
Tourism, Hospitality, and Entrepreneurship A30, B30

Curriculum Guide

A Practical and Applied Art

**Saskatchewan Education
August 1998
ISBN: 1-894116-06-2**

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Saskatchewan Education wishes to thank many others who contributed to the development of these guidelines:

- Christel Gee, developer/writer;
- the PAA Program Team;
- field test/pilot teachers; and,
- other field personnel.

This document was completed under the direction of the Science and Technology Unit, Curriculum and Instruction Branch, Saskatchewan Education.

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Introduction

Within Core Curriculum, the Practical and Applied Arts (PAA) is the eighth major area of study. Saskatchewan Education, its educational partners, and other stakeholders, have collaborated to complete the PAA renewal. Some PAA curriculum guidelines have been updated; some components have been integrated, adapted, or deleted; some Locally Developed Courses have been elevated to provincial status; and some new guidelines have been developed.

A companion *Practical and Applied Arts Handbook* provides background on Core Curriculum philosophy, perspectives, and initiatives. The Handbook articulates a renewed set of goals for PAA. It presents additional information about the PAA area of study, including guidelines about work study and related Transition-to-Work dimensions. A PAA Information Bulletin provides direction for administrators and others. Lists of recommended resources for all guidelines will be compiled into a PAA Bibliography with periodic updates.

Philosophy and Rationale

The Tourism, Hospitality, and Entrepreneurship (THER) curriculum enables the student to explore entrepreneurship as it relates to the food service industry. The curriculum is designed to create an awareness of the food service industry and its value to the economy. The course allows students to experience components of the food service industry so that they may become successful intrapreneurs or entrepreneurs within a business. It is important to realize that hospitality means offering good service through food, beverage and accommodation services. The Tourism, Hospitality, and Entrepreneurship curriculum focuses primarily on the areas of food preparation and service within the Food and Beverage sector of the tourism industry. Food and Beverage is the largest sector of the eight tourism (trade) sectors in the province. The Food and Beverage Industry represents the largest part of all present tourism business and experts predict further growth in the future.

Tourism contributes significantly to the province's economy and employment. The industry continues to grow in Saskatchewan and provide opportunities for employment and certified training. Tourism in the province is built upon the unique natural environment, rich history, and the many cultures that help shape the identity of the Saskatchewan people.

In Saskatchewan, hospitality has a style of its own. This has been demonstrated through events such as the Grey Cup, Big Valley Jamboree, Canadian Western Agribition, and other national and international events held in the province. Providing quality guest service and hospitality can mean the difference between success and failure for major events such as these. Effective communication skills, the ability to anticipate and satisfy guest needs, combined with a high standard of professional appearance and behaviours, are basic skills students will need to succeed in Tourism, Hospitality, and Entrepreneurship A30, B30. Offering these courses will provide relevant, practical situations for students to develop and demonstrate these important skills.

Aim, Goals, and Foundational Objectives

Aim

The aim of Tourism, Hospitality, and Entrepreneurship (THER) A30, B30 is to provide students with an understanding of the hospitality industry in Saskatchewan and of the components that make it a successful industry.

Goals

Awareness: To become aware of required pre-employment skills necessary within the food service industry.

Business Environment: To respond to learning and change in a business environment that will include decision making, problem solving and a sense of entrepreneurship.

Employability Skills: To develop team-building skills by working cooperatively with others. To acquire certification skills recognized by the food industry for employability.

Personal Management Skills: To promote self-esteem, confidence, and a positive attitude for business.

Communications: To develop effective social and communication skills for business environments.

Business and Entrepreneurship Attitudes: To experience a practical approach to using one's potential and opportunities to initiate ventures based on informed risk-taking.

Foundational Objectives

Foundational objectives are the major, general guiding statements that each student is expected to achieve for the modules of the PAA curriculum guidelines configured into courses. Foundational objectives indicate the most important knowledge, skills, attitudes/values, and abilities for a student to be able to learn in a subject. Both subject and Common Essential Learnings (CELs) Foundational Objectives to be emphasized are stated in this document. Some of these statements may be repeated or enhanced in different modules for emphasis or for achieving additional or more in-depth objectives. For Tourism, Hospitality, and Entrepreneurship, expectations for students include being able to:

- demonstrate an understanding of entrepreneurship/intrapreneurship and the role played in the hospitality industry;
- develop workplace skills, knowledge, and attitudes that may lead to successful employment;
- gain a knowledge of preparation and service within the food industry in order to fulfil the requirements of an entry level employee within the industry;
- provide service excellence within a business setting;
- identify the careers and opportunities in the field of hospitality that exist in Saskatchewan and other provinces;
- evaluate the impact of marketing and trends on the food service industry; and,
- create a venture plan to be used as a planning tool for a potential opportunity relating to the food industry.

All of the subject and CELs Foundational Objectives are stated explicitly at the beginning of each module.

Course Components and Considerations

This curriculum describes two Practical and Applied Arts courses which are among the specified electives at the Secondary Level. These courses may be offered in a variety of learning environments that range from a classroom in a school to an industry worksite. They provide a balance between academic and work-based learning allowing students to keep open options of going to a university, to a technical institute, to a regional college, to a training program or directly to employment. The in-class portion provides technical knowledge that will be reinforced in the workplace.

Tourism, Hospitality, and Entrepreneurship A30, B30 are designed to create an awareness of the food service industry and develop the spirit of adventure through an entrepreneurial focus. There are two 100

hour courses described in this document -- Tourism, Hospitality, and Entrepreneurship A30 and B30. Students enrolled in the courses will have the opportunity to explore food-related occupations in the hospitality sector of Tourism. The courses involve work study placements at some of the province's hotels, restaurants, private clubs, and other facilities offering food services.

In the Tourism, Hospitality, and Entrepreneurship A30 course, the student will spend 50 hours in the classroom learning principles of food service, communication skills, customer relations skills, and personal management skills as they relate to industry standards. The course includes two industry certification programs: *Saskatchewan Best* and *Foodsafe*.

In the remaining 50 hours, students complete a work study component by special arrangement with the employer, student, and the teacher monitor. Depending on the desired outcome for the student and available worksites, the student may complete the work study within one or two worksite placements.

In Tourism, Hospitality, and Entrepreneurship B30, students will spend 50 hours in the classroom focusing on entrepreneurship, trends and issues in the food service industry, employment, business, and post-secondary education and training opportunities.

As in the A30 course, for the remaining 50 hours, students complete a work study component to be determined by arrangement with the employer, student, and the teacher monitor. Depending on the desired outcome for the student and available worksites, the student may complete the work study within one or two worksite placements.

Work Study Component

Professionals in the industry have had input into the guidelines through interviews and surveys conducted during curriculum design. The workplace component permits the student to apply academic and school-based learning to workplace settings. This part of the curriculum is very important to the success of the program because of the many benefits to all partners.

