. Clear the bar area and restock supplies.

- Proper storage of equipment and ingredients
- Complete, accurate verification of inventory
- Complete restocking of beverages and ingredients

For the competency as a whole:

- Methodical planning
- Observance of hygiene and safety regulations
- Observance of turnaround time
- 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. Set up the bar area.

- | | |
|---|---|
| • Describe the work done in a bar. | Staff responsibilities and tasks, identification of equipment and furniture, types of bars: mobile bars, temporary bars |
| • Describe the tools used in a bar. | Specialized terminology, definition and function of each tool and piece of equipment |
| • Describe the tasks related to opening the bar. | Verification and arrangement of equipment, bottles; restocking |
| • Observe hygiene, sanitation and safety regulations. | Monitoring of freshness of perishable ingredients; methods used to clean equipment and bottles |

2. Recommend beverages.

- | | |
|--|--|
| • Identify and classify alcoholic beverages. | Aperitifs, beers, spirits (grain alcohol, fruit brandy, brandy, liqueurs), cocktails, flaming drinks |
| • Describe non-alcoholic beverages. | Fruit and vegetable juices, carbonated drinks, mineral water, syrups |
| • Describe coffees and teas. | Origin and characteristic of products, preparation and presentation methods |
| • Become familiar with new products. | New releases, new trends in cocktails |

3. Prepare beverages.

- | | |
|---|---|
| • Use cocktail preparation and beverage service techniques. | Cocktail preparation techniques: shaking, stirring, long drinks, free pouring; recipes for common mixes |
|---|---|

4. Serve beverages.

- | | |
|--|--|
| • Carry glasses using a tray. | Tray carrying technique |
| • Be familiar with serving temperatures for beverages. | Beverages served at room temperature, chilled, on ice, hot |
| • Provide bar or table service. | Rules for bar and table service; rules of precedence |
| • Clear glasses using a tray. | Rules regarding clearing of glasses, hygiene standards |
| • Become familiar with laws governing liquor permits and bar staff's responsibilities. | Different classes of permits issued to establishments |
| • Describe the effects of alcohol on behaviour. | Possible symptoms of drunkenness |

Beverage Service

Code:

904485

- Describe the advantages of serving alcohol responsibly.

Image of establishment, risk of incidents

- Apply strategies for handling delicate situations.

Composure, courtesy, firmness, active listening, empathy

5. Clear the bar area and restock supplies.

- Apply storage methods while observing rules of economy and safety.

Methods of preventing wastage and loss

- Use measuring and quantity control instruments.

Different inventory methods

Behavioural Objective

Statement of the Competency

To provide banquet service.

Achievement Context

- Based on instructions
- For a banquet menu
- For American (plate) service with and without a tray
- Using typical dining room and pantry equipment

Elements of the Competency**Performance Criteria**

1. Become familiar with different types of banquet service.

- Accurate identification of needs
- Accurate description of type of banquet
- Correct determination of styles and characteristics
- Accurate interpretation of types of menus

2. Prepare the mise en place of the dining room and waiters' pantry.

- Methodical planning
- Table setup in accordance with type of banquet menu
- Mise en place of waiters' pantry in conformity with instructions
- Correct use of plate carrying technique
- Correct use of tray carrying technique
- Laying of tablecloth on buffet table in conformity with instructions

3. Serve the dishes.

- Observance of service sequence and synchronization
- Observance of service rules and rules of precedence
- Correct use of equipment

4. Clear the tables.

- Application of clearing method
- Observance of service rules and rules of precedence
- Rapid execution

For the competency as a whole:

- Methodical organization
- Observance of hygiene and safety regulations
- Appropriate pace
- Effective stress management
- 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. Become familiar with different types of banquet service.

