

VOCATIONAL TRAINING PROGRAM WINE SERVICE (ASP 5814)

Training sector: Food Services and Tourism



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POUR TOUS

Québec    

Training sector: Food Services and Tourism

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Table of Contents

Introduction to the Program.....	1
Program Components	1
Aspects of Program Implementation	3
Summary of the Program	5
Part I	7
Program Goals	9
Educational Aims	10
Statements of the Competencies	11
Grid of Competencies	11
Harmonization	13
Part II	15
Program Competencies	15
Development of Professional Practice	17
Organoleptic Analysis	21
Winemaking	25
European Wines.....	29
Non-European Wines.....	33
Spirits and Other Alcoholic Beverages	37
Wine Cellar Management.....	41
Lists of Wines, Spirits and Other Alcoholic Beverages.....	47
Advice and Service: Wine and Other Alcoholic Beverages	51

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 duration of each competency. All optional components of a program may be enriched or adapted according to the needs of the students, the environment and the workplace.

Program Components

Program Goals

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

Educational Aims

Educational aims are broad orientations to be favoured during training in order to help students acquire intellectual or motor skills, work habits or attitudes. Educational aims usually address important aspects of career and personal 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 is compulsory and must be observed. It consists of teaching time, which includes time for the evaluation of learning and for enrichment or remedial activities, depending on the students' needs. The duration indicated for a given competency refers to the amount of time needed to develop the competency.

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

Credit

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

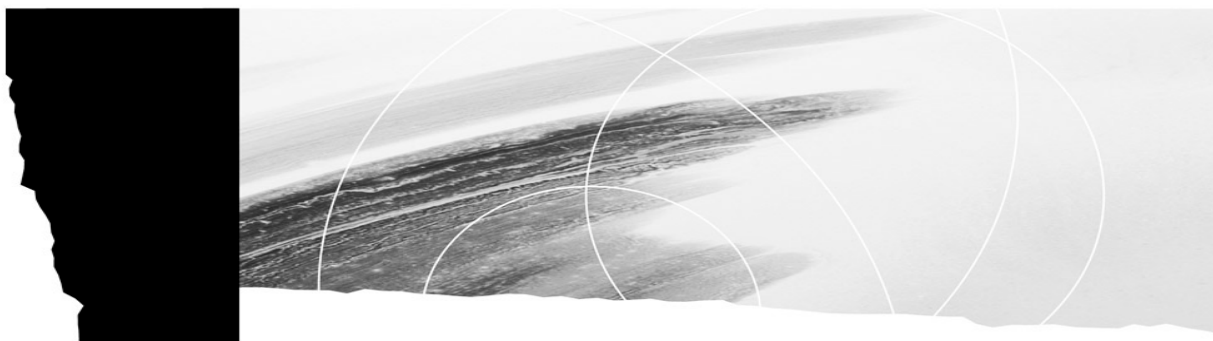
Aspects of Program Implementation

Program-Based Approach

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

Competency-Based Approach

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



5814

Wine Service

Year of approval: 2007

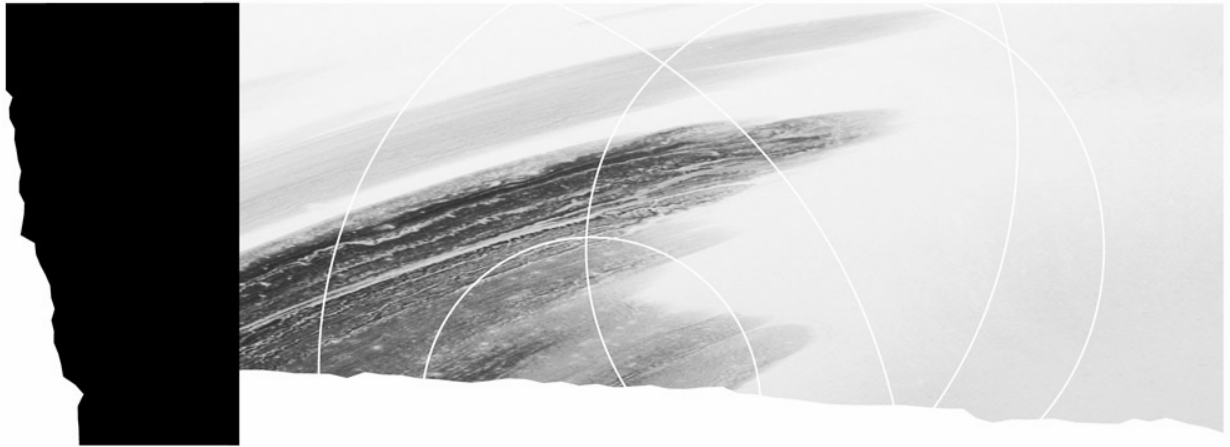
Certification:	Attestation of Vocational Specialization
Number of credits:	30 credits
Number of competencies:	9 competencies
Total duration:	450 hours

To be eligible for admission to the *Wine Service* program, candidates must meet one of the following requirements:

- Persons who hold a DVS in *Food and Beverage Services* 5793 or who have been granted recognition of equivalent learning.
- OR
- Persons practising an occupation related to the program of study.

The duration of the program is 450 hours, which includes 135 hours spent on the specific competencies required to practise the trade or occupation and 315 hours on general, work-related competencies. The program of study is divided into 9 competencies which vary in length from 30 to 120 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
Development of Professional Practice	900012	1	30	2
Organoleptic Analysis	900052	2	30	2
Winemaking	900053	3	45	3
European Wines	900058	4	120	8
Non-European Wines	900064	5	60	4
Spirits and Other Alcoholic Beverages	900072	6	30	2
Wine Cellar Management	900082	7	30	2
Lists of Wines, Spirits and Other Alcoholic Beverages	900092	8	30	2
Advice and Service: Wine and Other Alcoholic Beverages	900105	9	75	5



Part I

Program Goals

Educational Aims

Statements of the Competencies

Grid of Competencies

Harmonization

Program Goals

The *Wine Service* program prepares students to practise the occupation of sommelier.

Graduates of this program are likely to be employed in the restaurant sector, wine bars, hotels, inns, private clubs, establishments specializing in wines such as the Société des alcools du Québec and representative agencies, banquet halls and similar establishments, shops specializing in wine accessories as well as on cruise ships.

Depending on the size of the establishment, sommeliers perform a variety of tasks such as recommending wines and pairing wine and food, answering questions on the vintage and other characteristics of wines, and ensuring the set-up and restocking of wine cellars. They present the wine list to customers, make recommendations, take orders, ensure that the wine is at the desired temperature, serve the wine and monitor the situation. They may prepare the wine list and update it. Sommeliers may also carry out activities related to keeping a wine cellar such as making purchases, placing orders, taking inventory, receiving and sorting merchandise, ensuring optimal storage conditions as well as overseeing the ageing of wines.

Finally, sommeliers do research and participate in tastings. They may be called upon to advise wait and kitchen staff.