Students are provided with an opportunity to experience the work study component in suitable places within the community. Sites for work study may include hotels, restaurants, fast food outlets, bakeries, senior citizen care homes, and other locations. Portions of modules in THER A30, B30 relating to skills within the industry may be delivered in the workplace setting.

Because the courses are not prerequisite in nature, some schools may offer only one course. If only THER B30 is offered, Module 6, Work Study Preparation and Follow-up Activities (found in THER A30) must be taught in THER B30, if the students have never participated in a work study module prior to enrolling in the course. If students have completed a previous work study module in another course, less time will be spent in work study preparation, thus allowing the balance of the time for that module to be spent extending the work study module.

For a copy of the industry survey listed above see Appendix B. This survey may be adapted for use in the local community. It will assist the school in the selection of workplaces and in the implementation of this curriculum.

Module Overview Chart

Module Code	Modules	Suggested Time (hours)
THER1	Module 1: Entrepreneurship/Intrapreneurship (Core)	3-4
THER2	Module 2: Introduction to Food Industry (Core)	5
THER3	Module 3: Food Preparation and Service Procedures (Core)	20
THER4	Module 4: Saskatchewan Best Program (certification) (Core)	6
THER5	Module 5: Food Safety and Sanitation (certification) (Core)	8
THER6A, B	Module 6A, B: Work Study Preparation and Follow-up Activities (Core)	5-10
THER7A, B	Module 7A, B: Work Study	25-50
THER8	Module 8: Employment and Business Opportunities (Core)	5
THER9	Module 9: Marketing and Trends (Core)	5
THER10	Module 10: Post-Secondary Opportunities and Career Exploration (Core)	5
THER11	Module 11: Organizing Food Functions (Optional)	10-15
THER12	Module 12: Creating a Venture (Core)	10-15
THER99A, B	Module 99A, B: Extended Study Module (Optional)	5-20

Course Modules

Module Code	Modules	Suggested Time
	A30 Course	
THER1	1. Entrepreneurship/Intrapreneurship	3-4
THER2	2. Introduction to Food Industry	5
THER3	3. Food Preparation and Service Procedures	20
THER4	4. Saskatchewan Best Program (certification)	6
THER5	5. Food Safety and Sanitation (certification)	8
THER6a	6.a Work Study Preparation and Follow-up Activities	5-10
THER7a	7.a Work Study	50
	Total: Minimum	100 hours
	B30 Course	
THER8	8. Employment and Business Opportunities	5
THER9	9. Marketing and Trends	5
THER10	10. Post-Secondary Opportunities and Career Exploration	5
THER11	11. Organizing Food Functions (optional)	10-15
THER12	12. Creating a Venture	10-15
THER6b	6.b Work Study Preparation and Follow-up Activities (as above)	5-10
THER7b	7.b Work Study (as above)	50
	Total: Minimum	100 hours

If only THER B30 is being offered, students are required to complete Modules 4 and 5 as part of the THER B30 credit. Module 11 should not be offered if this is the case.

Time Requirements

The Tourism, Hospitality, and Entrepreneurship A30, B30 course(s) will demand flexible class scheduling. Employers may request that students experience a full day of work to allow students the opportunity to experience a large part of the operation. Students may be requested to work various shifts to enable them to experience the beginning of the day as well as the end of the day. From the industry's point of view, this is important to gaining a good understanding of how various aspects of the business operate. Many of the businesses surveyed in program development preferred this arrangement. The hours of work must be clearly stated in a contract between the student learner, the workplace employer, the teacher-supervisor-monitor and the parent or guardian prior to the student beginning work. This will ensure that there is no misunderstanding once the student begins the work placement.

If work study placements extend beyond the school day, it may be necessary to obtain permission from the Minister of Saskatchewan Education to extend the school day or week in order to accommodate the placement. For more information, refer to the *Practical and Applied Arts Handbook*.

Students may be placed at one or more workplaces depending on the desired learning outcomes. It is important however, that a student experience both the food preparation and service components of the business in order to fulfil the objectives of the course.

A minimum of 50 hours has been suggested for the work study component of each course. Using this as a guide, the number of hours worked within a business should be determined by a survey of the businesses where students will be placed. It is important that the partners are encouraged/permitted to have input into some of these decisions made within the program. In total, through one or two placements, students will be expected to complete 50 hours of work study.

Minimum Time Requirements

THER A30 (1 credit) - 100 hours

- classroom component: 50 hours
- work study component: 50 hours

THER B30 (1 credits) - 100 hours

- classroom component: 50 hours
- work study component: 50 hours

The decision to offer one or two courses in Tourism, Hospitality, and Entrepreneurship is a local one. One course credit will be granted for A30 or B30, if the student has met the minimum requirement of 50 hours in class and 50 hours in the workplace. THER A30 is not a prerequisite for B30. However, it is recommended that students have a good background in Food Studies before selecting THER B30.

In the work study component, a student may select two work placements of 25 hours or remain in one workplace for the 50 hours. It is recommended at the completion of the work study component, that the teacher conclude the program with a summary of what students have learned in the workplace.

Both the A30 and B30 course credits may be granted to the student who has met the minimum combined requirement of 100 hours of in class and 100 hours of work study. It is recommended that students receiving two course credits experience at least two placements. This allows students to experience different types of food establishments within the food industry and different styles of service studied in the classroom component of the course.

Creating Work Study Partnerships in THER

Creating partnerships is important to the success of this curriculum. Within this curriculum, there are four distinct partners, all of whom play an important role. These partners include the industry, the school, post-secondary institutions, and the student. It is important that information about the curriculum be given to each of the partners. The partners must have the opportunity to ask questions and respond to the information presented about the curriculum. It is through this contact, that the curriculum can be adapted to fit the needs of all of the partners involved.

Personal contact is the best approach to building partnerships. This can be done by making a presentation to colleagues within the school, to the student body, to school board members, to parents, and to local business. It is important to outline the curriculum and the benefits and responsibilities, to each of the partners.

Common Essential Learnings (C.E.L.s)

The incorporation of the Common Essential Learnings (CELs) into the instruction and assessment of the Practical and Applied Arts (PAA) curriculum offers many opportunities to develop students knowledge, skills, and abilities. The purpose of the CELs is to assist students with learning concepts, skills, and attitudes necessary to make transitions to career, work, and adult life.

The CELs establish a link between the Transition-to-Work dimensions and Practical and Applied Arts curriculum content. The Transition-to-Work dimensions included in the PAA curricula are: apprenticeship, career exploration/development, community project(s), employability skills, entrepreneurial skills, occupational skilling, personal accountability, processing of information, teamwork, and work study/experience. Throughout the PAA curricula, the CELs objectives are stated explicitly at the beginning of each module and are coded in this document, as follows:

The Common Essential Learnings are being incorporated throughout all Practical and Applied Arts courses of study. Throughout the THER curriculum, the CELs have been identified as follows:

Communication (COM)
Numeracy (NUM)
Critical and Creative Thinking (CCT)
Technological Literacy (TL)
Personal and Social Values and Skills (PSVS)
Independent Learning (IL)

It is anticipated that teachers will find additional ways to incorporate the CELs into their classroom instruction.

