

Food Service Management (430.B0)

Training sector 3 – Food Services and Tourism

Vocational Training Program

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430.B0

Food Service Management

Year of approval: 2005

Certification: Diploma of College Studies

Number of credits: 91 2/3 credits

Total duration: 2 790 hours of instruction

General education components: 660 hours of instruction

Program-specific component: 2 130 hours of instruction

Admission Requirements:

To be admitted to the program, a person must meet the general requirements for admission set out in section 2 of the *College Education Regulations*, as well as the following special conditions:

- Mathematics 426

Introduction to the Program

The *Food Service Management* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation, du Loisir et du Sport. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Food Service Management* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 65 credits.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and the evaluation of learning activities, for which the colleges are responsible.

By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

Particulars

General Education Component Common to All Programs

(16 2/3 credits)

- 0004 To analyze and produce various forms of discourse.
- 0005 To apply a critical approach to literary genres.
- 0006 To apply a critical approach to a literary theme.
- 00B2 To apply a logical analytical process to how knowledge is organized and used.
- 000G To apply a critical thought process to world-views.
- 0017 Appliquer les notions de base de la communication en français courant.
- or
- 000A Communiquer en français avec une certaine aisance.
- or
- 000B Communiquer avec aisance en français.
- or
- 000C Traiter d'un sujet culturel et littéraire.
- 0064 To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.
- 0065 To improve one's effectiveness when practising a physical activity.
- 0066 To demonstrate one's responsibility for being physically active in a manner which promotes health.

General Education Component Adapted to This Program**(6 credits)**

- 000L To communicate in the forms of discourse appropriate to one or more fields of study.
- 000U To apply a critical thought process to ethical issues relevant to the field of study.
- 0018 Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.
- or
- 000Q Communiquer en français dans un champ d'études particulier.
- or
- 000R Communiquer avec aisance en français dans un champ d'études particulier.
- or
- 000S Dissserter en français sur un sujet lié au champ d'études.

Complementary General Education Component**(4 credits)**

- 000V To estimate the contribution of the social sciences to an understanding of contemporary issues.
- 000W To analyze one of the major problems of our time using one or more social scientific approaches.
- 000X To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.
- 000Y To resolve a simple problem by applying the basic scientific method.
- 000Z To communicate with limited skill in a modern language.
- 0010 To communicate on familiar topics in a modern language.
- 0067 To communicate with relative ease in a modern language.
- 0011 To recognize the role of mathematics or informatics in contemporary society.
- 0012 To use various mathematical or computer concepts, procedures and tools for common tasks.
- 0013 To consider various forms of art produced by aesthetic practices.
- 0014 To produce a work of art.

- 047Z Analyze the job function.
- 0480 Establish professional relationships.
- 0481 Analyze the organization of management activities in a food service establishment.
- 0482 Intervene in occupational health and safety matters.
- 0483 Prepare food for a production centre.
- 0484 Set up and serve banquets and buffets.
- 0485 Prepare restaurant menu items.
- 0486 Develop and standardize recipes.
- 0487 Understand the connections between culinary techniques and food science.
- 0488 Create menus for different types of clientele.
- 0489 Establish a production and distribution plan for a food service operation.
- 048A Provide dining room service.
- 048B Manage accounting operations.
- 048C Market food and beverage products and services.
- 048D Ensure that the food service establishment conforms to legislation.
- 048E Interact with customers and suppliers in French.
- 048F Control hygiene and food safety hazards.
- 048G Manage material resources specific to food services.
- 048H Procure supplies for a food service operation.
- 048J Manage employees.
- 048K Oversee the production of à la carte and table d'hôte dishes.
- 048L Oversee dining room service.
- 048M Coordinate production and distribution in a food service operation.
- 048N Measure performance in a food service establishment.
- 048P Oversee the operating cycle of a food service establishment.

Glossary

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations*, section 1).

Competency

In the program-specific component of a technical program: a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body of knowledge, skills in a variety of fields, perceptions, attitudes, etc. (*Élaboration des programmes d'études techniques, Cadre-général – Cadre technique 2002*, p. 15).

Objective

An objective encompasses the competency, skills or knowledge to be acquired or mastered (*College Education Regulations*, section 1). It describes the competency to be acquired and includes the statement of the competency as well as the elements needed to understand it.

Statement of the Competency

In the program-specific component of a technical program, a statement of the competency is derived from the job analysis, the general goals of technical education and, in certain cases, other determinants. In the general education components, the statement of the competency is the result of an analysis of general education needs.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps involved in carrying out a task or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

A standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations*, section 1).

Achievement Context

In the program-specific component of a technical program, the achievement context 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.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and, consequently, of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

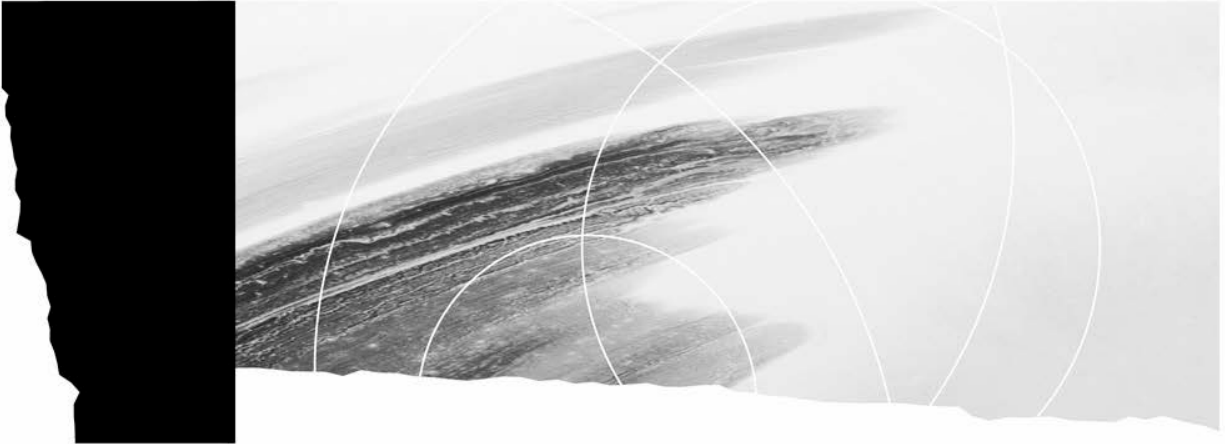
In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

All the criteria must be respected for the objective to be recognized as having been attained.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and organizing the way in which programs are offered.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.



Part I

**Goals of the General Education
Components**

**Educational Aims of the General
Education Components**

**Objectives and Standards of the
General Education Components**

Goals of the General Education Components

In Québec, college is the next stage after the compulsory years of schooling in elementary and secondary school, during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and pre-university education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is threefold: to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable qualities and attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

Common Cultural Core

The common cultural core is intended to help students:

- master the language of instruction as a tool for communication and reflection
- master the basic rules of rational thought, discourse and argumentation
- communicate in another language, primarily French or English
- be open to the world and to cultural diversity
- appreciate the riches of our cultural heritage through awareness of the accomplishments of human civilization
- relate to major currents in the history of human thought
- think independently and critically
- develop personal and social ethics
- acquire the knowledge essential for their physical and intellectual well-being
- become aware of the need to develop habits conducive to good health

Generic Skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations
- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

Desirable Qualities and Attitudes

The common cultural core and generic skills help students acquire and develop the following qualities and attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- open-mindedness
- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 $\frac{2}{3}$ credits distributed as follows:
 - language of instruction and literature: 7 $\frac{1}{3}$ credits
 - humanities or *philosophie*: 4 $\frac{1}{3}$ credits
 - physical education: 3 credits
 - second language: 2 credits
- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:
 - language of instruction and literature: 2 credits
 - humanities or *philosophie*: 2 credits
 - second language: 2 credits
- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:
 - social sciences
 - science and technology
 - modern languages
 - mathematics and computer literacy
 - art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18, 1993, c. 25, s. 11, revised edition, October 2001).

Educational Aims of the General Education Components

The educational aims describe how each field of study in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational aims include a general statement of the role of each field of study; the principles underlying this role; the expected outcomes that define, in terms of cultural knowledge, generic skills, and qualities and attitudes, the contribution of each field to the achievement of the goals of general education; and an explanation of the sequence of objectives and standards.

General Education Common to All Programs and General Education Adapted to Programs

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts, supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Expected Outcomes

Students, who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to:

- demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking
- develop their own ideas into arguments and theses, organize them and edit their work
- understand basic vocabulary and terminology used when discussing literature
- analyze literary works

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of human beings and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

- 1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.
- 2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.
- 3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.
- 4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

Students who have achieved the general education objectives in Humanities will be able to:

- describe, explain and organize main elements, ideas, values and implications of a world-view in a coherent fashion
- compare world-views
- recognize the basic elements in a specific example of the organization, transmission and use of knowledge
- define the dimensions, limits, and uses of knowledge in appropriate historical contexts
- identify, organize and synthesize the salient elements of a particular example of knowledge
- situate important ethical and social issues in their appropriate historical and intellectual contexts
- explain, analyze and debate ethical issues in a personal and professional context

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In the first set the emphasis is on how knowledge is defined, acquired, classified, transmitted and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world-view and knowledge contexts, students

develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

- 1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.
- 2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.
- 3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- que, sur le plan des connaissances, il ou elle :
 - sait faire une présentation orale structurée;
 - connaît les différentes formes du discours;
 - connaît les différentes techniques de lecture et d'écriture;
- que, sur le plan des habiletés, il ou elle :
 - est capable de questionner, d'analyser, de juger, et d'argumenter en français;
 - est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
 - est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;
- que, sur le plan des qualités et des attitudes à développer, il ou elle :
 - fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
 - a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
 - a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de

consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education is aimed at promoting the development of the whole person and encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

- 1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.
- 2) Physical Education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.
- 3) Physical Education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.
- 4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy practices.