To perform their tasks, sommeliers use and maintain materials and tools specific to serving wines, spirits and other alcoholic beverages. They may also select these materials and tools.

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

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

- To promote job mobility, that is:
 - to help students develop positive attitudes toward change
 - to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims

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

- Spark interest in increasing the depth of their basic cultural knowledge – such as geography, history, traditions, languages and gastronomy – in the field of wine service.
- Develop the ability to clearly express themselves.
- Spark interest for wines, spirits and other alcoholic beverages in customers and wait and kitchen staff.
- Develop the ability to make decisions.
- Develop an ongoing concern for wine and food pairing.
- Develop the ability to interact with others.

Statements of the Competencies

List of Competencies

- To develop their professional practice.
- To carry out the organoleptic analysis of wines, spirits and other alcoholic beverages.
- To comment on the impact of the steps involved in winemaking.
- To present European wines.
- To present non-European wines.
- To present spirits and other alcoholic beverages.
- To perform tasks related to organizing and managing wine cellars.
- To design lists of wines, spirits and other alcoholic beverages.
- To provide advice on and professional service of wines, spirits and other alcoholic beverages.

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

GRID OF COMPETENCIES

WINE SERVICE	Competency number	Type of competency	Duration (in hours)	GENERAL COMPETENCIES					
				To develop their professional practice	To carry out the organoleptic analysis of wines, spirits and other alcoholic beverages	To comment on the impact of the steps involved in winemaking	To present European wines	To present non-European wines	To present spirits and other alcoholic beverages
Competency number				1	2	3	4	5	6
Type of competency				S	B	B	B	B	B
Duration (in hours)				30	30	45	120	60	30
To perform tasks related to organizing and managing wine cellars	7	B	30	○	●	●	●	●	●
To design lists of wines, spirits and other alcoholic beverages	8	B	30	○	●	●	●	●	●
To provide advice on and professional service of wines, spirits and other alcoholic beverages	9	B	75	○	●	●	●	●	●

Harmonization

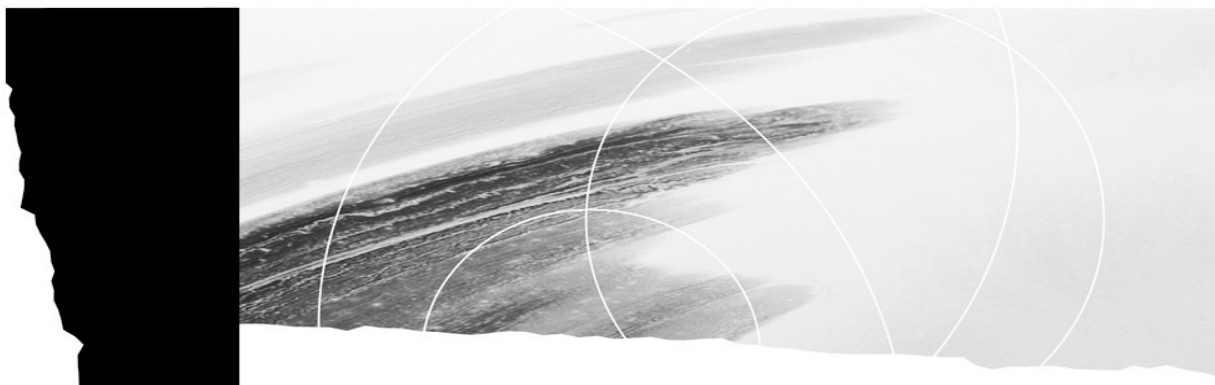
The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors in order to avoid overlap in program offerings, to recognize prior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

The *Wine Service* program does not share any competencies with other programs at this time.



Part II

Program Competencies

Competency 1 Duration 30 hours Credits 2

Situational Competency

Statement of the Competency

To develop their professional practice.

Elements of the Competency

- Understand the reality and specifics of the occupation.
- Understand how the evolution of wine service has affected the practice of the occupation.
- Examine opportunities for continuing their education and training in wine service.

Learning Context

Information Phase

- Learning about the occupation of sommelier: tasks, work environments, job prospects, working conditions, promotion opportunities, etc.
- Learning about the nature of the occupation and job requirements: required cognitive skills and views; professional attitudes, habits and behaviours; occupational rights and responsibilities, etc.
- Learning about new developments and trends in wine service, œnology and cooking: the history of wine service, anticipated changes, new products and arrivals, new winemaking technologies and serving accessories.
- Recognizing the impact of gastronomic trends in wine and food pairing and consumer behaviour.
- Learning about the main ways of developing and updating their knowledge in wine-related matters.
- Learning about the *Wine Service* program and other related training programs.
- Identifying the skills, aptitudes, attitudes and knowledge needed to practise the occupation.

Participation Phase

- Observing the practice of occupational tasks in the workplace.
- Keeping a logbook in which they record their observations on the work context and tasks.
- Discussing the relevance of the program with regard to employment prospects.

Synthesis Phase

- Preparing a career planning portfolio in which they draw parallels between:
 - their preferences, aptitudes and interests with respect to wine service
 - their current strengths and weaknesses
 - employment opportunities and prospects with regard to their future career and the evolution of wine service

Instructional Guideline

- Create a climate favourable to personal development and professional integration.
- Help students develop an accurate, up-to-date view of the occupation of sommelier.
- Enable students to become familiar with the program of study.
- Organize activities such as visits to restaurants and other establishments, meetings with or presentations by specialists.
- Provide students with a tool for observing work-related tasks.
- Help cultivate a desire to excel, innovate and improve.
- Help students explore new developments in wine service.
- Provide access to documentation and relevant resources.
- Provide students with the means to evaluate their current career path and future aspirations honestly and objectively.

Participation Criteria

Information Phase

- Gather information on most of the topics covered.
- Adequately express their views on the occupation, making connections with the information gathered.
- Thoroughly examine the documents available.

Participation Phase

- Write in their logbook.
- Share their initial observations on the occupation, the training program and job prospects during group discussion.

Synthesis Phase

- Present a career planning portfolio in which they draw parallels between:
 - their preferences, aptitudes, knowledge of the field as well as personal qualities
 - their current strengths and weaknesses
 - their interests with respect to wine service
 - employment opportunities and prospects with regard to their future career and the evolution of wine service

Suggestions for Competency-Related Knowledge and Know-How

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

Information Phase

- | | |
|--|--|
| • Situate the competency with respect to the training program. | Reason for the competency
Course outline
Relationships to other competencies |
|--|--|

- Adopt an information research method.
Note taking, time management, focus
Use of various reference sources for gathering information
Internet research
Conventional and computerized documents
Network of resource persons (wine advisors, promotional agents, sommeliers)
- Adopt a work method.
Organization and sorting of information
Learning and memorization strategies
Practical advice for preparing for evaluations
- Prepare to share during group discussions.
Rules governing group discussions
Concern for sharing information about the occupation with the group
- Show interest in keeping their knowledge current.
Main means allowing them to keep up-to-date:
Tastings; ongoing training; associations; visits to exhibitions, vineyards, wine companies, breweries and distilleries
Use of management software and available databases, etc.
Establishment and maintenance of professional relationships
Participation in conferences, cultural and tourist events, tastings and competitions