Portfolios

A personal career portfolio is a valuable organizer of student projects and assignments. It encourages students to collect examples of their work as they progress through the various activities, labs and projects. Selecting particular items to include in a portfolio encourages students to reflect on what they have learned or accomplished and what they have yet to learn. Portfolio items may include: journal notes, drafts, photographs, audio or video tapes, computer discs, sketches and drawings, etc. Portfolios may be used for peer, teacher, self-assessment and as a format to present selected works to parents, post-secondary institutions or potential employers. In addition, the portfolio can demonstrate the link between home, school and community in the student's education. Each student should have a portfolio representing his or her work during the course.

The portfolio can help students:

- reflect on personal growth and accomplishment
- see links between home, school and community education and activities
- collect materials to prepare applications for post-secondary education and scholarship program entrance
- collect materials to prepare for employment applications
- focus on career planning.

The portfolio can help teachers:

- provide a framework for independent learning strategies for the student
- communicate student learning from one school year to another in a specific area of study
- identify career planning needs for students
- assess and evaluate the student's progress and achievement in a course of study

The portfolio can help post-secondary institutions:

- to determine suitable candidates for awards and scholarships
- to evaluate candidates for program entrance
- to evaluate prior learning for program placement

The portfolio can help communities:

- reflect on their involvement in a student's education and the support offered to learners
- demonstrate a link between the home, school, and community in education

The portfolio can help potential employers:

- identify employable skills desired in future employees
- provide evidence of knowledge and skill development of potential employees

For purposes of Practical and Applied Arts courses, three kinds of portfolios may be valuable: a *working portfolio* to collect ideas observations, notes and critiques, a *presentation portfolio* to maintain completed work, and a *personal career portfolio* designed to help support transitions to further education and training or employment. By keeping track of this material, students are able to monitor their level of achievement. Additions to and revisions of the portfolio should be done at the end of each module.

Working Portfolio

Students collect work over time in a working folder. Each student should also keep a journal of observations, critiques, ideas, and reflections as part of his or her working portfolio. Items in this portfolio may be used for the purpose of reflection, ongoing and summative, peer, teacher and self-evaluations.

Working portfolios may be used for purposes of conferencing between student and teacher, teacher and parent, teacher and teacher, or student and student. When a teacher examines a student's portfolio in order to make a decision regarding student progress, the information it contains may become documented evidence for the evaluation.

A daily journal may also become a part of a working portfolio as a means of tracking the student's use of time and to record progress on ideas that are being developed. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the course evaluation.

Presentation Portfolio

To compile a presentation portfolio, students should select items from their working portfolio. The presentation portfolio should cover the range of students' experiences and should display their best efforts. The preparation of a presentation portfolio can be an assessment strategy. It is strongly suggested that students at the 30 level prepare a presentation portfolio suitable for submission to potential employers or post-secondary institutions. Acceptance and placement in programs and courses at SIAST can be significantly influenced by a student's presentation portfolio.

Through collecting, selecting and reflecting, students are able to compile presentation portfolios that display their best collection of work.

A daily journal may also become a part of a working portfolio as a means of tracking the student's use of time and to record progress on ideas that are being developed. This will provide the student with a focus for self-directed or independent learning as well as an anecdotal record for part of the course evaluation.

Extended Study Modules

The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not addressed by current modules in the renewed PAA curriculum.

The flexibility of this module allows a school or school division to design one new module per credit to complement or extend the study of existing pure core modules and optional modules. The extended study module is designed to extend the content of the pure courses and to offer survey course modules beyond the scope of the selection of PAA modules.

The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. The optional extended study module guidelines, found in the Practical and Applied Arts Handbook, should be used to strengthen the knowledge, skills and processes advocated in the Practical and Applied Arts curriculum in which the extended study module is used.

It is recommended that a summary of any extended study module be sent to the Regional Superintendent of Curriculum and Instruction to establish a resource bank of module topics.

For more information on the extended study module, refer to the Practical and Applied Arts Handbook.

Instructional Resources

To support the principle of Resource-based Learning, a variety of instructional resources have been evaluated and recommended. See *Tourism, Hospitality and Entrepreneurship A30, B 30: An Interim List of Materials* for a list of annotated resources. Teachers should also consult the comprehensive PAA bibliography. The annual *Learning Resource Materials Update* can also provide information about new materials evaluated since the curriculum was printed.

To order materials, except videos, teachers should also consult the department's Learning Resources Distribution Centre (LRDC) catalogue. An on-line ordering service is available at lrdc.sasked.gov.sk.ca.

The on-line version of this Guide and the accompanying list of implementation materials is accessible at www.sasked.gov.sk.ca/docs/paa.html. It will be *Evergreened*, as appropriate.

Assessment and Evaluation

There are three main types of student evaluation: Formative, Summative, and Diagnostic. Formative evaluation is an ongoing classroom process that keeps students and educators informed of students' progress. Summative evaluation occurs most often at the end of a module to determine what has been learned over a period of time. Diagnostic evaluation usually occurs at the beginning of the school year or before a module to identify prior knowledge, interests, or skills in the subject area.

Evaluation throughout the *Tourism, Hospitality, Entrepreneurship A30, B30* course should be based on the learning objectives outlined in the course of study. It is important to use a variety of evaluation strategies to ensure an accurate assessment of the student. The design of an evaluation matrix should reflect the amount of time devoted to each of the modules taught in the course. For example, if the work study module were offered in the course, it could represent 25%-50% of the student's evaluation in a 100 hour course offering.

An example of an evaluation weighting is as follows:

Written Tests	30%
Projects	10%
Homework and Assignments	10%
Classroom Presentations and Community Work Placement	25-50%

Regular program evaluation could include a survey involving parents, students, and employers to determine program effectiveness and needs for change, if any. Information specific to program evaluation is found in Saskatchewan Education's *School-Based Program Evaluation Resource Book* (1989) and the *Practical and Applied Arts Handbook* (Draft 1999).

For more information about student evaluation refer to the *Student Evaluation: A Teacher Handbook* (Saskatchewan Education, 1991) or the *Practical and Applied Arts Handbook*, (Saskatchewan Education, Draft 1999).

For information about curriculum evaluation refer to *Curriculum Evaluation in Saskatchewan* (Saskatchewan Education, 1991).

Student Evaluation

Student evaluation is an important part of teaching, as it allows the teacher to report successes and challenges to the student and the parent. Evaluation also provides valuable feedback about how a student learns best. It is important that teachers use a variety of evaluation strategies to evaluate student progress.