- | | |
|---|--|
| • Become familiar with service techniques. | American (plate) service, Russian service (using a spoon and fork), buffet style |
| • Explain the characteristics specific to each type of service. | Advantages and disadvantages, use of each type |
| • Describe the service sequence. | Sequence of operations for: <ul style="list-style-type: none"> • American (plate) service • Russian service (using a spoon and fork) |
| • Determine the different types of receptions. | Description of types of receptions: <ul style="list-style-type: none"> • banquet • buffet • cocktail reception • gastronomical meal • gala dinner |
| • Use specialized terminology. | |
| • Understand the structure and operation of a banquet department. | Steps involved in preparing for banquet service, communication between different stations, reading of function sheet, banquet service staff |
| • Describe the service rules specific to banquets. | Importance of synchronization, table of honour, equipment and supplies required for the mise en place, greeting customers |

2. Prepare the mise en place of the dining room and waiters' pantry.

- | | |
|--|---|
| • Describe the steps involved in preparing a buffet. | Arrangement and setup of banquet tables, rules governing buffet setup |
|--|---|

3. Serve the dishes.

- | | |
|---|--|
| • Use of different plate carrying techniques. | One-, two-, three- and four-plate technique |
| • Apply the hygiene and safety regulations for carrying plates. | Method of arranging dishes on a tray, use of dish covers |

4. Clear the tables.

- | | |
|------------------------------|--|
| • Apply clearing techniques. | In the presence of customers, at the bussing station, after guests have departed |
|------------------------------|--|

Module 11 Duration 120 hours

Behavioural Objective

Statement of the Competency

To provide informal service.

Achievement Context

- In accordance with the establishment's policies
- According to different menus with choice of selections
- For American (plate) service with and without a tray
- Using typical dining room and pantry equipment
- Using a computerized system for recording and processing orders

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Prepare the dining area for service. | <ul style="list-style-type: none"> • Neat attire in conformity with standards • Thorough preparation of materials • Appropriate preparation of supplies and equipment required for the mise en place • Complete, consistent mise en place |
| 2. Greet customers. | <ul style="list-style-type: none"> • Appropriate approach • Observance of rules of courtesy • Precedence and attention |
| 3. Take and process orders. | <ul style="list-style-type: none"> • Accurate, concise explanations of menu items • Accurate answers to customer questions • Complete, accurate entry of order in the computerized system |
| 4. Serve the dishes. | <ul style="list-style-type: none"> • Correct application of various service techniques • Effective coordination with kitchen staff • Efficient service • Observance of service rules and rules of precedence |
| 5. Clear the tables. | <ul style="list-style-type: none"> • Observance of clearing techniques • Rapid execution • Economical use of movements |
| 6. Complete the service and collect the payment. | <ul style="list-style-type: none"> • Precautions in handling cash and credit cards • Correct use of computerized system |

7. Clean up the dining room and service areas.

- Cleanup in conformity with instructions
- Proper cleaning of service areas and equipment
- Systematic identification of:
 - salvageable supplies
 - missing supplies
 - defects and breakage

For the competency as a whole:

- Methodical organization
- Observance of hygiene and safety regulations
- Effective stress management
- 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. Prepare the dining area for service.

- Gather information.

Verification of special instructions (e.g. birthdays, anniversaries, special requests), menu items, their ingredient and cooking methods

- Perform preparatory tasks.

Complete uniform, preparation of materials: paper, pen, bottle opener, matches
Verification of assigned sections, table numbers

2. Greet customers.

- Identify professional behaviours to adopt upon customers' arrival.

Rules of courtesy and precedence, formulas of courtesy

- Identify the characteristics of customers depending on the type of meal and time of day.

Breakfast, lunch, dinner customers

- Apply hygiene, sanitation and safety regulations.

Personal hygiene, rules for cleaning and maintaining equipment, safe use of equipment, ergonomic rules

- Present the menu.

Menu presentation, information to provide on menu items, highlighting of certain items

3. Take and process orders.

- Apply order taking concepts to dining room service.
- Gather information for a breakfast order.
- Take a room service order.

Time required to prepare certain dishes and beverages, planning the steps involved in carrying out their tasks

Explanation of terms specific to breakfast

Information to be obtained from customer

4. Serve the dishes.

- Carry dishes using a tray.
- Carry dishes without using a tray.
- Apply concepts of hygiene and safety to food and beverage carrying techniques.
- Apply service rules.