Participation Phase

- Look for an observation practicum.
Procedure to follow for finding an observation practicum
Documents complementing the procedure: list of companies employing wine service staff, letter requesting an observation practicum, authorization letter, etc.
- Use an observation tool in the workplace.
Familiarization with an observation tool: types of tools and main components
Conditions and information regarding the observation and practice of the occupation
Behaviours and attitudes to adopt
Note taking on the work context, work organization, layout of premises, working conditions, type of customers and products offered
- Write in a logbook.
Components of the logbook
Reflections to include: reflections during the course of training, observation checklist, results of the analysis of the workplace observation
Quality criteria
Rules of writing and presentation

Synthesis Phase

- Determine the content and organization of their presentation for discussion purposes.
 - Aptitudes and personal qualities in relation to occupational requirements
 - Strengths and weaknesses
 - Self-evaluation checklist
 - Selection of elements to present
 - Determination of order of presentation

Competency 2 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To carry out the organoleptic analysis of wines, spirits and other alcoholic beverages.

Achievement Context

- Using materials and accessories needed for tasting
- Using tasting notes

Elements of the Competency**Performance Criteria**

1. Prepare for the tasting.

- Proper set-up of materials and accessories needed for tasting
- Proper conditioning of products
- Determination of appropriate sequence for tasting products

2. Proceed with the sensory examination of wines, spirits and other alcoholic beverages.

- Observance of chronological order of tasting stages
- Use of techniques appropriate to each tasting stage
- Distinction between the visual, olfactory and taste sensations of products
- Accurate description of the visual, olfactory and taste characteristics of products
- Consideration of the environment and conditions that influence visual, olfactory and taste perceptions
- Thorough recording of the characteristics of the products sampled on a tasting sheet

3. Assess the organoleptic characteristics of wines, spirits and other alcoholic beverages.

- Consideration of all the information gathered
- Accurate interpretation of sensory perceptions of products
- Identification of the impact of tasting conditions on physiological reactions
- Accurate comparison of different products
- Relevant comments regarding the showcasing of products

For the competency as a whole:

- Accurate use of tasting terminology
- Observance of hygiene, food safety, and occupational health and safety rules
- Demonstration of professional attitudes and behaviours

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 for the tasting.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Explain the objectives of the tasting. | <p>Objectives of the tasting: to identify products, their origin and their character as well as to describe and evaluate the quality of products</p> |
| <ul style="list-style-type: none"> • Prepare the materials needed for tasting. | <p>Accessories needed for tasting: glasses, carafes, candles, pouring baskets, decanters, ice buckets, tasting sheets, tasting notes, etc.
Preparation of products for tasting: conditioning of products to be tasted (temperature, decanting, etc.)</p> |
| <ul style="list-style-type: none"> • Determine the sequence in which products are to be tasted. | <p>Sequence of products: vintages, origin, nature, type</p> |
| <ul style="list-style-type: none"> • Identify tasting mechanisms. | <p>Neurophysiological mechanisms of taste and smell
Effects produced in the oral cavity and retronasal passage
Substances representative of the basic flavours
Database of scents or natural elements reproducing the main aromas associated with wines
Methods for memorizing aromas</p> |

2. Proceed with the sensory examination of wines, spirits and other alcoholic beverages.

- | | |
|---|--|
| <ul style="list-style-type: none"> • Apply the tasting protocol. | <p>Tasting stages: appearance, aroma, taste and overall assessment
Differentiation between the act of drinking and that of tasting</p> |
| <ul style="list-style-type: none"> • Apply the techniques specific to each tasting stage. | <p>Quantity of wine to pour in glasses
Observation techniques specific to each tasting stage</p> |
| <ul style="list-style-type: none"> • Describe the visual, olfactory and taste characteristics of products. | <p>Conditions that influence visual, olfactory and taste perceptions
Identification of the main characteristics of wines, spirits and other alcoholic beverages
Description of perceptions (tasting terminology)
Identification of aromas present in the wines
Recording of the characteristics of the products sampled on a tasting sheet</p> |

3. Assess the organoleptic characteristics of wines, spirits and other alcoholic beverages.

- Interpret the perceptions of the sensory examination.

Factors affecting the quality of wines, spirits and other alcoholic beverages
 Links between the observations and the condition of the products (colour, hues, types of aromas, etc.)
 Overall qualities of the products: condition, character, balance, quality of the vintage and development
 Reflexes favouring the identification of grape varieties, the age of the products, the production technique, etc.
 Identification of possible faults of the wine and their origin

- Compare different products.

Development of arguments based on the characteristics and value of a vintage
 Similarities and differences between products
 Character and price/quality ratio of products

- Comment on the characteristics of products.

Overall qualities of products
 Formulation of comments on the characteristics of products
 Influence of the characteristics of wines and foods
 Wine and food pairing

- Write tasting notes.

Methods of classifying information
 Types of tasting notes
 Components of tasting notes
 Updating of information

For the competency as a whole:

- Situate the competency with respect to the occupation.
- Demonstrate professional attitudes and behaviours.
- Use terminology specific to tasting.

Reason for the competency
 Relationships to Competencies 3, 4, 5, 6, 7, 8 and 9

Qualities of a taster
 Hygiene and food safety rules

Commonly used terms

Competency 3

Duration 45 hours

Credits 3

Behavioural Competency

Statement of the Competency

To comment on the impact of the steps involved in winemaking.

Achievement Context

- In the presence of clients, colleagues, sommeliers and various other parties
- Using a wine list
- Using reference documents

Elements of the Competency

Performance Criteria

- | | |
|---|--|
| <p>1. Explain the impact of vine growing on the quality of the grapes.</p> | <ul style="list-style-type: none"> • Accurate identification of the impact of vine growing regions on the wines • Correct distinction between different grape varieties and the main regions where they are grown • Correct description of the steps involved in vine growing • Accurate identification of the impact of vine growing methods on the wines • Accurate description of the causes of the main faults of the wine in terms of vine growing |
| <p>2. Explain the impact of winemaking processes on the wines.</p> | <ul style="list-style-type: none"> • Accurate distinction of the different winemaking processes • Accurate comparison of the results obtained according to the types of winemaking • Accurate explanation of the consequences related to the choice of type of winemaking • Accurate description of the causes of the main faults of the wine in terms of the steps involved in the different types of winemaking |
| <p>3. Explain the impact of the ageing of wines on their characteristics.</p> | <ul style="list-style-type: none"> • Accurate distinction of methods of ageing • Accurate identification of the impact of ageing on the ageing potential of wines • Accurate description of the main faults of the wine in relation to the steps involved in wine ageing |

For the competency as a whole:

- Concise information
- Appropriate use of professional terminology
- Appropriate use of arguments aimed at raising interest in products

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. Explain the impact of vine growing on the quality of the grapes.

- Identify the vine growing regions.