For more information on evaluation of student achievement see Saskatchewan Education's *Evaluation in Education, Report of the Minister's Advisory Committee on Evaluation and Monitoring* (January 1989) and *Student Evaluation: A Teacher Handbook* (December 1991).

At the beginning of the course, it is important that the teacher discuss the evaluation strategies to be used in the course; when the evaluation can be expected to occur; and the weighting of each component of the evaluation. The weighting of the evaluation should be determined in relation to the amount of time spent on each area of the course.

The *Tourism, Hospitality, and Entrepreneurship A30, B30* curriculum provides many opportunities for teachers to use a variety of instructional and evaluation strategies. Included in Appendix D of this guide are samples of overall evaluation schemes for the course of study, checklists for work study progress, evaluation for general student skills, and industry specific skills. Sample copies of evaluation instruments used in teaching this course are included in Appendix D.

Module 1: Entrepreneurship/Intrapreneurship

Suggested Time: 3-4 hours

Foundational Objective

- To understand entrepreneurship/intrapreneurship and the role played in the hospitality industry.

Common Essential Learnings Foundational Objective

- To enable students to understand the meaning of entrepreneurship and intrapreneurship as they relate to the food service industry. (COM)

Learning Objectives	Notes
1.1 To develop and explain the meaning of entrepreneurship as it relates to the hospitality industry. (COM)	<ul style="list-style-type: none">• Define the word entrepreneurship using a dictionary.• Use the small business definition "to start up a small business".• a more general definition is: "the process of looking at things in such a way that possible solutions to problems and perceived needs may evolve into venturing".
1.2 To develop and explain the meaning of intrapreneurship. (COM)	<p>"Intra" means within, therefore intrapreneurship means planting the spirit of entrepreneurship within an organization. How can one become a good ambassador of the business for which he/she works?</p> <ul style="list-style-type: none">• Identify some intrapreneurial skills.• Discuss how students in a workplace setting might display intrapreneurial skills in hospitality.• Discuss how students may become valuable employees within the food industry. <p>More information on intrapreneurship may be found in the Entrepreneurship 30 Curriculum Guidelines and the recommended resources within the bibliography supporting the Entrepreneurship 30 curriculum.</p>
1.3 To foster an awareness of the entrepreneurship cycle. (COM)	Review the entrepreneurial cycle (see Appendix A). Review the course content and explain how it relates to the cycle.

Module 2: Introduction to the Food Industry

Portions of modules in THER A30, B30 relating to skills within the industry may be delivered in the workplace setting. Learning Objectives that may be delivered within the workplace are indicated by *.

Suggested Time: 5 hours

Foundational Objectives

- To create an awareness of the operation of the food industry and its contribution to the community.
- To develop workplace skills, knowledge, and attitudes that may lead to successful employment.
- To evaluate the importance of food safety and sanitation within the food service industry.
- To create an awareness of the roles and expectations within the food industry workplace setting.

Common Essential Learnings Foundational Objectives

- To develop an understanding of how the food service industry has contributed to society today. (CCT)
- To strengthen student knowledge and understanding of how to convert, measure, and use systems of measurement in food preparation. (NUM)
- To promote an understanding of the roles of workers within the food service industry and the importance of teamwork. (PSVS)
- To grow as independent learners within the classroom environment which promotes curiosity to seek information from the community, library and other research sources. (IL)
- To develop an understanding of technology and how it can be used effectively in the food service industry. (TL)

Learning Objectives

Notes

2.1 To establish the historical background of the food industry. (COM)

It is important for students to understand how the past helps to shape the future. Modern food service began in 1793 during the French Revolution. Examine the role of the chefs during that time and what events led to the evolution of the first restaurant. Students may research the history and the events which led to the evolution of the first restaurant.

Discuss with the students some of the leaders in the chef profession and why they became well known. What contributions would chefs have to make to become renowned? Students may research some famous chefs in the world today. Eventually, invite a chef as a guest speaker.

Learning Objectives

Notes

*2.2 To recognize the contributions of the menu to the use of resources in the past and in today's food industry. (CCT) (COM)

The menu served is an important tool within the food service industry because it is used to determine what jobs need to be done. It is a guide to determine the organization of workers.

Students are to generate a list of functions of the menu in the food industry today. The menu may be used to determine:

- supplies needed;
- number of workers and skills required;
- equipment needed; and,
- the clientele of the business.

Examine the factors which influence the menu:

- people to be served
- cost
- type of cuisine
- equipment
- skill of workers
- cultural and regional differences

2.3 To determine the contribution of the recipe to food production. (COM) (CCT)

Learning Objectives 2.3 and 2.4 may be a review of food studies courses previously studied.

Generate a list of the reasons for using a recipe to prepare food.

Outline the structure of the recipe and explain the following:

- name of recipe
- yield
- ingredients
- equipment
- directions for preparing
- cooking
- garnishing

Learning Objectives

Notes

2.4 To examine and compare measurement standards used in the food industry. (NUM)

Students should be familiar with the imperial and metric systems of measurement. Students should understand why familiarity with both systems is necessary. Students must be able to convert recipes into different amounts using these units (e.g., increasing and decreasing recipes). (NUM)

2.5 To generate a list of food establishments within the community. (IL)

Students should compile a list (e.g., from the telephone book) of food establishments that are available within the community.

Major types of food service establishments include:

- hotels and motels
- institutional kitchens
- schools
- hospitals
- employee lunchrooms
- correctional institutions
- catering and banquet services
- fast food restaurants
- full-service restaurants

Students may formulate another list of food establishments within an institution which provide a service to the community that are not generally available to the public. From this list have the students suggest two or three possibilities for a work placement (e.g., hospitals, geriatric centres, schools, industry kitchens, or cafeterias).

Learning Objectives

Notes

2.6 To establish the roles played by the food service industry within the community. (IL) (CCT)

Discuss how events held within the community might serve to generate revenue in the food sector. What other areas might benefit and in what ways? How might the food industry play a role in the promotion of local events such as fairs, rodeos, homecomings, etc?

How might the class play a role in the promotion of school events such as dessert theatre, academic awards night, international supper, graduation, etc?

*2.7 To outline the various roles of food service staff within industry. (COM)

Assign each of the various roles of staff to students. Define and make a list of the responsibilities each may have on the job. Some of the roles of food preparation staff include:

- executive chef
- sous chef
- station chefs
- cooks to kitchen helper
- banquet manager
- chief steward

Some of the roles of other staff include:

- host/hostess
- maitre d'
- food and beverage server
- wine steward
- bus person
- catering functions supervisor

Students should reassess these roles after their work placements. Identify which of these roles they encountered within their work placement. Have students identify which of these roles they assumed in the workplace.

The teacher may identify parts of this module, in consultation with the work placements staff, that may be best covered at the worksite.