Expected Outcomes

Students who have achieved the general education objectives in Physical Education will be able to demonstrate:

- their knowledge of:
 - the relationship between physical activity, lifestyle and health based on the findings of scientific research
 - the scientific principles for improving or maintaining physical fitness
 - ways to assess their abilities and needs with respect to activities that can improve their health
 - the rules, techniques and conditions involved in different types of physical activity
 - a method for setting goals
 - the factors that help make physical activity part of their lifestyle
- the skills that will enable them to:
 - choose physical activities on the basis of their motivation, abilities and needs
 - establish relationships between lifestyle and health
 - apply the rules, techniques and conditions involved in different types of physical activity
 - set goals that are realistic, measurable, challenging, and situated within a specific time frame

- improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
 - use their creative and communication skills, particularly in group activities
 - evaluate their skills, attitudes and progress with respect to different forms of physical activity
 - maintain or increase their level of physical activity and fitness on their own
 - manage a personal physical activity program and assume responsibility in the organization of physical activities
- the attitudes and qualities that will enable them to:
 - understand the importance of taking responsibility for their health
 - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
 - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
 - respect the environment in which the activities are held
 - appreciate the aesthetic and play value of physical activity
 - promote a balanced and active lifestyle as a social value

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.

The third set is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for individual work enable students to complete their personal programs.

Complementary General Education

Social Sciences

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

Science and Technology

In Science and Technology, the educational aim is to present science and technology as a specific approach to reality in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology. The second set emphasizes using the scientific method.

Modern Languages

The three sets of objectives and standards in Modern Languages introduce students to the basic language structures and vocabulary of a third language while making them aware of the culture of the people who speak the language.

Because some modern languages use different structures and writing systems, the three sets of objectives and standards have been designed accordingly. The degree of competency acquisition will therefore vary according to how distant the language is from our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language necessarily implies developing such awareness.

Mathematics and Literacy Computer Science

In Mathematics and Literacy Computer Science, the two sets of objectives and standards are based on the aim of developing mathematical and computer culture.

The educational aim of the first set is to lead students to consider the place, role and evolution of this knowledge and these tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics literacy and computer science are quite general, they can be used to define various learning activities that foster the development of competencies in mathematics or computer science, or in a combination of these two areas.

Art and Aesthetics

The educational aim of Art and Aesthetics is to help students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the basic elements of the language of art and to enable students to make connections between those elements.

Through the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

Through the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

Language of Instruction and Literature

Code: 0004

Objective**Standard****Statement of the Competency**

To analyze and produce various forms of discourse.

Elements of the Competency**Performance Criteria**

- | | |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To identify the characteristics and functions of the components of discourse. | <ul style="list-style-type: none"> • Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component |
| 2. To determine the organization of facts and arguments of a given discourse. | <ul style="list-style-type: none"> • Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis |
| 3. To prepare ideas and strategies for a projected discourse. | <ul style="list-style-type: none"> • Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material |
| 4. To formulate a discourse. | <ul style="list-style-type: none"> • Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse |
| 5. To edit the discourse. | <ul style="list-style-type: none"> • Thorough revision of form and content |

Learning Activities

Discipline:	English
Weighting:	2-2-4 or 1-3-4
Credits:	2 2/3

Objective**Standard****Statement of the Competency**

To apply a critical approach to literary genres.

Elements of the Competency**Performance Criteria**

- | | |
|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To distinguish genres of literary discourse. | <ul style="list-style-type: none"> • Clear recognition of the formal characteristics of a literary genre |
| 2. To recognize the use of literary conventions within a specific genre. | <ul style="list-style-type: none"> • Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices |
| 3. To situate a discourse within its historical and literary period. | <ul style="list-style-type: none"> • Appropriate recognition of the relationship of a text to its period |
| 4. To explicate a discourse representative of a literary genre. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text |

Learning Activities

Discipline:	English
Weighting:	2-2-3
Credits:	2 1/3

Language of Instruction and Literature

Code: 0006

Objective**Standard****Statement of the Competency**

To apply a critical approach to a literary theme.

Elements of the Competency**Performance Criteria**

- | | |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To recognize the treatment of a theme within a literary text. | <ul style="list-style-type: none"> • Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 2. To situate a literary text within its cultural context. | <ul style="list-style-type: none"> • Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices |
| 3. To detect the value system inherent in a literary text. | <ul style="list-style-type: none"> • Appropriate identification of expression (explicit/implicit) of a value system in a text |
| 4. To explicate a text from a thematic perspective. | <ul style="list-style-type: none"> • Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text |

Learning Activities

Discipline:	English
Weighting:	2-2-3
Credits:	2 1/3

Humanities

Code: 00B2

Objective**Standard****Statement of the Competency**

To apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency**Performance Criteria**

- | | |
|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To recognize the basic elements of a field of knowledge. | <ul style="list-style-type: none"> • Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge |
| 2. To define the modes of organization and utilization of a field of knowledge. | <ul style="list-style-type: none"> • Adequate definition of the dimensions, limits and uses of fields of knowledge |
| 3. To situate a field of knowledge within its historical context. | <ul style="list-style-type: none"> • Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge |
| 4. To organize the main components into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of the main components |
| 5. To produce a synthesis of the main components. | <ul style="list-style-type: none"> • Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge |

Learning Activities

Discipline:	Humanities
Weighting:	3-1-3
Credits:	2 1/3

Humanities

Code: 000G

Objective**Standard****Statement of the Competency**

To apply a critical thought process to world-views.

Elements of the Competency**Performance Criteria**

- | | |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To describe world-views. | <ul style="list-style-type: none"> • Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups |
| 2. To explain the major ideas, values and implications of a world-view. | <ul style="list-style-type: none"> • Adequate explanation of the salient components of a world-view |
| 3. To organize the ideas, values and experiences of a world-view into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views |
| 4. To compare world-views. | <ul style="list-style-type: none"> • Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis |

Learning Activities

Discipline:	Humanities
Weighting:	3-0-3
Credits:	2

Langue seconde (niveau I)

Code: 0017

Objective**Standard****Statement of the Competency**

Appliquer les notions de base de la communication en français courant.

Elements of the Competency**Performance Criteria**

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|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Dégager le sens d'un message oral simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message. |
| 2. Émettre un message oral simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos. |
| 3. Dégager le sens d'un texte. | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots. |
| 4. Rédiger un texte simple. | <ul style="list-style-type: none"> • Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots. |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau II)

Code: 000A

Objective**Standard****Statement of the Competency**

Communiquer en français avec une certaine aisance.

Elements of the Competency**Performance Criteria**

- | | |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Interpréter un texte oral simple de trois minutes en français courant. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments du texte oral • Explication précise du sens des mots dans le texte • Repérage précis des idées et des sujets traités dans le texte |
| 2. Produire un texte oral planifié de cinq minutes en français courant. | <ul style="list-style-type: none"> • Emploi pertinent du vocabulaire courant • Respect du niveau de langue, du code grammatical et des règles de la prononciation • Formulation claire et cohérente du propos |
| 3. Interpréter un texte écrit en français courant. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments du texte • Explication précise du sens des mots dans le texte • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots |
| 4. Rédiger un texte simple en français courant. | <ul style="list-style-type: none"> • Respect du code grammatical et orthographique • Utilisation judicieuse des principaux éléments du corpus • Formulation claire et cohérente des phrases • Articulation cohérente des paragraphes • Rédaction d'un texte de 200 mots |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau III)

Code: 000B

Objective**Standard****Statement of the Competency**

Communiquer avec aisance en français.

Elements of the Competency**Performance Criteria**

- | | |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Produire un texte oral planifié de cinq minutes de complexité moyenne. | <ul style="list-style-type: none"> • Emploi pertinent du vocabulaire courant • Adaptation à l'interlocuteur ou à l'interlocutrice • Respect du niveau de langue, du code grammatical et des règles de la prononciation • Formulation claire et cohérente du propos • Agencement pertinent des idées |
| 2. Commenter un texte écrit de complexité moyenne. | <ul style="list-style-type: none"> • Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots • Explication précise du sens des mots dans le texte • Distinction précise des idées principales et secondaires, des faits et des opinions • Formulation d'éléments implicites |
| 3. Rédiger un texte de complexité moyenne. | <ul style="list-style-type: none"> • Respect du code grammatical et orthographique • Adaptation au lecteur ou à la lectrice • Utilisation judicieuse des principaux éléments du corpus • Formulation claire et cohérente des phrases, dont au moins trois sont complexes • Articulation cohérente des paragraphes • Rédaction d'un texte de 350 mots |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	2-1-3
Credits:	2

Langue seconde (niveau IV)

Code: 000C

Objective**Standard****Statement of the Competency**

Traiter d'un sujet culturel et littéraire.

Elements of the Competency**Performance Criteria**

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|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Analyser un texte culturel ou littéraire. | <ul style="list-style-type: none"> • Formulation personnelle des éléments principaux du texte • Inventaire des thèmes principaux • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique • Repérage des valeurs véhiculées • Repérage juste de la structure du texte • Articulation claire d'un point de vue personnel |
| 2. Rédiger un texte sur un sujet culturel ou littéraire. | <ul style="list-style-type: none"> • Respect du sujet • Respect du code grammatical et orthographique • Adaptation au lecteur ou à la lectrice • Utilisation judicieuse des principaux éléments du corpus • Formulation claire et cohérente d'un texte de 500 mots • Articulation claire d'un point de vue personnel |

Learning Activities

Discipline:	Français, langue seconde
Weighting:	3-0-3
Credits:	2

Physical Education

Code: 0064

Objective**Standard****Statement of the Competency**

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

Elements of the Competency**Performance Criteria**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. To establish a relationship between their lifestyle and their health. 2. To be physically active in a manner that promotes health. 3. To recognize their needs, abilities and motivational factors with respect to regular physical activity. 4. To propose physical activities that promote health. | <ul style="list-style-type: none"> • Appropriate use of documentation • Appropriate connections between their lifestyle and their health • Observance of the rules involved in physical activities, including safety standards • Respect for their abilities when engaging in physical activities • Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity • Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning Activities

Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Physical Education

Code: 0065

Objective**Standard****Statement of the Competency**

To improve one's effectiveness when practising a physical activity.