History of the development of the main vineyards
Ampelography: the parts of a vine, the growing season of the vine, methods of reproduction, vine training methods and the main grape varieties
- Explain the factors that affect the quality of the grapes.

Human factor, i.e. the wine industry: wine grower, oenologist, cooper, wine merchant, wine merchant/producer, wine broker, vintner, etc.
Factors conducive to vine growing and terroirs
Climatology, topography, geology and microclimates
Methods of growing and training vines: density of plantation, organic farming, biodynamics, different sizes, etc.
Quality of the harvest
Quality of the vintage
Main faults of the wine in terms of the steps involved in wine growing
- Identify the different parts of the grape bunch and grape.

Components and roles of the parts of the grape bunch and grape in terms of alcoholic fermentation and the organoleptic characteristics of the wines (grape skin, pulp, seed and stalk)
- Explain current trends in wine growing.

Vine reproduction methods
GMO
Climatic changes
Legislation
Mechanization
Treatment against insects and diseases
Development of new diseases
- Explain the causes of the main faults of wine in terms of vine growing.

Vine diseases
Use of different products: insecticides, herbicides, fungicides, fertilizer, etc.
Climatic incidents
Quality of the care given to the vineyard
Quality of the equipment

2. Explain the impact of winemaking processes on the wines.

- Explain the types of winemaking.
 - Determination of the harvest date
 - Elements required for alcoholic fermentation
 - Mechanism for alcoholic fermentation
 - Steps involved in different types of winemaking
 - Categories of wines: white, red, rosé, sparkling, sweet, sweet aperitif and fortified
 - Processes for improving the musts
- Explain the elements involved in choosing the type of winemaking.
 - Grape varieties
 - Types of wines desired
 - Regulations regarding designations
 - Quality of the vintage
 - Traditions
- Identify the consequences of the selection of the type of winemaking.
 - Impact of the type of winemaking on organoleptic characteristics, longevity, the costs of wines and the marketing date
- Explain the factors affecting the quality of winemaking.
 - Human intervention
 - Types of yeast
 - Length of fermentation
 - Containers: barrels, stainless-steel vats, cement vats and drums
 - Temperature of musts during fermentation
 - Main faults of the wine in terms of the steps involved in winemaking
- Explain the links between the main wine faults and the stages of winemaking.
 - Quality and processing of the harvest
 - Quality of the equipment: self-regulating vats, material of the vats (stainless steel, cement, wood, etc.)
 - Incidents during winemaking: oxidation
 - Proper corrective measures taken with the musts: acidification, chaptalization, yeast addition, subtractive techniques, etc.

3. Explain the impact of ageing on the wines' characteristics.

- Explain the methods of ageing.
 - Methods of ageing: barrel, vat and bottle
 - Stages in wine ageing: malolactic fermentation, racking, topping up, clarification, tartaric stabilization and bottling
- Explain the elements involved in selecting the ageing method.
 - Grape varieties
 - Types of wines
 - Regulations regarding designations
 - Desired character
 - Quality of the vintage
 - Traditions

- Identify the consequences of the selection of the ageing method.
 - Development of wines
 - Impact of the ageing method on organoleptic characteristics, longevity, the costs of wines and the date of marketing
 - Explain the factors affecting the quality of the ageing method.
 - Quality of barrels: origin of the oak, distinct characteristics of the oak, processing of the barrels (heat) and age of the barrels
 - Use of alternative methods: chips, sawdust and oak plank immersion
 - Types of stoppers: cork, particles, polymer and screw top
 - Main faults of the wine in terms of ageing
- For the competency as a whole:*
- Situate the competency with respect to the occupation.
 - Reason for the competency
 - Relationships to Competencies 2, 4, 5, 7, 8 and 9
 - Use terminology specific to winemaking processes.
 - Technical and professional terminology specific to vine growing, œnology and professions in the wine industry, etc.
 - Use arguments aimed at raising interest in products.
 - Meaningful information specific to winemaking
 - Formulation of arguments based on knowledge related to the steps involved in winemaking

Competency 4 Duration 120 hours Credits 8

Behavioural Competency

Statement of the Competency

To present European wines.

Achievement Context

- To the establishment's customers and staff
- Using conventional and computerized reference documents
- Using the wine list and a menu

Elements of the Competency**Performance Criteria**

- | | |
|--|---|
| 1. Gather information on European wines. | <ul style="list-style-type: none"> • Correct determination of the subject to be researched • Selection of a variety of reference sources • Proper interpretation of the information extracted • Correct determination of the information to keep • Use of a structured method of researching information |
| 2. Describe the characteristics of different European wines. | <ul style="list-style-type: none"> • Accurate explanation of the specific characteristics related to designations of European wines in terms of: <ul style="list-style-type: none"> – origin – vine population – production methods • Accurate comparison of wines from the same grape variety and different terroirs • Accurate distinction between wines of different vintages • Accurate comparison of wines of the same designation from different producers |
| 3. Recommend European wines to pair with food. | <ul style="list-style-type: none"> • Overall assessment of the organoleptic characteristics of wines of: <ul style="list-style-type: none"> – different designations – different origins – different grape varieties • Consideration of the culinary specialities of producing regions and countries • Coherent wine and food pairing • Recommendations adapted to customers' needs • Concern for offering a varied selection based on the: <ul style="list-style-type: none"> – origin of products – type of wine – price range |

For the competency as a whole:

- Appropriate use of arguments aimed at raising interest in products
- Demonstration of professional attitudes and behaviours
- Appropriate use of specialized terminology
- Transmission of concise information
- Clarity of responses provided to customers

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. Gather information on European wines.

- Use various reference sources to gather information.

Conventional documentation: magazines, atlases, books, dictionaries, encyclopedia on wines and other alcoholic beverages, specialized books, situation analysis reports for sommeliers
Computerized documentation: Internet sites (wines, bodies, organizations, wine producers, etc.)
Networking: resource persons, professional associations, marketing agencies, distributors, conventions, symposiums and conferences

- Use methods for focusing on research fields in reference documents.

Use of the table of contents
Specific groupings: categories of designations, types of wines, grape varieties and producers
Special sections

- Use an information research method.

Definition of the context of the research and its scope
Determination of the type of information to be researched
Planning of the research
Gathering of information or data
Use of conventional and computerized documentation

- Classify wines according to common characteristics.

Information organizing methods allowing different wines to be grouped: common grape varieties or with similar characteristics, same region, same country, same producer, etc.