Learning Objectives

Notes

2.8 To create an awareness of the standards of professionalism. (COM)

The Saskatchewan Best program includes topics about professionalism and about providing service within a business. For more details about the *Saskatchewan Best* program see the Certification section on page 42 of this guideline. A successful employee displays a positive attitude and follows an unwritten behaviour code called professionalism. Discuss with students what it means to be a professional. Listed below are some of the qualities of a professional:

- confidentiality
- dedication to quality
- ethical behaviour
- expertise in the field
- personal appearance
- personal hygiene
- positive attitude on the job
- positive self-image/self-esteem
- posture
- a team player
- willingness to learn

Students should be able to recognize the benefits of professionalism on the job. Students should discuss what is involved in each of these qualities and how the qualities and behaviours might be displayed on the job. Students may be divided into groups and case studies may be distributed for students to solve problems about the workplace that require a professional to make a decision. (CCT) They should note where the qualities of professionalism are necessary. (PSVS)

Module 3: Food Preparation and Service Procedures

Portions of modules in THER A30, B30 relating to skills within the industry may be delivered in the workplace setting. Learning Objectives that may be delivered within the workplace are indicated by *.

Suggested Time: 20 hours

Foundational Objectives

- To gain a knowledge of preparation and service within the food industry in order to fulfil the requirements of an entry level employee within the industry.
- To identify and develop basic entry level skills and knowledge to operate within industry.
- To promote an understanding of how to provide service excellence within a business setting.
- To create an awareness of the roles and expectations within the food industry workplace setting.

Common Essential Learnings Foundational Objectives

- To enable the students to understand and use the vocabulary and forms of expression used in the food service industry. (COM)
- To encourage students to use the language of the workplace in listening, speaking, reading, and writing during classroom work. (COM)
- To develop students' ability and interest to meet their own learning needs. (IL)
- To enable the students to think for themselves, to recognize how their classroom experiences can be transferred to the workplace setting. (CCT)

Learning Objectives

Notes

3.1 To develop an understanding of industry terms relating to division of work within a workplace establishment.

Define *front of the house* and *back of the house*. Use objective 2.7 for an example of workplace roles for front of the house and back of the house. Learning Objectives 3.2-3.6 refer to back of the house (food preparation) while 3.7-3.10 refer to front of the house in a food service establishment.

*3.2 To define basic food terms related to food preparation within the industry. (COM)

Terms have been divided into cutting, mixing, and cooking techniques which are required topics of study. Many terms from the required list of topics have been previously introduced in introductory foods courses. The optional terms list is an optional area of independent study for the student who would like to articulate with the SIAST Palliser Campus "Trade Knowledge" Module Cook 14 of the Professional Cooking program.

Cutting Techniques

chop	core	cube	dice
grate	grind	mince	pare or peel
score	shred	slice	

Mixing Techniques

Alternate	baste	beat	bind
Blend	carmalize	cream	cut in
emulsify	fold in	marinate	puree
stir	whip		

Learning Objectives

Notes

Cooking Techniques

bake	barbecue	blanch	boil
braise	clarify	curdle	deep fry
fry	griddle	grill	pan broil
poach	render	roast	roux
sauté	scald	sear	simmer
steam	stew		

Optional Terms

aging	al dente	aspic
au jus	bain marie	bard
baste	béchamel	bind
blanch	boeuf	bouquet garni
champignons	china cap	cuisine
deglazing	en papillote	entremetier
espagnole	fettuccine	fillet
foie gras	fond lie	fondue swiss
fricassee	fumet	garde manger
gelatine	glace de viande	hollandaise
jus lie	lard liaison	larding
marinate	meringue	minestrone
mirepoix	mise in place	mousse
offal	pate a choux	patissier
pilaff	pressure frying	puree
roux	sachet	saffron
salamander	saucier	sear
shallot	spaizle	stock
sweetbread	tournant	tournedos
truss	whip	zest

Learning Objectives

*3.3 To identify basic food preparation equipment and its use within the food industry. (COM) (TL)

Notes

Examine the various types of knives and cutting tools and their use in the commercial kitchen.

- apple corer
- boning knife
- butcher knife
- carborundum stone
- cleaver
- cutting board
- decorating knife
- decorator
- fork
- French or chef's knife
- melon baller
- paring knife
- peeler
- scalloped knife
- scimitar knife
- slicer
- spatula
- steel
- zester

Learning Objectives

Notes

*3.4 To demonstrate the proper techniques involved in the cleaning, storage, and care of knives. (TL)

- Describe the procedures for cleaning knives.
- Describe the procedures for storing knives safely.
- Describe or demonstrate the procedure for sharpening knives safely.

*3.5 To demonstrate the proper use of a knife for chopping, dicing, slicing, and peeling foods.

The teacher may want to invite someone from the industry to demonstrate or this may be done in the workplace.

*3.6 To identify other small tools and their uses in a commercial kitchen setting. (TL)

Identify the following tools and their uses: electric mixers and various styles of beater attachments.

Examine small hand tools and utensils and their uses; e.g., spatulas (rubber, straight, offset), wire whip, sandwich spreader, tongs, pastry brush, pastry bag, china cap, food mill, strainer, chinois bench scraper, pie server, pastry wheel, skimmer, spoons, colander, sieve, grater, pastry bag and tubes.

3.7 To describe the types of food service available in eating establishments:

- fast food service
- drive through service
- pick up and delivery
- buffet service
- family service
- fine dining service
- cafeteria
- catering

Note: Objectives 3.7-3.10 cover skills and knowledge for the front of the house in a food establishment.

Students should describe these types of service. Make a list of as many food establishments as they can and identify the types of food service which they offer. Classify restaurants into five categories; fast food, family restaurant, casual dining, formal dining, and a cafeteria within a large business.

Learning Objectives

Notes

*3.8 To assess the contribution of table setting to the meal. (CCT)

Define the term table cover and table setting.

Identify the tableware used for the American style of table setting. Demonstrate the American style of table setting by drawing a table cover. List the rules to follow for proper table setting. Review guidelines for sanitation observances when setting tables. Students may experiment with the various methods of napkin folding.

Students may demonstrate the American style of table setting for other students in the class or they may work in groups.

*3.9 To demonstrate skills in providing good table service. (CCT)

These skills may be best taught within the workplace by prior arrangement with the employer. The style of table service is usually a preference of management. Students should be made aware of how to:

- greet the customers and seat them
- take reservations
- pour water
- take an order
- serve courses
- present the check

If time permits, have students role play to practice these skills in the classroom. Some businesses may permit students to handle cash and learn how to process a check using a charge card. This should be outlined by the business in addition to other expected duties of the work placement prior to the commencement of the student's activity in the workplace.