Technique, posture

Plate carrying technique

Rules governing plate service and wine and beverage service
Specific techniques applicable to food and beverage service: water, consommés, sauces, tea and infusions, coffee, finger bowls, waste plate

Chronological steps, sequence of operations for plate service

5. Clear the tables.

- Use a clearing method.
- Apply specific rules associated with clearing room service orders.

Rapidity, hygiene, efficiency, discretion
Clearing and carrying of dishes with a tray, clearing without a tray, clearing of glasses

6. Complete the service and collect the payment.

- Apply cash register concepts to the collection of payments.

Specific billing method in accordance with type of menu, rules for room service billings

7. Clean up the dining room and service areas.

- Perform closing tasks.

Concept of food storage, reducing risk of contamination, sanitation standards, inventory taking, verification and maintenance of service equipment and supplies

Module 12 Duration 120 hours

Behavioural Objective

Statement of the Competency

To provide formal service.

Achievement Context

- In accordance with the establishment's policies
- According to a table d'hôte, à la carte and gastronomical menu
- Based on a wine list
- For American (plate) service, Russian service (using a spoon and fork) and French (gueridon) service
- Using typical dining room and pantry equipment
- Using a computerized system for recording and processing orders
- Within a work team

Elements of the Competency**Performance Criteria**

1. Prepare the dining area for service.

- Neat attire in conformity with standards
- Thorough preparation of materials
- Appropriate preparation of supplies and equipment required for the mise en place
- Complete, consistent mise en place
- Proper planning with team members

2. Greet customers.

- Appropriate customer approach in English or French
- Observance of rules of courtesy
- Precedence and attention

3. Take and process orders.

- Accurate, concise explanations of:
 - menu
 - list
 - wine list
- Accurate answers to customer questions
- Appropriate use of suggestive selling techniques
- Complete, accurate entry of order in the computerized system

- | | |
|--|---|
| 4. Serve dishes and wines. | <ul style="list-style-type: none"> • Correct application of food and wine service techniques • Efficient handling of spoon and fork appropriate to dish served • Observance of method of tableside flambéing or carving (on a gueridon) • Proper coordination with members of the team • Effective coordination with kitchen staff • Observance of service rules and rules of precedence |
| 5. Clear the tables. | <ul style="list-style-type: none"> • Observance of clearing techniques • Rapid execution • Economical use of movements • Discretion |
| 6. Complete the service and collect the payment. | <ul style="list-style-type: none"> • Precautions in handling cash and credit cards • Correct use of computerized system |
| 7. Clean up the dining room and service areas. | <ul style="list-style-type: none"> • Cleanup in conformity with instructions • Proper cleaning of service areas and equipment • Systematic identification of: <ul style="list-style-type: none"> – salvageable supplies – missing supplies – defects and breakage <p style="text-align: center; margin: 10px 0;"><i>For the competency as a whole:</i></p> <ul style="list-style-type: none"> • Methodical organization • Observance of hygiene and safety regulations • Effective stress management • 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. Prepare the dining area for service. | |
| <ul style="list-style-type: none"> • Gather information. | Verification of special instructions (e.g. birthdays, anniversaries, special requests), menu items, their ingredients and preparation |
| <ul style="list-style-type: none"> • Perform preparatory tasks. | Complete uniform, preparation of materials: paper, pen, bottle opener, matches
Verification of assigned sections, table numbers |
| <ul style="list-style-type: none"> • Plan the service with the members of the team. | Knowledge of job functions of each member of the dining room staff |

2. Greet customers.

- Apply greeting techniques appropriate to formal service.
- Present and describe the menu.

Rules of courtesy and precedence, formulas of courtesy, smiling, seating at the table

Menu presentation, information on menu or list items, highlighting of certain items, suggestions of dishes and wines

3. Take and process orders.

- Apply suggestive selling concepts to order taking.

Importance of product knowledge, knowledge of preparation time, description of flambéed or carved items, suggestion of wine/food pairings, suggestion of add-ons

4. Serve dishes and wines.

- Carry warm plates using a waiter's cloth.
- Apply flambéing and carving techniques.
- Apply Russian service techniques (using spoon and fork).
- Apply safety concepts when using flambéing and carving equipment.
- Apply service rules.
- Plan the service with a view to minimizing steps.
- Communicate with members of the dining room staff.
- Interact with kitchen staff.