Element of the Competency**Performance Criteria**

1. To use a process designed to improve their effectiveness during a physical activity.

- Initial assessment of their skills and attitudes in relation to a physical activity
- Statement of their expectations and needs with respect to their ability to carry out the activity
- Appropriate formulation of personal objectives
- Statement of the means selected to achieve their objectives
- Observance of the rules involved in the physical activity, including safety standards
- Periodic evaluation of their skills and attitudes in relation to the activity
- Meaningful interpretation of the progress achieved and the difficulties experienced during the activity
- Appropriate, periodic adjustments of their objectives or the means used to achieve them
- Appreciable improvement of the motor skills required by the activity

Learning Activities

Discipline: Physical Education
 Weighting: 0-2-1
 Credits: 1

Physical Education

Code: 0066

Objective**Standard****Statement of the Competency**

To demonstrate one's responsibility for being physically active in a manner which promotes health.

Elements of the Competency**Performance Criteria**

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. To make physical activity part of a healthy lifestyle. 2. To manage a personal physical activity program. | <ul style="list-style-type: none"> • Practise of a physical activity while maintaining a balance between effectiveness and the factors promoting health • Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives for their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their personal programs • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to attain them |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning Activities

Discipline:	Physical Education
Weighting:	1-1-1
Credits:	1

Language of Instruction and Literature

Code: 000L

Objective**Standard****Statement of the Competency**

To communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency**Performance Criteria**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. To identify the forms of discourse appropriate to given fields of study. 2. To recognize the discursive frameworks appropriate to given fields of study. 3. To formulate a discourse. | <ul style="list-style-type: none"> • Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse • Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument • Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning Activities

Discipline:	English
Hours of instruction:	60
Credits:	2

Humanities

Code: 000U

Objective**Standard****Statement of the Competency**

To apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency**Performance Criteria**

- | | |
|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. To situate significant ethical issues in appropriate world-views and fields of knowledge. | <ul style="list-style-type: none"> • Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge |
| 2. To explain the major ideas, values, and social implications of ethical issues. | <ul style="list-style-type: none"> • Adequate description of the salient components of the issues |
| 3. To organize the ethical questions and their implications into coherent patterns. | <ul style="list-style-type: none"> • Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues |
| 4. To debate the ethical issues. | <ul style="list-style-type: none"> • Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view |

Learning Activities

Discipline:	Humanities
Hours of instruction:	45
Credits:	2

Langue seconde (niveau I)

Code: 0018

Objective**Standard****Statement of the Competency**

Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

Elements of the Competency**Performance Criteria**

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|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Dégager le sens d'un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du message • Distinction juste des caractéristiques du message • Repérage juste du vocabulaire spécialisé • Utilisation pertinente des techniques d'écoute choisies • Distinction claire des principaux éléments du message • Description précise du sens général et des idées essentielles du message |
| <p>2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés de compréhension du texte • Distinction juste des caractéristiques du texte • Repérage précis du vocabulaire spécialisé • Utilisation pertinente des techniques de lectures choisies • Distinction claire des principaux éléments du texte • Description précise du sens général et des idées essentielles du texte |
| <p>3. Émettre un message oral simple lié à un champ d'études.</p> | <ul style="list-style-type: none"> • Repérage précis des difficultés d'expression orale • Utilisation pertinente des techniques d'expression orale choisies • Utilisation pertinente du vocabulaire courant et spécialisé • Expression intelligible du propos |

Langue seconde (niveau I)

Code: 0018

4. Rédiger un court texte lié à un champ d'études.
- Repérage précis des difficultés d'écrire
 - Utilisation pertinente des techniques d'écriture choisies
 - Utilisation pertinente du vocabulaire courant et spécialisé
 - Formulation claire et cohérente du texte

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau II)

Code: 000Q

Objective**Standard****Statement of the Competency**

Communiquer en français dans un champ d'études particulier.

Elements of the Competency**Performance Criteria**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Distinguer les types de textes propres au champ d'études. 2. Interpréter des textes représentatifs du champ d'études. 3. Utiliser des techniques de production de textes appropriées au champ d'études. | <ul style="list-style-type: none"> • Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées • Distinction claire des principaux éléments du texte • Interprétation claire du vocabulaire spécialisé • Repérage précis des idées et des sujets traités • Utilisation pertinente des techniques de lecture et d'écoute • Emploi pertinent du vocabulaire spécialisé et des conventions • Respect du niveau de langue et du code grammatical • Formulation claire et cohérente du propos • Utilisation pertinente des techniques d'expression |
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Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau III)

Code: 000R

Objective**Standard****Statement of the Competency**

Communiquer avec aisance en français dans un champ d'études particulier.

Elements of the Competency**Performance Criteria**

1. Commenter des textes propres au champ d'études.

- Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées
- Explication précise du sens des mots dans le texte
- Repérage précis de la structure du texte
- Reformulation juste des idées principales et secondaires, des faits et des opinions
- Emploi juste du vocabulaire spécialisé

2. Produire un texte sur un sujet lié au champ d'études.

- Respect du sujet
- Emploi pertinent du vocabulaire spécialisé et des conventions
- Respect du niveau de langue et du code grammatical
- Formulation claire et cohérente du propos
- Agencement pertinent des idées
- Adéquation entre forme et fond

Learning Activities

Discipline:	Français, langue seconde
Hours of instruction:	45
Credits:	2

Langue seconde (niveau IV)

Code: 000S

Objective**Standard****Statement of the Competency**

Dissserter en français sur un sujet lié au champ d'études.

Elements of the Competency**Performance Criteria**

1. Analyser un texte lié au champ d'études.

- Distinction précise des caractéristiques formelles des types particuliers de textes
- Formulation personnelle des éléments principaux
- Inventaire des thèmes principaux
- Repérage juste de la structure du texte
- Relevé d'indices qui permettent de situer le texte dans son contexte
- Articulation claire d'un point de vue personnel, s'il y a lieu
- Association juste des éléments du texte au sujet traité

2. Rédiger un texte sur un sujet lié au champ d'études.

- Respect du sujet
- Emploi pertinent du vocabulaire spécialisé et des conventions
- Choix judicieux des principaux éléments du corpus en fonction du type de texte
- Formulation claire et cohérente du texte
- Respect du code grammatical et orthographique
- Articulation claire d'un point de vue personnel, s'il y a lieu

Learning Activities

Discipline: Français, langue seconde
 Hours of instruction: 45
 Credits: 2

Social Sciences

Code: 000V

Objective**Standard****Statement of the Competency****Achievement Context**

To estimate the contribution of the social sciences to an understanding of contemporary issues.

- Working alone
- In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues
- Using documents and data from the social sciences

Elements of the Competency**Performance Criteria**

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Recognize the focus of one or more of the social sciences and their main approaches. 2. Identify some of the issues currently under study in the social sciences. 3. Demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues. | <ul style="list-style-type: none"> • Formulation of the focus specific to one or more of the social sciences • Description of the main approaches used in the social sciences • Association of these issues with the pertinent areas of research in the social sciences • Presentation of contemporary issues by emphasizing the interpretation of the social sciences • Illustration of the interaction between certain social changes and the contribution of the social sciences |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning Activities

Hours of instruction:	45
Credits:	2

Social Sciences

Code: 000W

Objective	Standard
Statement of the Competency To analyze one of the major problems of our time using one or more social scientific approaches.	Achievement Context <ul style="list-style-type: none"> • Working alone • In an essay of approximately 750 words on a topic related to human existence • Using reference materials from one or more disciplines in the social sciences
Elements of the Competency	Performance Criteria
1. Formulate a problem using one or more social scientific approaches.	<ul style="list-style-type: none"> • Presentation of the background to the problem • Use of appropriate concepts and language • Brief description of individual, collective, spatiotemporal and cultural aspects of the problem
2. Deal with an issue using one or more social scientific approaches.	<ul style="list-style-type: none"> • Clear formulation of an issue • Selection of pertinent reference materials • Brief description of historical, experimental and survey methods
3. Draw conclusions.	<ul style="list-style-type: none"> • Appropriate use of the selected method • Determination of appropriate evaluation criteria • Identification of strengths and weaknesses of the conclusions • Broadening of issue studied
Learning Activities	
Hours of instruction:	45
Credits:	2

Science and Technology

Code: 000X

Objective	Standard
Statement of the Competency To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	Achievement Context <ul style="list-style-type: none"> Working alone Given a written commentary on a scientific discovery or technological development In an essay of approximately 750 words
Elements of the Competency	Performance Criteria
1. Describe scientific thinking and the standard method.	<ul style="list-style-type: none"> Brief description of the essential characteristics of scientific thinking, including quantification and demonstration
2. Demonstrate how science and technology are complementary.	<ul style="list-style-type: none"> Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
3. Explain the context and the stages related to several scientific and technological discoveries.	<ul style="list-style-type: none"> Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
4. Deduce different consequences and questions resulting from certain recent scientific and technological innovations.	<ul style="list-style-type: none"> Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries List of the main stages of scientific and technological discoveries
	<ul style="list-style-type: none"> Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries
	<ul style="list-style-type: none"> Formulation of relevant questions and credibility of responses to the questions formulated
Learning Activities	
Hours of instruction:	45
Credits:	2

Science and Technology

Code: 000Y

Objective**Standard****Statement of the Competency****Achievement Context**

To resolve a simple problem by applying the basic scientific method.