*3.10 To demonstrate the skills when busing tables. (CCT)

Students should be shown how to

- change table cloths
- load a bus pan and trays
- carry a bus pan without disturbing customers

Module 4: Customer Service

Saskatchewan Best is an Industry Certification module that may be offered within this module of Tourism, Hospitality, and Entrepreneurship with permission and teacher inservice from Saskatchewan Tourism Education Council.

Suggested Time: 6 hours

Foundational Objectives

- To understand how to provide service excellence within a business setting.
- To create an awareness of the roles and expectations of workers within the food industry workplace setting.
- To provide opportunities for students to practise customer relations and reflect upon how to meet customer expectations within a workplace setting.

Common Essential Learnings Foundational Objectives

- To develop good communication skills that may be used in practical learning experiences on the job to provide quality customer service. (COM)
- To assess situations within the business and give appropriate responses when communicating with co-workers and customers. (COM) (CCT) (PSVS)
- To discuss behaviours and qualities associated with developing and maintaining the positive attitude necessary for providing the *Best* hospitality. (COM) (CCT) (PSVS)

Learning Objectives

Notes

4.1	To create an awareness of customer expectations relating to service within the business. (COM)	Discuss some of the problems and demands of customers today. <ul style="list-style-type: none">- They encounter hassles or red tape.- They have to wait for service.- They have to deal with service providers with varying personalities and patience.- Products or services they need may not be available.- Surroundings may not be clean or well maintained.
4.2	To understand the concept of internal and external customers. (COM) (CCT)	Define the meaning of internal and external customers. Look at examples of roles within the food service industry to determine who services internal and external customers.
4.3	To create an awareness of the effect of service on customer expectations. (COM) (CCT)	Discuss with the students how service might affect customer expectations. How might service provided by other businesses set a standard of customer expectations for other businesses?

Learning Objectives

Notes

- 4.4 To enhance telephone communication skills of potential employees. (COM) (PSVS)
- Outline the procedure for answering the telephone.
- Ask students to list other important telephone courtesies when communicating with customers on the telephone.
- Ask the students to explain how they think employee telephone conversation impacts on the vocation and sales.
- Various resources have activities you may use here.
- 4.5 To examine service recovery and learn how to use it effectively when communicating with customers in a variety of situations. (CCT) (PSVS) (COM)
- Define service recovery.
- Outline the five steps in the process of service recovery cycle.
- Use case studies to demonstrate how each of these steps can be used effectively in a variety of realistic situations that may occur in a variety of business situations.
- 4.6 To examine the importance of attitude within a business on customer service and on interactions with co-workers. (COM) (CCT) (PSVS)
- Students are to discuss how to develop and maintain a positive attitude with customers, co-workers, and supervisors.
- Use case studies/vignettes to demonstrate how to display a positive attitude within a business.
- 4.7 To determine who are Saskatchewan Best ambassadors. (COM) (CCT)
- Examine the contributions of employees and how they serve to shape the identity of a business and the province of Saskatchewan.
- 4.8 To investigate the importance of tourism in Saskatchewan. (COM)
- Define tourism.
- List the eight sectors that make up the tourism industry. Accommodation, Adventure Tourism, Attractions, Events and Conferences, Food and Beverage, Tourism Services, Trade Travel, and Transportation.
- Identify the opportunity for employment within the tourism industry in the province.

Module 5: Food Safety and Sanitation

This is a certificate module offered through the regional public health district.

Portions of modules in THER A30, B30 relating to skills within the industry may be delivered in the workplace setting.

Suggested Time: 8 hours

Foundational Objectives

- To evaluate the importance of food safety and sanitation within the food service industry.
- To create an awareness of the roles and expectations of workers within the food industry workplace setting.

Note: These Foundational Objectives will be met through enrolment in a Food Handlers or Foodsafe course.

Common Essential Learnings Foundational Objectives

- To develop a knowledge of food safety and sanitation and how it may be used effectively in the workplace. (COM)

Learning Objectives	Notes
5.1 To promote the practice of food safety within the food industry. (CCT)	<p>This learning objective focuses on safety within the workplace and is not part of the certification program offered by the public health district. It may be taught by the classroom teacher or in the workplace by prior arrangement.</p> <p>Teachers should note that this is not part of Foodsafe but should be instructed concurrently with the Foodsafe program.</p> <p>Work within the food industry is relatively safe in comparison with many other industrial jobs; however, many accidents can be avoided by creating an awareness of the hazards. Accidents such as cuts, burns, or falls may occur and could be avoided by ensuring good safety practices are followed within the workplace.</p> <p>Discuss safety using the following ideas:</p> <ul style="list-style-type: none">i) safety of building structure and equipment<ul style="list-style-type: none">• wiring• exits• non-slip floors• adequate lighting• smooth traffic patternsii) preventing cutsiii) preventing burnsiv) preventing firesv) preventing injuries from machines and equipmentvi) preventing fallsvii) preventing an injury from lifting

Learning Objectives 5.2-5.7 are topics covered in the certification courses. Teachers may choose to offer the Foodsafe Program for 6-8 hours or the Food Handlers course for 3 1/2 hours through their regional public health district.

Note: It is advisable, for articulation purposes, to offer the Foodsafe Program, if students are continuing into a post-secondary program.

Learning Objectives	Notes
5.2 To identify some of the causes of food borne illness common to the food service industry. (COM)	This module will be taught by using one of the food handler's programs available through your local health district office.
	What is microbiology? It is a study of microscopic forms of life, including bacteria. Bacterial infections are most common to the food service industry. It is important for students to understand under what conditions disease-causing bacteria grow and spread. (TL)
5.3 To list the various classifications of bacteria and where they are found. (COM)	Most bacteria are harmless; however, some are not. These classifications include:
	<ul style="list-style-type: none">• harmless bacteria;• beneficial bacteria that live in our intestinal tract and help fight infections in our bodies. (This type is often used in the production of cheese and yogurt.);• undesirable bacteria that cause food to become sour, slimy, have a bad odour, and decompose; and,• pathogens that cause most food borne illness.
	Contact the biology teacher or public health nurse in your school for additional information on bacteria.

Learning Objectives

Notes

- 5.4 To examine the conditions which cause bacterial growth. (COM)
- Consider:
- food
 - moisture
 - temperature
 - acidity or alkalinity
 - air
 - time
- 5.5 To investigate some of the harmful effects of food borne illness. (COM)
- Explain food borne illness such as Botulism, Salmonella, or Streptococcal infections. Trichinosis and chemical poisoning may also be examined.
- 5.6 To recognize the importance of personal hygiene in food preparation. (CCT)
- Most food borne bacteria is spread from workers. People have bacteria on their skin, hair, in their mouth and nose. If given the opportunity, some of these bacteria will grow in food and make people ill. Have students list some of the ways that they can practice personal hygiene to prevent food borne illness. (CCT)
- 5.7 To identify practices that may be used in the food industry to prevent the spread of bacteria. (COM)
- Some of these practices include:
- proper food storage;
 - food handling and preparation; and,
 - cleaning and sanitizing equipment.