- Interpret general information on the European wine sector.
 - Historical knowledge of Europe
 - Location of Europe on a world map
 - The European Union: history, member countries, laws and regulations
 - Current news: trends, new technologies and climatic changes
 - Interpret wine-related information specific to different European countries.
 - Historical knowledge and traditions specific to each producing country in Europe
 - Geographic location of producing countries
 - Distribution of vineyards in producing regions of producing countries
 - Production, export and consumption statistics
 - Select the information to keep.
 - Analysis and sorting of information gathered
 - Recording of essential information
2. Describe the characteristics of different European wines.
- Explain the legal aspects related to wine-related matters.
 - Legislative aspects of the European Union in wine-related matters
 - Legislative aspects in wine-related matters, specific to each country (vine growing, types of wines, winemaking, legislation concerning the different categories of designation and marketing)
 - Government organizations (OIV, INAO, etc.)
 - Characterize the wines of different producing regions.
 - Producing regions
 - Explanations regarding the wines of producing regions in European countries (sweet wines, sweet aperitif wines, liqueur wines and other fortified wines)
 - Designations, classifications, rankings, places, geography, climatology and geology
 - Vine population, vine growing, type of winemaking and ageing method specific to each designation
 - Main producers (wine growers, merchants, etc.)
 - Quality of recent vintages
 - Trends and new developments
 - Compare European wines.
 - Comparison of wines: of different designations with similar characteristics, of the same designation from different producers, from the same grape variety and different terroirs, from the same producers and of different vintages, etc.

3. Recommend European wines to pair with food.

- Proceed with the sensory examination of wines.
 - Review of Competency 2
 - Sensory analysis of European wines
 - Description of organoleptic characteristics of wines
 - Interpretation of perceptions
 - Evaluation of wines (qualities, faults, character, etc.)
 - Assessment of overall qualities of wines sampled
 - Estimate of the longevity of wines sampled
- Apply principles of wine and food pairing.
 - Main regional traditions
 - Regional pairings
 - Rules for matching wine and food
 - Influence of flavours on each other
- Learn about customers' needs.
 - Customers' preferences and habits
 - Anticipation of customers' desired price range

For the competency as a whole:

- Situate the competency with respect to the occupation.
 - Reason for the competency
 - Relationships to Competencies 2, 3, 7, 8 and 9
- Use arguments aimed at raising interest in products.
 - Main arguments based on: showcasing of products based on historical facts related to the wines presented, anecdotes, elements involved in winemaking, prestige of a designation, ranking of wines, reputation of a region or producer, quality of a vintage, legislation, wine and food pairing, etc.
- Use professional terminology associated with European wines.
 - Review of Competencies 2 and 3
 - Terminology specific to the classification of designations
 - Terminology specific to rankings
 - Pronunciation of equivalent terms in different European languages
- Recognize the importance of adopting professional attitudes and behaviours.
 - Required attitudes and behaviours: open mindedness, curiosity, ability to make sound judgments regarding new developments, ability to adapt, constant concern for customer satisfaction
 - Customer-centred approach
 - Advisory approach with work colleagues

Competency 5 Duration 60 hours Credits 4

Behavioural Competency

Statement of the Competency

To present non-European wines.

Achievement Context

- To the establishment's customers and staff
- Using conventional and computerized reference documents
- Using the wine list and a menu

Elements of the Competency

Performance Criteria

1. Gather information on non-European wines.

- Correct determination of the subject to be researched
- Selection of a variety of reference sources
- Proper interpretation of the information extracted
- Correct determination of the information to keep

2. Describe the characteristics of different non-European wines.

- Accurate explanation of specific characteristics related to non-European wines in terms of:
 - origin
 - vine population
 - production methods
- Accurate comparison of different wines from the same grape variety and from different terroirs
- Accurate distinction between wines of different vintages
- Accurate comparison of wines of the same origin from different producers

3. Recommend non-European wines to pair with food.

- Overall assessment of the organoleptic characteristics of wines of:
 - different designations
 - different origins
 - different grape varieties
- Consideration of the culinary specialties of producing regions and countries
- Coherent wine and food pairing
- Recommendations adapted to customers' needs
- Concern for offering a varied selection based on the:
 - origin of products
 - type of wine
 - price range

For the competency as a whole:

- Appropriate use of arguments aimed at raising interest in products
- Demonstration of professional attitudes and behaviours
- Appropriate use of specialized terminology
- Transmission of concise information
- Clarity of responses provided to customers

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. Gather information on non-European wines.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Use various reference sources to gather information. | <p>Conventional documentation: magazines, atlases, books, dictionaries, encyclopedia on wines and other alcoholic beverages, specialized books, situation analysis reports for sommeliers</p> <p>Computerized documentation: Internet sites (wines, bodies, organizations, wine producers, etc.)</p> <p>Networking: resource persons, professional associations, marketing agencies, distributors, conventions, symposiums and conferences</p> <p>Location of non-European countries on a world map</p> <p>New technologies and impact of technologies developed elsewhere in the world</p> |
| <ul style="list-style-type: none"> • Use an information research method. | Review of Competency 4 |
| <ul style="list-style-type: none"> • Use methods for focusing on research fields in reference documents. | Review of Competency 4 |
| <ul style="list-style-type: none"> • Interpret general information on non-European producing countries. | <p>Highlights of the history of winemaking and traditions of different non-European countries</p> <p>Geographic location of producing countries</p> <p>Distribution of vineyards in producing regions of producing countries</p> <p>Production, export and consumption statistics</p> <p>Current news: new technologies, climatic changes, etc.</p> |
| <ul style="list-style-type: none"> • Determine the information to keep. | Review of Competency 4 |

2. Describe the characteristics of different non-European wines.

- Explain the legal aspects related to wine-related matters.
Legislation related to vine growing and winemaking in different non-European producing countries
Distinction between the European approach and that of other countries with respect to classification and designation
National bodies involved in wine production across the world
- Characterize the wines of different non-European countries.
Types of wines according to country and region
Regions, designations, classifications, rankings, geography, climatology and geology
Vine population, vine growing, type of winemaking and method of wine ageing
Main producers
Quality of recent vintages
Trends and new developments
- Compare wines by highlighting the organoleptic similarities and differences.
Comparisons of wines: from different countries and regions and with similar characteristics; from the same countries, same regions and different producers; from the same grape varieties and different sources; from the same producers and same sources and of different vintages, etc.

3. Recommend non-European wines to pair with food.

- Proceed with the sensory examination of wines.
Review of Competency 2
Sensory analysis of non-European wines, description of organoleptic characteristics of wines and assessment of overall qualities of wines sampled
Interpretation of perceptions
Evaluation of wines (qualities, faults, character, etc.)
Estimate of the longevity of wines sampled
 - Apply principles of wine and food pairing.
Culinary traditions of different producing countries
Review of Competencies 2 and 4
 - Learn about customers' needs.
Review of Competency 4
- For the competency as a whole:*
- Situate the competency with respect to the occupation.
Reason for the competency
Relationships to Competencies 2, 3, 4, 7, 8 and 9
 - Classify wines according to common characteristics.
Review of Competency 4
 - Recognize the importance of adopting professional attitudes and behaviours.
Review of Competency 4

- Use arguments aimed at raising interest in products. Review of Competency 4
- Use professional terminology associated with non-European wines. Review of Competencies 2, 3 and 4
Terminology specific to the classification of designations
Terminology specific to rankings
Pronunciation of equivalent terms in different languages

Competency 6

Duration 30 hours

Credits 2

Behavioural Competency

Statement of the Competency

To present spirits and other alcoholic beverages.