- Working alone or in groups
- Given a simple scientific and technological problem that can be resolved by applying the standard scientific method
- Using common scientific instruments and reference materials (written or other)

Elements of the Competency**Performance Criteria**

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Describe the main steps of the standard scientific method. 2. Formulate a hypothesis designed to solve a simple scientific and technological problem. 3. Verify a hypothesis by applying the fundamental principles of the basic experimental method. | <ul style="list-style-type: none"> • Organized list and brief description of the characteristics of the steps of the standard scientific method • Clear, precise description of the problem • Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.) • Pertinence, reliability and validity of the experimental method used • Observance of established experimental method • Appropriate choice and use of instruments • Clear, satisfactory presentation of results • Validity of the connections established between the hypothesis, the verification and the conclusion |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages

Code: 000Z

Objective	Standard
Statement of the Competency	Achievement Context
To communicate with limited skill ¹ in a modern language.	<ul style="list-style-type: none"> For modern Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least eight sentences of dialogue – in a written text consisting of at least eight sentences or For non-Latin-alphabet languages: <ul style="list-style-type: none"> – during a conversation consisting of at least six sentences of dialogue – in a written text consisting of at least six sentences Based on learning situations on familiar themes Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message.	<p>Learning a modern language requires becoming aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages Logical connections between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> Accurate identification of words and idiomatic expressions Clear recognition of the general meaning of simple messages Logical connections between the various elements of the message

¹ This refers to the limited use of the structures, grammar and vocabulary of the language studied. This limitation varies depending on the complexity of the modern language.

Modern Languages

Code: 000Z

3. Express a simple message verbally.
- Appropriate use of language structures in main and subordinate clauses
 - Appropriate application of grammar rules
 - Use of verbs in the present indicative
 - Appropriate use of basic vocabulary and idiomatic expressions
 - Comprehensible pronunciation
 - Coherent sequence of simple sentences
 - Spontaneous, coherent sequence of sentences in a dialogue
4. Write a text on a given subject.
- Appropriate use of language structures in main and subordinate clauses
 - Appropriate application of basic grammar rules
 - Use of verbs in the present indicative
 - Appropriate use of basic vocabulary and idiomatic expressions
 - Coherent sequence of simple sentences
 - Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages

Code: 0010

Objective	Standard
Statement of the Competency To communicate on familiar topics in a modern language.	Achievement Context <ul style="list-style-type: none"> • During a conversation consisting of at least 15 sentences of dialogue • In a written text consisting of at least 20 sentences for Latin-alphabet languages • In a written text consisting of at least 10 sentences for non-Latin alphabet languages • Based on: <ul style="list-style-type: none"> – situations in everyday life – simple topics from everyday life • Using reference materials
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message.	Learning a modern language requires becoming aware of the culture of the people who use the language. <ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. Understand the meaning of a written message.	<ul style="list-style-type: none"> • Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. Express a simple message verbally, using sentences of average complexity.	<ul style="list-style-type: none"> • Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of sentences of average complexity • Coherent dialogue of average complexity

Modern Languages

Code: 0010

4. Write a text on a given subject, using sentences of average complexity.

- Appropriate use of language structures in main or subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present and past indicative
- Appropriate use of enriched basic vocabulary and idiomatic expressions.
- Coherent sequence of sentences of average complexity
- Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages

Code: 0067

Objective	Standard
Statement of the Competency	Achievement Context
To communicate with relative ease in a modern language.	<ul style="list-style-type: none"> • Working alone • During a conversation consisting of at least 20 sentences of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text
Elements of the Competency	Performance Criteria
1. Understand the meaning of a verbal message in everyday language.	<p>Learning a modern language requires being aware of the culture of the people who use the language.</p> <ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. Understand the meaning of a text of average complexity.	<ul style="list-style-type: none"> • Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. Have a conversation about a subject.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4. Write a text of average complexity.	<ul style="list-style-type: none"> • Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules
Learning Activities	

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science

Code: 0011

Objective		Standard	
Statement of the Competency		Achievement Context	
To recognize the role of mathematics or informatics in contemporary society.		<ul style="list-style-type: none">• Working alone• In an essay of approximately 750 words• Using several concrete examples selected by the student demonstrating the competency	
Elements of the Competency		Performance Criteria	
1. Demonstrate the acquisition of basic general knowledge in mathematics or informatics.		<ul style="list-style-type: none">• Identification of basic notions and concepts• Identification of main branches of mathematics or informatics• Appropriate use of terminology	
2. Describe the evolution of mathematics or informatics.		<ul style="list-style-type: none">• Descriptive summary of several major phases	
3. Recognize the contribution of mathematics or informatics to the development of other areas of knowledge.		<ul style="list-style-type: none">• Demonstration of the existence of important contributions, using concrete examples	
4. Illustrate the diversity of mathematical or informatics applications.		<ul style="list-style-type: none">• Presentation of a range of applications in various areas of human activity, using concrete examples	
5. Evaluate the impact of mathematics or informatics on individuals and organizations.		<ul style="list-style-type: none">• Identification of several major influences• Explanation of the way in which mathematics or informatics have changed certain human and organizational realities• Recognition of the advantages and disadvantages of these influences	
Learning Activities			
Hours of instruction:		45	
Credits:		2	

Mathematics Literacy and Computer Science

Code: 0012

Objective	Standard
Statement of the Competency	Achievement Context
To use various mathematical or computer concepts, procedures and tools for common tasks.	<ul style="list-style-type: none">• Working alone• While carrying out a task or solving a problem based on everyday needs• Using familiar tools and reference materials
Elements of the Competency	Performance Criteria
1. Demonstrate the acquisition of basic functional knowledge in mathematics or informatics.	<ul style="list-style-type: none">• Brief definition of concepts• Correct execution of basic operations• Appropriate use of terminology
2. Select mathematical or computer tools and procedures on the basis of specific needs.	<ul style="list-style-type: none">• List of numerous possibilities available with mathematical and computer tools and procedures• Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures• Appropriate choice according to needs
3. Use mathematical or computer tools and procedures to carry out tasks and solve problems.	<ul style="list-style-type: none">• Planned, methodical process• Correct use of tools and procedures• Satisfactory results, given the context• Appropriate use of terminology specific to a tool or procedure
4. Interpret the quantitative data or results obtained using mathematical or computer tools and procedures.	<ul style="list-style-type: none">• Correct interpretation, given the context• Clear, precise formulation of the interpretation
Learning Activities	
Hours of instruction:	45
Credits:	2

Art and Aesthetics

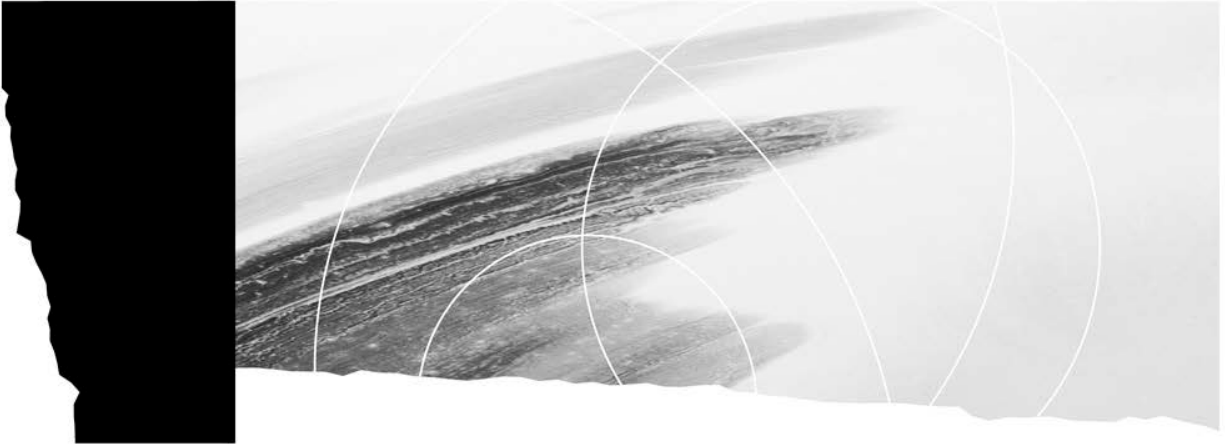
Code: 0013

Objective		Standard	
Statement of the Competency		Achievement Context	
To consider various forms of art produced by aesthetic practices.		<ul style="list-style-type: none">• Working alone• Given a specified work of art• In a written commentary of approximately 750 words	
Elements of the Competency		Performance Criteria	
1. Develop an appreciation for the dynamics of the imagination in art.		<ul style="list-style-type: none">• Precise explanation of a creative process connected to the construction of an imaginary universe	
2. Describe art movements.		<ul style="list-style-type: none">• Descriptive list of the main characteristics of three art movements from different periods, including a modern movement	
3. Give a commentary on a work of art.		<ul style="list-style-type: none">• Coherent organization of observations, including identification of four basic elements of form and structure related to the language used as well as a justified description of the meaning of the work of art	
Learning Activities			
Hours of instruction:		45	
Credits:		2	

Art and Aesthetics

Code: 0014

<i>Objective</i>	<i>Standard</i>
Statement of the Competency To produce a work of art.	Achievement Context <ul style="list-style-type: none"> • Working alone • During a practical exercise • In the context of a creation or an interpretation • Using the basic elements of the language and techniques specific to the medium selected
Elements of the Competency	Performance Criteria
1. Recognize the primary forms of expression of an artistic medium. 2. Use the medium.	<ul style="list-style-type: none"> • Identification of specific features: originality, essential qualities, means of communication, styles, genres • Personal, coherent use of elements of language • Satisfactory application of artistic techniques • Observance of the requirements of the method of production
Learning Activities	
Hours of instruction:	45
Credits:	2



Part II

**Goals of the Program-Specific
Component**

**Educational Aims of the Program-
Specific Component**

Grid of Competencies

Harmonization

**Objectives and Standards of the
Program-Specific Component**

Goals of the Program-Specific Component

The *Food Service Management* program prepares students to practise the occupation of food service supervisor.

Food service supervisors are mainly responsible for managing operations related to food preparation, distribution and service. Because the occupation is practised in a variety of settings, job titles may vary depending on the type of establishment or operation:

- food service management technician
- head of food services
- restaurant supervisor
- production manager
- standardization coordinator
- distribution coordinator
- restaurant manager
- assistant restaurant manager
- chain restaurant supervisor
- cafeteria supervisor-superintendent
- food and beverage manager

Graduates of the program will be able to work in various commercial or institutional establishments in the food service industry, including independently owned restaurants, franchise restaurants, catering companies, fine restaurants, fast-food restaurant chains, food commissaries, bars, taverns and pubs, canteens, grocer-caterers, boutique restaurants, cafés, casino restaurants, ethnic restaurants, institutional food service operations, cruise ships, hotels, etc.