Plate carrying technique, use of waiter's cloth

Various methods for preparing dishes tableside (on a gueridon): flambéing, slicing and carving

Use of spoon and fork in accordance with dishes served

Use of knives, lighting of flambé burner

Rules governing plate service without a tray and wine and beverage service

Chronological steps, sequence of operations for American (plate) service, Russian service (using spoon and fork) and French (gueridon) service

Concept of teamwork, interactions during service

Communication between kitchen and dining room, interpretation of professional gestures

5. Clear the tables.

- Use a clearing method.

Rapidity, hygiene, efficiency, discretion
Clearing of dishes without a tray, clearing of glasses

6. Complete the service and collect the payment.

- Apply cash register concepts to the collection of payments.

Specific billing method in accordance with type of menu

7. Clean up the dining room and service areas.

- Perform closing tasks.

Concept of food storage, reducing risk of contamination, sanitation standards, inventory taking, verification and maintenance of service equipment and supplies

Situational Objective

Statement of the Competency

To integrate into the workplace.

Elements of the Competency

- Use job search techniques.
- Integrate the knowledge, skills, attitudes and habits acquired during training.
- Learn how a practicum in the workplace can change their perception of the occupation.

Learning Context

Information Phase

- Defining what they expect and hope to gain from their practicum.
- Learning about the characteristics of various job search techniques.
- Drawing up a list of companies in the food and beverage industry that correspond to their professional and personal interests.
- Learning about the company's organization and operations and the tasks to be performed.
- Establishing an action plan.

Participation Phase

- Writing a résumé and a cover letter.
- Looking for a practicum position.
- Observing occupational tasks and the context in which they are performed.
- Integrating into a team.
- Performing work-related activities.
- Recording their observations in a logbook.

Synthesis Phase

- Relating their actions in the workplace to the knowledge acquired during training.
- Discussing the accuracy of their perception of the job functions before and after the practicum.
- Drawing up a list of their strengths, weaknesses and interests with respect to the activities performed.

Instructional Guidelines

- Provide students with the means of choosing an appropriate practicum position.
- Maintain close cooperation between the school and the host company.
- Promote the observation and performance of various occupational tasks.
- Provide students with regular support.
- Intervene in the event of difficulties or problems.
- Encourage students to share their points of view.

Participation Criteria

Information Phase

- Gather the necessary information.
- Establish a complete action plan.

Participation Phase

- Meet with the practicum supervisor.
- Present to their teacher the steps they plan to take to find a practicum.
- Perform the tasks assigned in accordance with the agreement established with the practicum supervisor.
- Record their observations accurately.
- Demonstrate the attitudes and behaviours expected of a food and beverage server throughout the practicum.

Synthesis Phase

- Present a report on the practicum.
- Share their experiences in the workplace with the rest of the class.
- Draw up a complete assessment of their experience in the workplace.

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

The following suggestions take into account the learning context, the elements of the competency related to each phase as well as the instructional guidelines.

Information Phase

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| • Comparing a job search with a search for a practicum position. | Characteristics of a job search (needs definition, résumé, cover letter, visits and phone calls/letters, follow-up); differences with a search for a practicum position; responsibilities of trainees, the school and the host company |
| • Determining the information to be gathered. | Types of companies, working conditions, types of customers, company policies, types of services; objectives and conditions of the practicum, behaviour to adopt during the practicum, contact with the practicum supervisor |

Participation Phase

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|--|---|
| • Writing a résumé and a cover letter. | Types of résumés; résumé content and style, content and writing of a cover letter |
| • Observing various aspects of the occupation and participating in occupational tasks. | Tasks specific to the occupation; related tasks; characteristics of integration into a team |
| • Producing a brief report on their observations of the work context and the main tasks performed. | Methods of recording information; writing criteria and content of report |

Synthesis Phase

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| • Identifying the similarities and differences between the occupation and the training. | Aspects of the occupation and the training; comparative table |
| • Participating in a group meeting following their practicum experience. | Listening to others; comparing perceptions |