Achievement Context

- To the establishment's customers and staff
- Using conventional and computerized reference documents
- Using a list of spirits and other alcoholic beverages

Elements of the Competency**Performance Criteria**

1. Gather information on spirits and other alcoholic beverages.

- Correct determination of the subject to be researched
- Use of a variety of reference sources
- Accurate, relevant information gathered
- Proper interpretation of the information extracted
- Correct determination of the information to keep

2. Explain the specific characteristics involved in producing spirits and other alcoholic beverages.

- Accurate distinction of production methods
- Accurate comparison of results obtained according to production process
- Accurate explanation of the consequences of the processes selected on the characteristics, quality and production costs
- Accurate identification of the impact of the ageing of spirits and other alcoholic beverages on their organoleptic characteristics and the production cost
- Accurate, concise explanation of specific characteristics of spirits and other alcoholic beverages in terms of:
 - origin
 - raw material used
 - type of production
 - designation, if applicable
- Concise information transmitted

3. Describe the organoleptic characteristics of spirits and other alcoholic beverages.

- Accurate distinction of the visual, olfactory and taste characteristics of spirits and other alcoholic beverages
- Overall assessment made of spirits and other alcoholic beverages

4. Recommend spirits and other alcoholic beverages.

- Relevant recommendations at the time of consumption
- Recommendations adapted to customers' preferences and habits
- Concern for offering a varied selection based on the:
 - origin of products
 - type of wine
 - price range

For the competency as a whole:

- Appropriate use of specialized terminology
- Appropriate use of arguments aimed at raising interest in products
- Demonstration of professional attitudes and behaviours
- Transmission of concise information

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. Gather information on spirits and other alcoholic beverages.

- Use various reference sources to gather information.
Conventional documentation: magazines, atlases, books, dictionaries, encyclopedia on wines and other alcoholic beverages, specialized books, situation analysis reports for sommeliers
Computerized documentation: Internet sites (distilleries, breweries, artisan producers, etc.)
Networking: resource persons, professional associations, marketing agencies, distributors, conventions, symposiums and conferences
- Interpret general information on spirits and other alcoholic beverages.
Historical knowledge of the use of a still
History of liquor production
Current news: trends, new technologies and climatic changes
Production statistics
Producing countries
Producers

2. Explain the specific characteristics involved in producing spirits and other alcoholic beverages.

- Distinguish between the processes used to distill and produce spirits.
Types of stills and distillation processes
Steps involved in producing spirits
Types of other spirits with a wine, other fruit, cereal or other plant base
Different producing countries
Legislation related to different production processes
Controlled designations and names
Indications: age and vintage
- Distinguish between the processes used to produce other alcoholic beverages.
Steps involved in producing other alcoholic beverages
Types of other alcoholic beverages: liqueurs, beers, ciders, etc.
Liqueurs with a wine, other fruit, cereal or other plant base
Different producing countries
Legislation related to different production processes
Controlled designations and names

3. Describe the organoleptic characteristics of spirits and other alcoholic beverages.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Distinguish between the visual, olfactory and taste characteristics of spirits and other alcoholic beverages. | <p>Tasting of different products: brandy, liquors, beer, aperitif wines, ciders, mixed drinks (e.g. coolers), sake and others</p> |
| <ul style="list-style-type: none"> • Make an overall assessment of the spirits and other alcoholic beverages. | <p>Interpretation of perceptions
Organoleptic characteristics of spirits and other alcoholic beverages (source, producer and age)</p> |

4. Recommend spirits and other alcoholic beverages.

- | | |
|--|--|
| <ul style="list-style-type: none"> • Learn about customers' needs. | <p>Customers' preferences and habits</p> |
| <ul style="list-style-type: none"> • Propose various presentations. | <p>Main presentations of spirits and other alcoholic beverages according to when the products are consumed</p> |
| <ul style="list-style-type: none"> • Showcase local products. | <p>Terroir products
Products of artisan producers
Seasonal products</p> |

For the competency as a whole:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Situate the competency with respect to the occupation. | <p>Reason for the competency
Relationships to Competencies 2, 3, 8 and 9</p> |
| <ul style="list-style-type: none"> • Use terminology specific to spirits and other alcoholic beverages. | <p>Commonly used terms
Pronunciation of terms in different languages</p> |

Competency 7 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To perform tasks related to organizing and managing wine cellars.

Achievement Context

- Based on a list of products in stock and different suppliers' product directories
- Based on tastings
- In accordance with the establishment's policies
- Using company purchase orders
- Using conventional and computerized tools
- Using conventional and computerized reference documents

Elements of the Competency

Performance Criteria

- | | |
|---|---|
| 1. Organize the wine cellar. | <ul style="list-style-type: none"> • Appropriate arrangement of products • Establishment of appropriate storage conditions • Appropriate use of inventory management tools |
| 2. Recommend the purchase of products, materials and serving accessories. | <ul style="list-style-type: none"> • Accurate taking of inventory • Appropriate use of reference sources • Appropriate use of professional terminology • Correct determination of short-, medium- and long-term needs • Relevant recommendations regarding the purchase of products, materials and accessories • Relevant recommendations regarding the selling price |
| 3. Order wines, spirits and other alcoholic beverages, materials and serving accessories. | <ul style="list-style-type: none"> • Observance of purchasing procedures • Observance of regulations concerning the purchase of alcoholic beverages • Correct preparation of purchase order • Correct transmission of purchase order |
| 4. Receive the merchandise. | <ul style="list-style-type: none"> • Verification that merchandise received and purchase order match • Meticulous verification of the condition of the merchandise • Meticulous verification of the presence of the duty stamp on bottles • Adequate storage of merchandise according to: <ul style="list-style-type: none"> – the impact of organoleptic characteristics of products – the impact on the development of products • Adequate rotation of products |

- | | |
|---|---|
| 5. Manage the bottles used for serving wine by the glass. | <ul style="list-style-type: none"> • Balanced selection of products offered by the glass • Relevant recommendations regarding the quality of wine to serve • Correct use of preservation processes |
| 6. Follow up the products in stock. | <ul style="list-style-type: none"> • Use of means aimed at countering inventory variances • Correct assessment of the condition of products • Estimate of the development of products in stock • Regular transmission of information to staff • Relevant recommendation for adjusting the sales price of products in stock |
| 7. Maintain and keep the premises tidy. | <ul style="list-style-type: none"> • Verification of the stability of the temperature and humidity of storage facilities • Rigorous maintenance of tidiness of the premises • Correct application of rules for maintaining materials and serving accessories |

For the competency as a whole:

Observance of hygiene, food safety, and occupational health and safety rules
 Effective use of equipment and materials
 Demonstration of professional attitudes and behaviours