Food service supervisors are responsible for managing the human, material, financial and information resources of a food service operation. They must be able to promote efficiency, profitability and quality standards, and ensure the development of the department they manage.

More specifically, graduates of the program are trained to:

- plan menus in accordance with customer expectations and the concept or services of an establishment
- plan and increase customer numbers and sales
- assess needs regarding food, staff (kitchen, dining room, maintenance), supplies and equipment
- purchase proper amounts of food, supplies and equipment
- hire, train, manage and evaluate staff
- manage production and service operations in order to meet customer needs
- measure operating and financial results
- make the necessary corrections in order to improve customer satisfaction and financial results
- ensure compliance with hygiene, food safety, occupational health and safety and environmental standards

The goals of the program-specific component of the *Food Service Management* program are based on the general goals of vocational and technical 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 necessary 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 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 the desire 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 of the Program-Specific Component

Educational aims are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

The following is a description of the aims of the program-specific component of the *Food Service Management* program:

- Help students acquire the cooking and serving skills needed to understand and control the different processes used.
- Help students develop a sound understanding of the principles, bases and modes of communication associated with the food service industry; proficient use of communication tools and oral, written and computer languages; and the requisite personal qualities.
- Prepare students to play an increasingly critical role in implementing and monitoring hygiene, food safety and quality control programs.
- Promote ongoing concern for the way in which customer and staff health decisions affect the environment, profitability and customer satisfaction.
- Help students recognize how they can influence the importance and economic impact of new and existing products in the development of Québec cuisine.
- Help students develop a positive attitude toward the rapid changes occurring in the food service industry.

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations
- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies 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 order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

FOOD SERVICE MANAGEMENT	Competency Number	GENERAL COMPETENCIES															
		Analyze the job function	Establish professional relationships	Analyse the organization of management activities in a food service establishment	Intervene in occupational health and safety matters	Prepare food for a production centre	Set up and serve banquets and buffets	Prepare restaurant menu items	Understand the connections between culinary techniques and food science	Create menus for different types of clientele	Provide dining room service	Manage accounting operations	Ensure that the food service establishment conforms to legislation	Interact with customers and suppliers in French	Control hygiene and food safety hazards	Manage material resources specific to food services	Manage employees
Competency Number		1	2	3	4	5	6	7	9	10	12	13	15	16	17	18	20
Develop and standardize recipes	8))))))))))))))))
Establish a production and distribution plan for a food service operation	11))))))))))))))))
Market food and beverage products and services	11))))))))))))))))
Procure supplies for a food service operation	19))))))))))))))))
Oversee the production of à la carte and table d'hôte dishes	21))))))))))))))))
Oversee dining room service	22))))))))))))))))
Coordinate production and distribution in a food service operation	23))))))))))))))))
Measure performance in a food service establishment	24))))))))))))))))
Oversee the operating cycle of a food service establishment	25))))))))))))))))

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, recognize prior learning and facilitate the students' progress.

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

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

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

Harmonization of the *Food Service Management* program has resulted in identifying competencies that are shared with other programs. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Tableaux d'harmonisation Gestion d'un établissement de restauration*.

Food Service Management 59

Code: 0480

Objective**Standard****Statement of the Competency**

Establish professional relationships.

Achievement Context

- Based on the establishment's policies and procedures
- Working with coworkers, product and service suppliers, superiors, service staff and customers

Elements of the Competency**Performance Criteria**

1. Communicate within a team.

- Effective, harmonious oral communication
- Appropriate use of nonverbal language
- Effective meeting facilitation
- Effective oral presentations

2. Interact with others in the workplace.

- Effective interactions with individuals inside and outside the department or establishment
- Positive contribution to collaboration
- Positive influence on group decisions
- Search for negotiated solutions
- Self-evaluation of communication strengths and weaknesses

3. Adopt professional behaviour.

- Openness to the principles and rules of ethics
- Judicious application of the code of conduct in effect
- Strict observance of hierarchical relations
- Ongoing concern for quality communication

4. Intervene in conflict situations.

- Effective application of problem-solving methods and techniques
- Objective search for information
- Clear demonstration of active listening skills and empathy

Code: 0481

Objective**Standard****Statement of the Competency**

Analyze the organization of management activities in a food service establishment.

Achievement Context

- Based on information on current trends in the local and international food service industry
- Using industry guides, directories, classifications and reference documents, databases and business documents
- Working alone or with the management team

Elements of the Competency**Performance Criteria**

1. Use information tools specific to the food service industry.

- Accurate interpretation of the different types of establishments
- Accurate identification of the different food service areas, workstations and equipment
- Accurate interpretation of management terms and indices
- Appropriate consultation of information sources

2. Identify operations specific to food service management.

- Clear, thorough identification of the establishment's mission and specific objectives
- Accurate association between each unit or department and a particular function
- Establishment of relevant links between resources and planned objectives
- Accurate identification of the flow of information

3. Describe the establishment's environment.

- Accurate interpretation of the political, economic, cultural and social context
- Appropriate consideration of historical developments and trends in the food service industry
- Appropriate consideration of the location of the establishment
- Accurate evaluation of the competitive environment

4. Examine the establishment's managerial practices.

- Appropriate application of sound practices
- Accurate assessment of the consistency between the establishment's organizational structure and its mission and objectives

Objective**Standard****Statement of the Competency****Achievement Context**

Intervene in occupational health and safety matters.

- Based on *An Act respecting occupational health and safety*, the establishment's procedures, equipment instruction manuals, as well as CSST inspection reports and recommendations
- Working with coworkers and CSST personnel

Elements of the Competency**Performance Criteria**

1. Identify situations involving occupational health and safety hazards.

- Accurate identification of potential sources of accident or injury
- Accurate identification of potential sources of poisoning
- Accurate identification of signs of tension and fatigue among staff
- Accurate identification of risky situations

2. Adopt safe behaviour in the different food service areas.

- Appropriate use of the Workplace Hazardous Materials Information System (WHMIS)
- Correct application of ergonomic principles
- Compliance with the safety rules for handling and maintaining the main pieces of equipment

3. Ensure compliance with occupational health and safety rules.

- Accurate interpretation of responsibilities regarding the application of *An Act Respecting Occupational Health and Safety*
- Clear communication of health and safety instructions
- Accurate identification of risky situations
- Adequate, appropriate correction of situations that could threaten the health of customers or staff members

4. Intervene in emergency situations.

- Correct application of emergency measures
- Correct application of preventive measures
- Appropriate, necessary first-aid intervention

5. Perform administrative tasks related to occupational health and safety.

- Correct preparation of incident reports
- Effective filing and follow-up of claims with authorities and insurers
- Conformity with procedures concerning absences and return to work

Code: 0482

6. Prepare occupational health and safety training materials.
 - Accurate, relevant identification of needs, based on observations of staff at work
 - Accurate, relevant identification of information or practices to promote
 - Thorough development or adaptation of workplace training tools and activities

Objective**Standard****Statement of the Competency**

Prepare food for a production centre.

Achievement Context

- Based on instructions, recipe books and menus
- Based on the establishment's procedures regarding hygiene, food safety and health and safety
- Working with the production supervisor and the kitchen staff

Elements of the Competency**Performance Criteria**

1. Process preliminary information.

- Effective use of standardized recipes
- Accurate calculation of quantities of ingredients required
- Effective planning of production, cooking, preparation and packaging time
- Effective planning of the use of equipment

2. Prepare ingredients and materials.

- Accurate measurement of ingredients
- Accurate weighing of ingredients
- Safe, proper preparation of cooking equipment, utensils and accessories

3. Execute recipes.

- Safe, effective handling of equipment
- Safe, appropriate handling of utensils
- Appropriate, effective application of culinary techniques
- Strict adherence to standards
- Strict adherence to prescribed methods
- Appropriate quality control
- Appropriate cleaning and maintenance of equipment and work areas

4. Package prepared products.

- Accurate portioning of quantities produced
- Complete, accurate product labelling
- Appropriate storage, according to type of product and use
- Correct temperature control

Code: 0484

Objective**Standard****Statement of the Competency**

Set up and serve banquets and buffets.

Achievement Context

- Based on a function sheet, a recipe book, a menu and the establishment's procedures
- According to classical and contemporary culinary techniques
- Working with the chef and the kitchen and service staff

Elements of the Competency**Performance Criteria**

1. Plan the work to be done.

- Detailed analysis of function sheets
- Accurate estimate of dishes to be produced
- Accurate estimate of quantities to be produced
- Appropriate planning of the use of space as well as production and service systems
- Appropriate consideration of the event sequence and schedule

2. Execute the recipes.

- Appropriate use of cooking guidebooks and recipe books
- Efficient handling of food
- Appropriate, effective application of culinary techniques
- Safe, effective use of production and serving equipment
- Maintenance of good work rhythm
- Strict observance of production and serving times

3. Set up the trays and buffet tables.

- Appropriate decoration of tables and serving dishes
- Appropriate setup of food warmers
- Appropriate setup of hot and cold and dessert trays
- Full compliance with occupational health and safety rules

4. Participate in the service.

- Plating appropriate to the type of event
- Strict adherence to plate presentation standards
- Strict observance of the pace of service
- Effective application of serving techniques

Code: 0484

5. Ensure food quality.
 - Constant maintenance of food presentation quality
 - Effective verification of the freshness of the ingredients and the dishes prepared
 - Strict observance of established quantities and portions
 - Observance of temperatures and length of time for keeping and storing food
 - Full compliance with food safety rules
6. Clean the production, service and washing areas.
 - Safe, appropriate use of cleaning products, equipment and supplies
 - Effective post-cleaning inspection of premises

Objective**Standard****Statement of the Competency**

Prepare restaurant menu items.