Module 6A, B: Work Study Preparation and Follow-up Activities (Optional)

Note: Module 6 Work Study Preparation and Follow-up Activities is 5-10 hours. If students have participated in a work study module in a previous Practical and Applied Arts course, a review of this module is still required but less time is needed.

Portions of modules in THER A30, B30 relating to skills within the industry may be delivered in the workplace setting.

Suggested Time: 5-10 hours

Foundational Objectives

- To gain a knowledge of preparation and service within the food industry in order to fulfil the requirements of an entry level employee within the industry.
- To identify and develop basic entry level skills and knowledge to operate within industry.
- To develop workplace skills, knowledge, and attitudes that may lead to successful employment.

Common Essential Learnings Foundational Objectives

- To develop an awareness of partnership roles. (COM)
- To use a wide range of language experiences -- listening, speaking, writing, and reading -- that are required in the workplace. (COM)
- To enable students to recognize how the classroom work skills development will be used to meet industry expectations. (CCT)
- To support students in gaining an understanding of personal and moral issues in the workplace. (PSVS)

Learning Objectives

Notes

- 6.1 To create an awareness of the expectations of each of the partners in the work study component.

In order to establish a successful working relationship with all of the partners involved in the workplace, it is important to define the expectations of each partner.

Refer to **Guidelines for Work Study**, a component of the *Practical and Applied Arts (PAA) Handbook* for expectations of employer, student, teacher-supervisor-monitor, and school.

Learning Objectives

Notes

6.2 To determine factors that would affect the student contribution in the workplace. (CCT)

The students may formulate a list of what they can bring to the workplace and how each may impact on their job. (CCT)

- school subjects
- past experiences
- self-concept and personality
- needs, values, and interests
- knowledge, skills, and attitudes
- career goals and plans

Ask students to do a self-assessment of skills using the influences in the above list as a guide. They are to explain how these skills would be valuable to the food service industry. Try to emphasize the value of communication and teamwork during the discussion.

Learning Objectives

Notes

6.3 To understand the importance of good communication in the workplace and to practice developing the skills of good communication. (COM) (PSVS)

Discuss verbal and non-verbal communication. List some ways in which negative non-verbal communication may be displayed. Encourage students to role play ways of demonstrating effective techniques of verbal communication on the job when: giving or receiving instructions, and resolving conflict. With the use of case studies, divide the students into groups and role play to show how effective use of communication can resolve conflict on the job.

6.4 To develop a resumé and cover letter that can be forwarded to a potential employer. (CCT) (COM)

The student will develop a resumé and cover letter using an accepted format. The resumé and cover letter may be used by the student as an introduction to the employer of a workplace site prior to an interview.

The resumé: THER teachers should work with other staff members to ensure that writing a resumé and cover letter has been taught. The resumé and cover letter is currently presented in English Language Arts 20 and A30, Information Processing 10, Career and Work Exploration 10, and numerous resources.

Students should develop the resumé on a computer disk and update the resumé for the duration of the course, as references are accumulated.

If students have already learned how to write a resumé and cover letter in another course, the teacher may do a review and encourage students to update their resúmes. Students shall submit a resumé for teacher approval prior to going to the workplace.

Learning Objectives

Notes

6.5 To determine student guidelines in preparation for an interview. (COM) (PSVS) (CCT) (IL)

Through a classroom discussion or in groups, students generate a list of guidelines for an interview. After the students formulate their list, the instructor may add missing items to the list.

Outline and describe the three stages of an interview. Point out to the students when each of the guidelines they generate will be used.

The **greeting** involves an introduction between the student and employer. Discuss or demonstrate how this should be done.

The **exchange** is where the employer asks a series of questions and engages in a conversation with the student about information on the resumé and other matters relating to the job placement.

The **parting** brings the interview to a close. It can be just as important as the greeting. Explain how this can be done.

Provide the students with a list of questions frequently asked by employers or ask students to formulate a list in a group and role play the stages of the interview.

6.6 To discuss the post interview. (COM) (PSVS) (IL) (CCT)

After the student has completed the interview with the employer, do a follow-up activity of the student interview with the employer. Review the interview with the student using the three stages as items for discussion.

If more than one placement has been made in the course, follow-up activities must be completed after each placement.

Learning Objectives

Notes

- 6.7 To develop procedural guidelines for the worksite with respect to: (COM)
- a) transportation
 - b) absence and tardiness
 - c) when problems arise on the worksite
 - d) role of teacher, student, and employer
 - e) evaluation criteria
 - f) expected hours of work

Discuss with the student the above issues prior to student placement.

Clarify these points in your post interview with the students. This may be done by asking student to respond to the points listed below (in an assignment or in a verbal interview):

- a) expected hours of work
- b) dress code
- c) job description
- d) school expectations
- e) employer expectations
- f) role of teacher-supervisor-monitor
- g) goal definition

Note: look for opportunities to introduce and reinforce ideas about Labour Standards, Occupational Health and Safety, and Workplace Hazardous Materials Information System (WHMIS). Use the *Work Experience Education Guidelines* (Saskatchewan Education 1989) the Saskatchewan Labour website, and other recommended resources.

- 6.8 To relate feedback from the work placement. (CCT)

Students provide feedback about work placement including: where they were placed, type of business, duties, most rewarding experience, most difficult situation, and how it was handled. It is recommended that each student send a thank you note or card to the employer upon the completion of each work placement.

Module 7A, B: Work Study (Optional)

Suggested Time: 50 hours

Foundational Objectives

- To create an awareness of the careers and opportunities in the field of hospitality which exist in Saskatchewan and other provinces.
- To identify and develop basic entry level skills and knowledge to operate within industry.
- To develop workplace skills, knowledge, and attitudes that may lead to successful employment.
- To integrate classroom learning with workplace learning.

Common Essential Learnings Foundational Objectives

- To provide an opportunity for work study and the development of entry level workplace skills that may lead to sustainable employment. (PSVS)
- To develop an awareness of employability skills as they relate to the work environment. (COM)
- To provide opportunities for further development of employability skills. (IL)
- To expand career research beyond the classroom setting. (IL)

For more information about implementing work study in schools see the Work Study Guidelines for the Practical and Applied Arts included in the *Practical and Applied Arts Handbook*. Teachers need to use or design appropriate learning objectives for this module; for instance, to demonstrate ability to follow a “Training Plan”. The training plan for the student should be designed to relate to the objectives of the course modules in cooperation with the workplace mentor/supervisor.

Module 8: Employment and Business

Suggested Time: 5 hours

Foundational Objectives

- To assess opportunities for business and employment in the food service industry.
- To create an awareness of the careers and opportunities in the field of hospitality that exist in Saskatchewan and other provinces.
- To create an awareness of the roles and expectations within the food industry workplace setting.