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. Organize the wine cellar. | |
| <ul style="list-style-type: none"> • Determine the storage conditions. | <p>Storage conditions specific to different types of wine cellars: maturing cellar, service cellar and storeroom</p> <p>Main features: premises and shelving, vibration and odours, lighting, ventilation, temperature and humidity rate</p> |
| <ul style="list-style-type: none"> • Arrange the wines. | <p>Storage systems: shelves and racks designed for bottles</p> <p>Physical constraints</p> <p>Installation of a service cellar</p> <p>Principles of wine organization according to type of bottle and serving temperature</p> <p>Positioning of bottle: on its side or upright depending on type</p> <p>Handling of bottles</p> |

- Use wine cellar management tools.
Means of locating products for staff
Inventory management tools: inventory lists (cellar records), software, sales reports, breakage reports, purchase orders and return slips
2. Recommend the purchase of products, materials and serving accessories.
- Take inventory.
Inventory-taking methods
Control of inventory flow
Recording of products and qualities
Use of conventional or computerized cellar records
 - Use reference sources.
Suppliers' product directories
Internet
Participation in tasting shows
 - Recommend the purchase of products, materials and accessories.
Determination of the company's short-, medium- and long-term needs
Delivery times (private imports, artisan producers, etc.)
Seasonal nature of certain products
Sales price of products
3. Order wines, spirits and other alcoholic beverages, materials and serving accessories.
- Select different supply sources.
Choice of authorized supply sources (laws concerning the sale of alcoholic beverages): SAQ, artisan producers, breweries, private imports and promotional agencies
Suppliers of serving equipment and accessories
 - Use purchasing procedures.
Preparation of a purchase order: quantities, product names, UPC codes, Régie des alcools permit number, courses and games, etc.
Delivery conditions
 - Place the order.
Methods of placing the order: telephone, fax, e-mail, etc.
4. Receive the merchandise.
- Check the order.
Elements to verify: consistency of order with the purchase order, condition of the merchandise, price invoices and duty stamps
 - Put away the order.
Impact of bottle position on the quality of the wines and their longevity
Impact of bottle handling on the quality of the wines and their longevity
Place of storage
Stock rotation
Handling of bottles

5. Manage the bottles used for serving wine by the glass.

- Select products to use for serving wine by the glass. Balanced selection of products to offer by the glass: types of wines, characteristics of wines, origin and price range
- Set the price of products offered by the glass. Portions to serve
Cost and sales price
Loss estimates
- Use preservation tools. Preservation processes for wines and beverages
Operation of equipment: preservation, gas systems (argon and others), pumps, etc.
- Ensure that stock used for wine by the glass is rotated. Basic principles: number of bottles opened and variety based on themes, season, special events, promotions, etc.

6. Follow up the products in stock.

- Verify the inventory reports. Calculation of quantities of products in stock based on the starting inventory list, purchase invoices, sales reports and return slips
Comparison of inventory report against inventory list
Explanation of any variances
Determination of means allowing variances to be avoided
- Assess the development of products in stock. Verification of the quality of the vintage and the development rate of the wines in relation to storage conditions
- Propose adjustments to the sales price. Appreciation or depreciation of products according to the market
Products past their peak
Planning of special and themed events

7. Maintain and keep the premises tidy.

- Ensure stable storage conditions. Maintenance of optimal storage conditions
Consequences of poor storage conditions
- Keep the premises tidy and clean. Rules for maintaining storage facilities (service cellar, conservation cellar, white wine refrigerator, beer refrigerator and storeroom)
Consequences of poor maintenance of the premises

- Clean and put away materials and serving accessories.

Rules for cleaning and maintaining materials and serving accessories

For the competency as a whole:

- Situate the competency with respect to the occupation.
- Use professional terminology.
- Use equipment and materials.
- Demonstrate professional attitudes and behaviours.

Reason for the competency

Relationships to Competencies 2, 3, 4, 5, 6, 8 and 9

Commonly used terms

Terminology related to bottle formats (magnum, jeroboams, UPC code, etc.)

Computer (software, Internet), fax, suppliers' product directories (SAQ, promotional agencies and others), hygrometer, humidifier and dehumidifier

Required attitudes and behaviours

Competency 8 Duration 30 hours Credits 2

Behavioural Competency

Statement of the Competency

To design lists of wines, spirits and other alcoholic beverages.

Achievement Context

- Using a computerized system and tools
- Using conventional and computerized reference documents
- Based on a list of products in stock at the establishment
- For themes and special events

Elements of the Competency

Performance Criteria

1. Select diverse products to include in the lists.

- Verification of products in stock
- Thorough information gathered on:
 - the establishment's needs
 - the customers' needs
 - the menu
- Verification of product availability
- Consideration of the condition of the products
- Balanced choice of products
- Indepth research of product information
- Relevant choice of products

2. Prepare the establishment's various lists.

- Correct determination of how the list is organized
- Relevant choice of type and format of media to use
- Logical order of product presentation
- Rigorous recording of products
- Appropriate use of promotional strategies
- Careful presentation of the list

3. Update the establishment's various lists.

- Consideration of new arrivals
- Appropriate modifications made to various lists according to changes in:
 - price
 - vintage
 - producer
- Consideration of out-of-stock products

For the competency as a whole:

- Use of appropriate, conventional and computerized reference documents
- Meticulous work
- Presence of originality in the list design
- Observance of the establishment's policies

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. Select diverse products to include in the lists.

- | | |
|---|--|
| • Consult the list of products in stock. | Products in stock (designations, vintages and producers)
Condition of products
Quantities of different products |
| • Learn about the establishment's expectations. | The establishment's style and needs
Type of customers and needs
Menu |
| • Learn about the customers' and establishment's needs. | Type of menu, special and themed events, and customers' requests |
| • Ensure that products are available. | Stockouts and private imports
Determination of supply sources (SAQ, breweries, microbreweries, artisan producers, etc.) |
| • Assess the qualities of new products offered. | Research
Tastings |
| • Ensure a balance in the products offered. | Price range, types of wines, diversity of vintages, source, menu and organoleptic characteristics |

2. Write the establishment's various lists.

- | | |
|---|--|
| • Choose a medium appropriate to the establishment's style. | Type of medium: list in the form of a tent, blackboard and product labels
Materials: plastic, leather, cardboard, etc.
Context of use: day, evening, event, environment, atmosphere and decor
Choice of calligraphy |
| • Determine how the list will be organized. | Determination of sections
Sequence of entries |

- Record the products.
Compulsory indications: designations, vintages, producers, price and formats (quantity or bottle name)
Optional indications: rankings, year of bottling, promotional agencies, etc.
- Apply rules of writing.
Rules of writing: sequence of products, consistent entries, distinction between categories of wines, spelling, etc.
- Use promotional strategies.
Determination of themes in cooperation with the chef
Promotions: wine of the month, house cocktail, private import, new product and seasonal activities
Suggestive selling techniques

3. Update the establishment's various lists.

- Change the entries on the lists.
New arrivals
Types of modifications: price, vintages, producers, stockouts and discontinued products

For the competency as a whole:

- Situate the competency with respect to the occupation.
Reason for the competency
Relationships to Competencies 3, 4, 5, 6 and 7
- Use conventional and computerized reference documents.
Suppliers' product directories and promotional agencies' product lists
Internet
Inventory and sales reports
Purchase invoices
- Show concern for the quality of the work.
Quality criteria: research, entry of denominations and spelling
- Show originality in designing the list.
Diversity of product origins
Exclusive products
Diversity in the choice of product formats

Competency 9 Duration 75 hours Credits 5

Behavioural Competency

Statement of the Competency

To provide advice on and professional service of wines, spirits and other alcoholic beverages.