Achievement Context

- Based on the standards of the establishment, order slips, verbal orders, a recipe book and a menu
- Working with the chef and the kitchen and service staff

Elements of the Competency**Performance Criteria**

1. Use the work areas and materials required to prepare menu items.

- Effective use of work areas, based on the items to prepare
- Effective use of cooking materials, based on the items to prepare
- Optimal use of material resources, based on the type and quantity of items to prepare

2. Associate menu items with the culinary techniques required.

- Accurate identification of appropriate techniques and equipment
- Use of appropriate culinary techniques
- Anticipation of results, based on the culinary technique selected

3. Execute the recipes for the menu items.

- Adequate, precise prepping of ingredients
- Appropriate interpretation of cooking terms
- Optimal use of equipment and utensils
- Correct application of preparation and serving techniques for made-to-order items
- Strict compliance with hygiene, food safety and occupational health and safety rules
- Proper respect for the organization of work in a brigade
- Strict observance of the pace of service

4. Do the mise en place and finishing for hot and cold items.

- Accurate estimate of quantities required for the mise en place
- Adequate preparation of semi-finished products
- Accurate estimate of finishing required
- Adaptation of the recipe to customer requirements
- Verification and control of storage conditions
- Satisfactory finishing of dishes, in accordance with the standards of the establishment and the requirements of the customer's order

Code: 0485

5. Provide quality control.
 - Proper and critical taste tests
 - Proper control of cooking time
 - Adequate control of presentation
 - Accurate control of portion size
6. Ensure post-service cleanup.
 - Adequate cleaning of equipment and utensils
 - Effective, thorough cleaning of storage areas
 - Proper cleaning of floors
 - Adequate cleaning of production and washing areas

Code: 0486

Objective**Standard****Statement of the Competency**

Develop and standardize recipes.

Achievement Context

- Using cookbooks and other reference books, nutrition facts tables, cooking directories, menus, Web sites and writing standards
- Working with professional cooks
- In consultation with nutrition specialists
- In accordance with established customer satisfaction and profitability objectives as well as customer constraints and expectations
- Using a word processing program

Elements of the Competency**Performance Criteria**

- | | |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Look for recipe references. | <ul style="list-style-type: none"> • Effective search in books and directories • Effective use of search engines • Effective consultation of information sources • Appropriate consideration of topical issues • Consideration of consumer trends • Concrete consideration of budget and organizational constraints |
| 2. Create, write and name a recipe. | <ul style="list-style-type: none"> • Strict adherence to writing standards • Strict adherence to terminology • Accurate calculation of quantities in metric units (weight and volume) • Appropriate consideration of customer constraints |
| 3. Determine a culinary profile for the dishes created. | <ul style="list-style-type: none"> • Accurate determination of portion size • Accurate determination of the equipment required for the quantities to produce • Accurate determination of presentation |
| 4. Specify and verify the quality indicators of the new recipe. | <ul style="list-style-type: none"> • Accurate estimate of the recipe's nutritional value • Appropriate sensory properties • Meticulous control of risk of allergies • Guaranteed, reliable adaptation to specific customer requirements |
| 5. Calculate the cost of the recipe. | <ul style="list-style-type: none"> • Accurate calculation of yields • Accurate calculation of ingredient cost • Accurate calculation of cost per serving |

Code: 0486

6. Test the recipe.
 - Meticulous application of test protocol
 - Measurement of results, based on established objectives
 - Effective correction and validation of tested recipe
7. Save the recipe.
 - Appropriate selection of information to include in the recipe
 - Effective, error-free storage of recipe in a file

Code: 0487

Objective**Standard****Statement of the Competency**

Understand the connections between culinary techniques and food science.

Achievement Context

- Using lists of ingredients, recipes, information on cooking materials and equipment, and evaluation tools
- Working with the kitchen staff

Elements of the Competency**Performance Criteria**

- | | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Assess the sensory properties of different types of dishes. | <ul style="list-style-type: none"> • Judicious, effective use of the five senses • Accurate sensory evaluation of ingredients and dishes |
| 2. Assess the nutritional value of foods. | <ul style="list-style-type: none"> • Accurate interpretation of nutritional information in the description of foods • Accurate identification of the ingredients in a food product or dish • Accurate identification of foods to recommend or avoid in certain diets • Effective identification of allergens |
| 3. Distinguish between unprocessed and processed foods. | <ul style="list-style-type: none"> • Accurate identification of the characteristics of unprocessed foods (raw agricultural products) • Accurate identification of ingredients in certain processed foods |
| 4. Determine the type of processing required, based on the type of food to prepare. | <ul style="list-style-type: none"> • Appropriate choice of handling method • Appropriate choice of culinary technique • Appropriate choice of packaging method |
| 5. Interpret culinary phenomena using physicochemical principles. | <ul style="list-style-type: none"> • Accurate prediction of effects of cooking (heat) • Accurate prediction of effects of storage and preservation conditions • Accurate prediction of effects of ingredient handling • Accurate prediction of interactions among ingredients • Explanation of results, using physicochemical reactions |

Objective**Standard****Statement of the Competency**

Create menus for different types of clienteles.

Achievement Context

- Based on the conventions associated with different types of menus: à la carte, table d'hôte, banquet, catering, cyclical, food counter and take-out menus, as well as menu writing rules
- Using directories and cookbooks, dictionaries and other linguistic tools
- Working with professional cooks, suppliers, a maître d'hôtel and the establishment's management team

Elements of the Competency**Performance Criteria**

1. Determine the objectives and parameters of the menu.

- Concrete consideration of the target markets' expectations and constraints
- Concrete consideration of the establishment's mission and objectives
- Appropriate choice of type of cuisine
- Appropriate choice of type of menu

2. Plan the menu.

- Appropriate choice of categories of dishes for different types of menus
- Appropriate choice of dishes in each category
- Choice of dishes compatible with the type of cuisine selected
- Appropriate determination of frequency and rotation of dishes

3. Write the menu.

- Correct application of menu writing rules
- Effective consultation of classical and contemporary repertoires
- Strict observance of spelling and naming conventions
- Appropriate care given to document presentation

4. Evaluate the menu's nutritional balance.

- Concrete consideration of nutritional requirements of different population groups
- Effective use of Canada's Food Guide
- Concrete, preventive concern for food-related illnesses and allergies

Code: 0488

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|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. Introduce promotional items in the menu. | <ul style="list-style-type: none">• Accurate identification of strategies to promote menu items• Appropriate choice of illustrations, photos, prices and items to promote |
| 6. Estimate the menu's potential for success. | <ul style="list-style-type: none">• Accurate assessment of the menu's originality• Accurate estimate of numbers of patrons expected• Accurate evaluation of the menu's profit potential |
| 7. Determine the look of the menu. | <ul style="list-style-type: none">• Appropriate choice of image to be projected by the menu• Appropriate determination of the menu's physical and visual qualities• Appropriate consideration of the need for updates |

Code: 0489

Objective**Standard****Statement of the Competency**

Establish a production and distribution plan for a food service operation.

Achievement Context

- Based on information about the quantities to produce, a menu, recipes, and available equipment and staff
- Using appropriate software
- In consultation with the kitchen and distribution staff

Elements of the Competency**Performance Criteria**

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|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish a summary of the dishes to be produced. | <ul style="list-style-type: none"> • Full consideration of recipes to be produced • Full consideration of amounts to be produced • Full consideration of costs |
| 2. Prepare the requisition forms for the ingredients required. | <ul style="list-style-type: none"> • Correct preparation of purchase requisition forms • Appropriate choice of ingredients and purchase sizes |
| 3. Plan staffing needs. | <ul style="list-style-type: none"> • Accurate estimate of hours of work • Appropriate choice of workstations • Accurate calculation of staffing needs |
| 4. Optimize the use of equipment. | <ul style="list-style-type: none"> • Appropriate planning of the use of equipment • Optimal use of production and distribution capacity |
| 5. Organize the production and distribution units. | <ul style="list-style-type: none"> • Appropriate assignment of recipes and duties to the various kitchen stations • Accurate estimate of needs, use and availability of materials and equipment • Accurate chronological planning of the work to be done • Appropriate adjustments to the workload • Accurate cost control |
| 6. Organize the distribution methods. | <ul style="list-style-type: none"> • Adequate determination of arrangement of hot dishes • Optimal organization of cart and tray systems • Adequate determination of layout of counters, conveyor belts and pass-throughs |

Code: 0489

7. Communicate the production and distribution plan.
- Adequate development of the staff allocation list
 - Clear, concise, accurate instructions for staff members
 - Effective dissemination of the production plan
 - Appropriate responses and reactions to requests for clarifications

Code: 048A

Objective**Standard****Statement of the Competency**

Provide dining room service.

Achievement Context

- For a mainstream restaurant
- Based on the establishment's procedures, a reservations system, a seating plan and professional standard(s)
- Using a menu, serving equipment, an ordering system and a cash register system
- Working with customers and the kitchen and service staff

Elements of the Competency**Performance Criteria**

1. Set up the dining room.

- Appropriate layout of tables, chairs and other service items
- Appropriate placement of decorations
- Appropriate place setting and table setup
- Effective verification that the dining room is comfortable

2. Greet customers.

- Empathetic attitude
- Use of appropriate language and communication techniques
- Proper grooming and physical appearance
- Appropriate table assignment
- Accurate interpretation of customer expectations

3. Explain the menu to customers.

- Accurate, detailed explanations of the menu and wine list
- Pleasant, polite conversation with customers
- Appropriate response to customer enquiries, comments and complaints

4. Take an order.

- Tactful, subtle customer recommendations
- Correct recording of order
- Clear, rapid transmission of order to the kitchen

Code: 048A

5. Serve food, beverages and wine.
 - Rigorous monitoring of the order of service
 - Strict observance of the pace of service
 - Strict adherence to serving standards and rules of precedence
 - Appropriate reaction to unforeseen events
 - Efficient table clearing
 - Harmonious relations with kitchen staff
 - Adequate verification of customer satisfaction
6. Prepare and present bills to customers.
 - Effective use of cash register
 - Proper bill preparation
 - Tactful presentation of bill to the customer
 - Safe, effective handling of cash and credit and debit cards
 - Effective handling of payment processing systems
 - Proper storage of transaction records
7. Clean the dining room, bar and waiter's pantry.
 - Safe, adequate storage of food, beverages and condiments
 - Adequate cleaning of floors, tables and chairs
 - Adequate storage of equipment, materials and furniture

Objective**Standard****Statement of the Competency**

Manage accounting operations.