Achievement Context

- Based on specific instructions
- Based on a menu and a list of wines, spirits and other alcoholic beverages
- Using materials and serving accessories

Elements of the Competency**Performance Criteria**

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| 1. Set up in preparation for the service. | <ul style="list-style-type: none"> • Consideration of instructions and requests, if applicable • Selection of an adequate quantity of products and accessories • Functional organization of workstation • Appropriate choice of sales materials according to the workstation |
| 2. Welcome customers. | <ul style="list-style-type: none"> • Observance of rules for welcoming customers • Concern for adaption in a customer-centred approach |
| 3. Present the list of wines, spirits and other alcoholic beverages. | <ul style="list-style-type: none"> • Appropriate presentation of the specific features of the lists designed to showcase products • Clear explanations |
| 4. Recommend and serve the aperitif. | <ul style="list-style-type: none"> • Consideration of customers' preferences and expectations • Variety of recommendations regarding: <ul style="list-style-type: none"> – the type of products – the organoleptic characteristics of products – the price range of products • Proper technique for serving an aperitif |
| 5. Recommend the wines. | <ul style="list-style-type: none"> • Relevant questions asked regarding customers' expectations • Correct interpretation of information provided by customers • Accurate description of the organoleptic characteristics of products • Use of relevant arguments regarding production processes, vintages, producers and designation • Accurate responses to customers' questions • Suggestions adapted to customers' preferences and expectations • Coherent wine and food pairing |

- 6. Serve the wines.
 - Proper conditioning of bottle
 - Observance of serving techniques
 - Relevant decision regarding decanting
 - Observance of serving rules
- 7. Recommend and serve the digestifs.
 - Recommendations adapted to customers' preferences and habits
 - Variety of recommendations regarding:
 - the type of products
 - the organoleptic characteristics of products
 - the price range of products
 - Use of persuasive arguments aimed at raising interest in other products
 - Proper technique for serving digestifs
- 8. Finish the service.
 - Proper restocking of bar and service cellar
 - Proper conditioning of bottles for selling wine by the glass
 - Storage in compliance with instructions

For the competency as a whole:

- Attention paid to customer needs and satisfaction
- Use of sales strategies adapted to customers
- Adoption of professional attitudes and behaviours
- Observance of hygiene, food safety, and occupational health and safety rules

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. Set up in preparation for the service.
 - Verify the instructions.
 - Pre-selection of wines and alcoholic beverages
 - Theme and promotion
 - Availability of products
 - Changes: new products, vintages, producers, etc.
 - Stock the workstations.
 - Required products and decorations
 - Glassware, materials and accessories
 - Organize the workstations.
 - Functional arrangement of products, materials and accessories
 - Use different sales materials.
 - List, tents, board, display, stand, etc.
 - Consideration of the type of establishment

2. Welcome customers.

- Apply rules for welcoming customers. Welcoming rules
Quality criteria
- Cultivate a climate of trust. Attitudes and behaviours

3. Present the list of wines, spirits and other alcoholic beverages.

- Explain the establishment's different lists. Lists of aperitifs, wines and digestifs
Indication of the different sections of the lists: white wine, red wine, half-bottles, sparkling wine, liqueur wine, by the glass, private imports and wine of the week or month
Showcasing of products
- Adapt to different types of customers. Customer type and profile
Elements to observe: verbal and nonverbal cues
Selection of a customer-centred approach
Adaptation of language

4. Recommend and serve the aperitif.

- Offer different products. Diversity and originality of products offered
Price ranges
Varied sources
- Apply techniques for serving the aperitif. Serving rules and techniques
Correct timing for serving and clearing

5. Recommend the wines.

- Learn about customers' preferences and habits. Techniques for questioning customers
Preferences and habits
Customers' desired price range
- Learn about the food options. Consideration of patrons' general choices
Horizontal or vertical pairings
Sequence of wines
- Describe the products. Showcasing of products: background, anecdotes, production processes, organoleptic characteristics, origin of products, grape varieties, quality of vintage and producers
Responses to customers' questions
- Recommend wines to go with the meals selected. Explanation of wine and food pairing

6. Serve the wines.

- Condition the bottle of wine. Ideal temperatures for serving different types of wines
Decanting, as needed

<ul style="list-style-type: none"> • Apply techniques for serving wines. 	<ul style="list-style-type: none"> Choice of glasses Presentation of the bottle Technique for opening the bottle Verification of the condition of the product Technique for serving the wine Rules of precedence Verification of the development of the temperature throughout the meal Correct timing for clearing Coordination with kitchen and wait staff
<ul style="list-style-type: none"> • Handle the serving accessories. 	<ul style="list-style-type: none"> Carafe, basket, candles, fine glassware, etc.
<ul style="list-style-type: none"> • Coordinate the serving of wine and food. 	<ul style="list-style-type: none"> Correct timing for serving and clearing Communication between kitchen and wait staff
7. Recommend and serve the digestif.	
<ul style="list-style-type: none"> • Cultivate interest in other products. 	<ul style="list-style-type: none"> Description and comparison of a variety of products Arguments aimed at showcasing products: quality of products, reputation, new developments and price/quality ratio
<ul style="list-style-type: none"> • Apply techniques for serving digestifs. 	<ul style="list-style-type: none"> Serving rules and techniques Correct timing for serving and clearing
8. Conclude the service.	
<ul style="list-style-type: none"> • Ensure that all products sold have been included on the bill. 	<ul style="list-style-type: none"> Verification that products sold have been included on the bill
<ul style="list-style-type: none"> • Perform closing activities. 	<ul style="list-style-type: none"> Restocking of bar and service cellar Conditioning of bottles for by-the-glass sale Maintenance of work area, materials and serving accessories Storage
<i>For the competency as a whole:</i>	
<ul style="list-style-type: none"> • Situate the competency with respect to the occupation. 	<ul style="list-style-type: none"> Reason for the competency Relationships to Competencies 2, 3, 4, 5 and 6
<ul style="list-style-type: none"> • Use sales strategies adapted to customers. 	<ul style="list-style-type: none"> Use of persuasive arguments (reference to Competencies 3, 4, 5 and 6); use of presentation materials and product tastings

- Adopt professional attitudes and behaviours.
 - Customer relations and customer-centred approach
 - Professional appearance
 - Professional language
 - Stress management
 - In accordance with the establishment's policies
 - Current legislation regarding the sale and serving of alcoholic beverages
 - Sommelier's responsibility regarding public drunkenness
- Apply hygiene, food safety, and occupational health and safety rules.
 - Clothing and personal appearance
 - Cleanliness of work areas
 - Handling of instruments, materials and serving accessories



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