Achievement Context

- Based on a standard accounting system specific to the hospitality and food service industry as well as the establishment's control policies and procedures
- Using accounting software and appropriate administrative documents
- Working with the establishment's management team, and the staff members, suppliers and customers concerned

Elements of the Competency**Performance Criteria**

1. Identify the accounting activities of the establishment.

- Accurate determination of the information required for accounting operations
- Effective identification of the documents required to manage accounting operations
- Accurate identification of sources of income
- Accurate identification of categories of expenses

2. Establish a budget forecast.

- Relevant income and expense forecasts
- Adequate organization and drafting of information
- Error-free calculation of forecast parameters
- Accurate determination of performance indices and break-even point

3. Carry out administrative tasks related to accounting operations.

- Correct payment of Goods and Services Tax (GST) and Québec Sales Tax (QST)
- Correct deductions at source withheld from employee paycheques
- Correct distribution of tips
- Accurate reconciliation of cash register receipts and proper preparation of deposits
- Proper preparation of management reports

4. Monitor budgets.

- Proper recording of periodic results
- Accurate cost calculation
- Accurate analysis and interpretation of results
- Relevant solutions proposed to correct variances

Code: 048B

5. Communicate the results to the appropriate individuals.
 - Proper consideration of recipient's status
 - Appropriate presentation of operations reports
 - Effective presentation of observations and recommendations

6. Plan for cash flow fluctuations.
 - Effective daily monitoring of cash flow
 - Accurate estimate of cash inflows and outflows
 - Accurate estimate of cash surpluses or deficits

Code: 048C

Objective**Standard****Statement of the Competency**

Market food and beverage products and services.

Achievement Context

- Based on the establishment's objectives; market studies; information on the industry, competitors and trends; and a product portfolio
- Using a database, sales reports and a communication plan
- Working with the service staff and the establishment's management team

Elements of the Competency**Performance Criteria**

1. Analyze the market.

- Accurate analysis of environmental factors
- Clear identification of trends
- Accurate identification of market segments
- Accurate identification of customer expectations
- Detailed analysis of the competition
- Proper monitoring of industry sales trends

2. Define the products and services offered.

- Appropriate analysis of product-service mix and service delivery
- Accurate definition of marketing variables
- Appropriate choice of product and service features
- Correct pricing

3. Develop a marketing strategy.

- Appropriate determination of objectives
- Accurate determination of advertising and promotional budget

4. Implement a marketing strategy.

- Rigorous monitoring of marketing plan
- Effective follow-up with service staff
- Effective organization and monitoring of customer service

5. Evaluate the marketing strategy implemented.

- Accurate evaluation of customer satisfaction
- Appropriate evaluation of results
- Adequate analysis of discrepancies between actual results and planned objectives

Code: 048D

Objective**Standard****Statement of the Competency**

Ensure that the food service establishment conforms to legislation.

Achievement Context

- Based on the legislation in effect
- Working with legal professionals and the establishment's staff

Elements of the Competency**Performance Criteria**

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|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Understand the scope of general and specific laws.</p> | <ul style="list-style-type: none"> • Accurate identification of the object and purpose of charters and codes • Accurate identification of the application of general laws affecting the food service industry • Accurate identification of the object and purpose of the specific laws and regulations governing the food service industry |
| <p>2. See to the application of laws and regulations specific to the industry.</p> | <ul style="list-style-type: none"> • Summary analysis of the establishment's activities and their compliance with general laws • Summary analysis of the establishment's activities and their compliance with specific laws • Accurate identification of irregularities and their degree of severity • Appropriate recourse to professional legal advice • Appropriate application of corrective measures |
| <p>3. Inform staff of the laws and regulations to follow.</p> | <ul style="list-style-type: none"> • Appropriate information conveyed to staff members regarding their obligations • Immediate notification of irregularities observed • Precise instructions given regarding actions to take |
| <p>4. Interpret the legal provisions of management contracts.</p> | <ul style="list-style-type: none"> • Adequate understanding of the scope of management contract clauses • Strict adherence to contract terms • Appropriate recourse to legal advice |

Code: 048E

Objective**Standard****Statement of the Competency**

Interact with customers and suppliers in French.

Achievement Context

- In oral and written communication situations representative of the food service industry
- Based on industry standards and common situations
- Using linguistic tools, a communication system, the establishment's documents and suppliers' documents

Elements of the Competency**Performance Criteria**

1. Establish contact with a customer.

- Use of appropriate forms of address
- Formulation of relevant questions concerning the customer's needs
- Adaptation of the level of language to the customer
- Quality oral expression
- Appropriate table assignment

2. Respond to a customer request.

- Accurate interpretation of request
- Clarification of needs expressed
- Clear, concise, relevant explanations provided
- Proper use of cooking terms
- Correct sentence construction
- Correct pronunciation

3. Provide explanations to the customer.

- Accurate explanation of menus, recipes and prices
- Accurate description of food products
- Accurate description of serving sequence
- Accurate explanation of monetary transactions

4. Address customer objections.

- Understanding of the type of objection raised
- Presentation of clear, coherent arguments to prove or refute the accuracy of the claims made
- Use of correct terms appropriate to the context
- Demonstration of patience and tact

Code: 048E

5. Negotiate with suppliers.
 - Formulation of clear, concise information requests
 - Use of appropriate arguments to negotiate and reach an agreement
 - Use of marketing terms
 - Demonstration of respect during discussions
 - Quality of oral and written expression
6. Draft commercial transaction documents.
 - Use of the appropriate document
 - Correct entry of all information required on the forms
 - Properly written transaction and accompanying documents
 - Observance of grammar and spelling rules

Code: 048F

Objective**Standard****Statement of the Competency**

Control hygiene and food safety hazards.

Achievement Context

- Based on current laws and regulations, industry standards and codes, and the establishment's policies
- With regard to food, equipment and facilities
- Using critical control point systems, and training documents and materials
- Working with health inspectors, the kitchen and service staff and the establishment's management team

Elements of the Competency**Performance Criteria**

1. Identify potential hazards and their consequences.

- Accurate reference to hygiene and food safety standards
- Accurate identification of the biological mechanisms involved in food contamination
- Accurate identification of the biological mechanisms involved in food-borne illnesses
- Accurate identification of conditions and actions that cause food contamination and food-borne illnesses
- Accurate assessment of the gravity of a situation

2. Apply the hygiene and food safety code in effect.

- Strict adherence to the establishment's regulations and procedures
- Effective monitoring of storage, production, service and packaging practices
- Strict, effective monitoring of actions of service staff and management team
- Proper control of food safety materials and equipment and the layout of the facilities
- Strict monitoring of the general maintenance plan
- Appropriate correction of potential hazards

3. Cooperate during inspections and follow up on official inspection reports.

- Up-to-date knowledge of the laws, regulations and standards that call for inspections
- Careful reading of inspection reports
- Appropriate correction of nonconformities

Code: 048F

4. Apply control systems.
 - Accurate determination of relevant control indicators
 - Development and implementation of appropriate control tools
 - Effective mobilization of staff and suppliers
 - Relevant internal and external inspections
 - Rigorous record-keeping procedures for data and results
5. Promote good practices.
 - Effective response to individual training needs
 - Concrete implementation of facilitation and training activities for production, distribution and management employees
 - Ongoing awareness-raising efforts aimed at outside partners and suppliers

Code: 048G

Objective**Standard****Statement of the Competency**

Manage material resources specific to food services.

Achievement Context

- Based on industry norms and standards, current laws and regulations, and maintenance policies
- Using maintenance manuals, floor plans and technical data sheets
- Working with design professionals (architects, engineers and interior designers); specialized contractors and trades people; equipment suppliers and the establishment's management team

Elements of the Competency**Performance Criteria**

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Determine the dimensions of the work areas and equipment required. 2. Participate in selecting small and large equipment. 3. Participate in designing the physical layout of the facilities. 4. Establish a maintenance plan. | <ul style="list-style-type: none"> • Accurate estimate of needs, based on production and distribution methods • Accurate estimate of needs, based on environmental protection constraints and objectives • Accurate calculation of work space • Thorough review of specifications and technical data sheets • Accurate analysis of purchasing and operating costs • Accurate analysis of capacities and performance • Clear recommendations made • Effective analysis of the plans suggested by professionals • Tactful, effective interactions with the professionals involved in a design project • Thorough identification of the tasks to be performed • Judicious evaluation of the technical problems to be solved • Appropriate use of maintenance manuals • Effective planning and assignment of tasks |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Code: 048G

5. Conserve material resources.

- Rigorous monitoring of the application of the maintenance plan
- Continuous monitoring of mechanical systems
- Effective solutions to breakage, breakdown and other technical problems
- Effective interactions with maintenance and repair companies
- Effective maintenance of permanent equipment inventory
- Adequate protection of equipment against theft and accidents

Code: 048H

Objective**Standard****Statement of the Competency**

Procure supplies for a food service operation.

Achievement Context

- Based on purchasing and acquisition procedures, storage and preservation standards, group purchasing agreements, and service contracts
- Using menus and recipes, supplier catalogues, product lists and telecommunications tools
- Working with the establishment's kitchen and service staff and management team

Elements of the Competency**Performance Criteria**

1. Identify products, services and suppliers.

- Careful pre-selection of food and cleaning products and their suppliers
- Effective consultation of wine, spirit, beer and alcoholic beverage directories
- Effective consultation of kitchen and serving ware catalogues
- Effective consultation of equipment catalogues

2. Determine procurement requirements.

- Drafting of accurate product specifications
- Accurate calculation of quantities of ingredients required

3. Order products and services.

- Appropriate selection of suppliers
- Appropriate consideration of delivery times
- Strict adherence to the establishment's procedures

4. Negotiate agreements with suppliers.

- Thorough consideration of the establishment's procedures
- Proper preparation of calls for tender
- Proper analysis of bids
- Appropriate selection of supplier
- Advantageous agreements with respect to contract terms

5. Receive product deliveries.

- Effective verification of the quality of the products and services delivered
- Effective verification of the quantity of products delivered
- Effective follow-up of merchandise returns
- Internal distribution according to needs

Code: 048H

6. Store the products received.
 - Adequate preparation of equipment and facilities
 - Thorough verification of food safety
 - Adequate, effective maintenance and protection of stocks
7. Monitor procurement operations.
 - Complete, accurate, error-free inventory taking
 - Accurate cost calculations
 - Case-by-case evaluation of suppliers
 - Rigorous monitoring of contracts and warranties

Code: 048J

Objective**Standard****Statement of the Competency**

Manage employees.

Achievement Context

- Based on the establishment's policies and objectives, the collective agreements in effect, and legislation governing minimum labour standards
- Using personnel records and a production and distribution plan
- Working with the establishment's staff and management team

Elements of the Competency**Performance Criteria**

1. Recruit and hire staff.

- Accurate estimate of staffing needs
- Accurate description of job duties
- Effective recruitment interviews
- Appropriate selection of employees
- Rigorous application of remuneration policy

2. Evaluate employee performance.

- Accurate determination of performance indicators
- Proper use of evaluation tools
- Effective communication of performance evaluation

3. Train staff.

- Accurate determination of training needs
- Effective implementation of training activities
- Adequate support and supervision of trainees and new employees

4. Mobilize staff members to meet the establishment's objectives.

- Clear demonstration of leadership
- Effective employee motivation
- Effective facilitation of meetings and activities
- Concern for work climate and employee relations

5. Deal with difficult situations.

- Effective conflict resolution
- Appropriate disciplinary action

Code: 048J

6. Ensure compliance with work contracts.
 - Adherence to labour standards
 - Communication of all relevant information to staff members
 - Full compliance with the terms of the collective agreement
 - Judicious interpretation of specific cases
 - Appropriate reaction in litigious situations
7. Carry out administrative tasks.
 - Proper establishment of work schedules
 - Accurate, effective payroll preparation and verification
 - Rigorous personnel record keeping
 - Proper preparation of required forms/statements
 - Proper preparation of administrative reports

Objective**Standard****Statement of the Competency**

Oversee the production of à la carte and table d'hôte dishes.

Achievement Context

- Based on culinary techniques, menus and recipes, production and distribution plans, and applicable laws and standards
- Using ingredients and specialized tools and equipment
- Working with the kitchen staff and the maître d'hôtel

Elements of the Competency**Performance Criteria**

1. Consult the menu and recipes to be prepared.

- Determination of a complete list of dishes to be prepared
- Determination of a complete, thorough list of ingredients to be used
- Complete list of methods to be applied

2. Anticipate and define the finished products.

- Appropriate determination of the physical characteristics of the dishes
- Accurate determination of preparation time required
- Appropriate, original specifications regarding plate presentation
- Relevant clarifications regarding food cost control

3. Supervise food preparation.

- Effective supervision of ingredient use
- Continuous supervision of work methods
- Adequate verification of sequence of steps
- Adequate supervision of culinary techniques
- Adequate supervision of equipment handling

4. Assist with food preparation.

- Effective support provided to production team, as required
- Appropriate demonstrations
- Takeover of complex operations
- Appropriate reminder of proper practices to adopt in the kitchen

5. Control food quality during production.

- Accurate verification of sensory properties of food
- Accurate verification of yields and portion sizes
- Strict control of food safety

Code: 048K

6. Monitor the mise en place for the service.
 - Strict monitoring of order of service
 - Adequate supervision of finishing steps for made-to-order dishes
 - Adequate supervision of the use of pre-prepared products
 - Adequate supervision of the organization and use of supplies and dishware
 - Adequate supervision of the organization of the service area
 - Strict control of plate assembly
7. Ensure that surplus food items are processed immediately.
 - Optimal prevention of food-borne illness
 - Optimal cost and waste reduction
 - Communication of clear, concrete instructions regarding the packaging of surplus food items
 - Communication of clear, concrete instructions regarding the use of surplus food items

Code: 048L

Objective**Standard****Statement of the Competency**

Oversee dining room service.

Achievement Context

- Based on menus, service techniques, rules of protocol in effect, a code of conduct, the establishment's policies and a seating plan
- Using a reservations book, a cash register system and various payment systems
- Working with the service staff and the chef

Elements of the Competency**Performance Criteria**

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| <ol style="list-style-type: none"> 1. Gather the information required to do the work. 2. Draw up a work schedule. 3. Set up the dining room. 4. Mobilize the service staff. 5. Greet customers. 6. Ensure that the food and beverage service runs smoothly. | <ul style="list-style-type: none"> • Detailed analysis of the menus offered • Full consideration of reservations and forecasts • Full consideration of specific requirements regarding events and banquets • Accurate determination of the materials required • Effective assignment of staff to different sections of the dining room • Formation of effective work teams • Appropriate use of extra staff • Optimal arrangement of tables • Effective table setup • Effective creation of ambiance • Proper animation of pre-service briefing • Proper verification of staff attire and personal hygiene • Strict adherence to rules of precedence • Strict adherence to greeting and service standards • Effective monitoring of reservations • Strict adherence to service rules • Appropriate observance or adaptation of work rhythm • Appropriate reactions to unforeseen events • Spot-checking of payment transactions • Spot-checking of advice given to customers |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Code: 048L

7. Close the dining room.

- Accurate recording and correct distribution of tips
- Accurate cash register reconciliation
- Proper closing of cash register
- Adequate measures taken to protect cash receipts
- Effective securing of premises
- Thorough recording of time sheets

Code: 048M

Objective**Standard****Statement of the Competency**

Coordinate production and distribution in a food service operation.

Achievement Context

- Based on menus, production and distribution plans and a work schedule
- Using recipes
- During peak periods
- Working with kitchen, service and distribution staff

Elements of the Competency**Performance Criteria**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 1. Adapt the production and distribution plan to the situation. 2. Ensure that resources are available. 3. Supervise kitchen activities. 4. Supervise counter activities. 5. Record and briefly analyze results. | <ul style="list-style-type: none"> • Appropriate corrections made to menus • Appropriate corrections made to prices • Accurate estimate of the number of patrons • Effective staff allocation • Proper distribution of ingredients • Proper allocation of material resources • Rigorous monitoring of food preparation operations • Rigorous monitoring of table cleaning and clearing operations • Rigorous monitoring of use of pots, pans and dishware • Appropriate reaction to shortages or delays • Rigorous monitoring of interactions between kitchen and service counter staff • Continuous monitoring of the pace of service • Effective staff support and supervision • Continuous restocking of shelves, displays and vending machines • Continuous monitoring of cash inflows • Appropriate reaction to unforeseen events • Effective cash register control • Relevant review carried out with the staff • Accurate recording of summary results |
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Code: 048N

Objective**Standard****Statement of the Competency**

Measure performance in a food service establishment.

Achievement Context

- Based on industry ratios and indices and the establishment's objectives
- Using databases, information tools, relevant documentation, and point-of-sale software
- Working with the establishment's management team

Elements of the Competency**Performance Criteria**

1. Collate operating and financial results.

- Proper use of database
- Proper use of computer equipment and the establishment's forms and documents
- Appropriate use of independent sources

2. Use control tools.

- Appropriate selection of critical control points
- Effective distribution of customer satisfaction surveys
- Strict monitoring of budget forecasts
- Accurate calculation of inventory
- Accurate calculation of ratios and indices

3. Interpret performance indices.

- Appropriate comparison of actual results to planned objectives
- Appropriate comparison of performance indices to norms and standards
- Accurate measurement of discrepancies
- Rigorous analysis of possible causes

4. Prepare operations reports.

- Appropriate choice of relevant indicators
- Effective tables and graphs
- Appropriate observations and interpretations
- Clear, concise recommendations and proposed corrective actions
- Effective written and oral presentations

Code: 048P

Objective**Standard****Statement of the Competency**

Oversee the operating cycle of a food service establishment.

Achievement Context

- Based on contracts and an order book; menus and recipes; the establishment's standards, policies and procedures; the collective agreements in effect and applicable laws and regulations
- Using administrative documents, information systems, production and distribution plans as well as food and equipment inventories
- Working with all the establishment's staff

Elements of the Competency**Performance Criteria**

1. Plan management activities.

- Appropriate review of the current agenda
- Accurate identification of upcoming events
- Appropriate setting of priorities
- Accurate establishment of the calendar of activities

2. Ensure that resources are available.

- Effective facilitation of staff meetings
- Effective electronic, written and oral communications
- Effective verification of the availability of material resources
- Rigorous monitoring of programming and special projects

3. Ensure that the activities of each function are carried out.

- Adequate, appropriate organization of food, and human and material resources
- Adequate organization of food and beverage production and distribution
- Appropriate consideration of customer satisfaction
- Appropriate consideration of the security of the facilities and company property
- Appropriate consideration of operating profits

Code: 048P

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|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. Use management information systems. | <ul style="list-style-type: none">• Adequate operation of cash register system• Continuous monitoring of sales• Continuous monitoring of inventory• Rigorous validation of payroll accuracy• Continuous monitoring of expenses• Continuous monitoring of profits and performance indices• Rigorous monitoring of quality improvement programs |
| 5. Solve organizational problems. | <ul style="list-style-type: none">• Adequate solutions proposed to solve product quality problems• Adequate solutions proposed to solve personnel management problems• Adequate solutions proposed to solve profit problems |
| 6. Collate and analyze operating and financial results. | <ul style="list-style-type: none">• Appropriate choice of relevant indices• Appropriate performance measurement• Appropriate interpretation of observations• Effective preparation of periodic operations reports• Active participation in management meetings |

**Éducation,
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