Common Essential Learnings Foundational Objectives

- To develop students' abilities to meet their own needs to seek future employment. (IL)
- To use a wide range of communication experiences for developing student job search networks. (COM) (TL)
- To develop a "strong sense" of ability to evaluate or differentiate business opportunities. (CCT)
- To contribute to critical and creative thinking skills. (CCT)
- To foster creativity and the ability to evaluate ideas relating to business. (CCT)

Learning Objectives

Notes

8.1 To explore ways to find employment. (IL) (TL)

Studies indicate that young people will change their occupations approximately six times throughout their lives. Therefore, the challenges of finding a job become essential to overcome. It becomes increasingly important that young people master the skills of conducting a job search.

In groups of three or four students brainstorm ways in which jobs may be found.

- personal and professional contacts
- job advertisements through media (radio, TV, newspaper)
- employment agencies
- government employment centres
- yellow pages
- school counsellors
- libraries
- unions and professional trade associations
- workshops, conventions, and job fairs
- Internet and job kiosk

Learning Objectives

Notes

8.2 To research jobs related to the food service industry. (IL) (TL)

Students should find three advertisements for jobs that interest them within the food industry. Make a list of all the information given in each advertisement and compare the jobs.

Determine common skills required for jobs in these ads and why these skills are important. Select one of the jobs and explain why it appeals to them.

8.3 To define the skill of networking and how it may be used in a job search or may lead to successful employment. (CCT)

What is networking? What are some ways to use successful networking to obtain employment? Why is networking important?

8.4 To determine business opportunities within the food service industry. (IL) (CCT)

Student groups may brainstorm the number of business opportunities within the food service industry that may give rise to the building of a venture. Ideas may include:

- a variety of restaurants;
- equipment sales for restaurants;
- servicing and installing equipment used in the restaurant;
- selling clothing for restaurant workers;
- packaging and marketing restaurant food and cleaning supplies; and,
- advertising restaurants and other related ventures (business cards, etc.).

Module 9: Marketing and Trends

Suggested Time: 5 hours

Foundational Objectives

- To evaluate the impact of marketing and trends on the food service industry.
- To create an awareness of the roles and expectations within the food industry workplace setting.
- To assess opportunities for business and employment in the food service.
- To develop workplace skills, knowledge, and attitudes that may lead to successful employment.

Common Essential Learnings Foundational Objectives

- To develop student abilities to assess knowledge. (IL)
- To promote creativity and the ability to evaluate potential ideas for marketing products in a food service venture. (CCT)
- To analyze and predict ways of successful marketing. (CCT)

Learning Objectives	Notes
9.1 To identify consumer trends that would impact on the food industry. (CCT) (COM)	<p>Formulate a list of trends and what impact they would have on the food service industry today.</p> <ul style="list-style-type: none">• smoking bylaws• diets for the weight conscious, vegetarians, diabetic or for other health reasons (low fat, high fibre)• changes in lifestyle (working parents with busy schedules)• economic conditions• ethnic origins and religious restrictions• environmental concerns <p>Explain how these issues might impact on ideas or success of a business.</p>
9.2 To define marketing and the benefits of business/product marketing. (COM) (CCT)	<p>What is marketing and why do we market? Explore reasons such as to create a need for product; to create an awareness of business; to increase product recognition (create product recognition); etc.</p>
9.3 To identify ways in which products/businesses can be marketed. (COM) (CCT)	<p>Outline the many different ways of marketing.</p> <ul style="list-style-type: none">• radio• TV• flyers and newspaper• billboards• window displays• word of mouth• Internet

Learning Objectives

Notes

(Adapted from: Saskatchewan Education (1993).
Entrepreneurship 30 Curriculum Guide, page 150.)

- 9.4 To identify the four Ps of marketing (product, price, place, promotion) and how to target a successful venture using the four Ps. (COM)

Marketing research usually provides data about customers, products, services, prices, advertising, and consumer behaviour. It is used to refine and adapt services and products. It also gives some idea of what competition exists and what can be done to make the entrepreneurial venture more appealing or desirable than the competitor's service or product.

- 9.5 To identify the purpose and examine the value of marketing research including primary and secondary research. (COM)

What is **Primary Research**? Primary research is completed with the direct involvement of the participants. It may be referred to as "first hand" research. Students involved in primary research may observe, experiment, interview, or use questionnaires to obtain desired information. Primary research may also use telephone surveys, personal interviews, or mail-out surveys.

Secondary Research involves collecting second hand data. Second hand data refers to data that may have been collected by another person/agency and may or may not be directly related to the proposed entrepreneurial opportunity and idea(s).

Secondary research can take many forms. Trends and predictions may be researched and plotted graphically. The school or community library may be used to obtain data. The local marketplace may be analyzed to determine the information required. Journals, newspapers, the yellow pages in a telephone directory, government publications, trade journals, market information from business, information from Statistics Canada, and various databases may all be utilized in secondary research.

The collection of information may follow a procedure. The objectives/goals for collecting the information must be determined, the sources of information must be identified, the data must be collected and analyzed, and the results must be applied to the venture.

Module 10: Post-Secondary Opportunities and Career Exploration

Suggested Time: 5 hours

Foundational Objectives

- To create an awareness of the careers and opportunities in the food service industry which exist in Saskatchewan and other provinces.
- To assess opportunities for business and employment in the food service.
- To identify and develop basic entry level skills and knowledge required to operate within industry.
- To identify workplace skills, knowledge, and attitudes that may lead to a successful career within the food industry.

Common Essential Learnings Foundational Objectives

- To identify personal interests and aptitudes in order to initiate career exploration. (IL, PSVS)
- To foster the ability to evaluate ideas relating to career choices. (CCT)
- To develop technological abilities to access career research information. (TL, IL)
- To promote an awareness of the post-secondary programs available in Saskatchewan in the food service industry. (COM)

Learning Objectives

Notes

10.1 To develop a list of career opportunities related to the food service industry. (COM) (CCT)

Students will create a list of the many different career opportunities in the professional, semi-professional, and skilled trade areas related to the food service industry. They should begin by listing all of the guest speakers who have made presentations throughout the course, then list workers within the field of the tourism hospitality industry. Students are encouraged to use a variety of sources of information such as guidance counsellors, career software packages, personal interviews, and websites.

10.2 To identify personal skills and interests that may lead to a career exploration. (CCT) (IL)

Ask each student to create an inventory of activities and interests. Have students examine their list to determine how these activities and interests might be job related. This task of an interest inventory may be done using a variety of computer program software packages. Once students have determined an area of interest related to the hospitality industry, they should research the career using available resources in their library, community, or by using Internet websites listed in the bibliography.

Learning Objectives

Notes

10.3 To determine skills and interests that would enhance career choices. (CCT)

From the list created in 10.1 ask the students to select two choices of possible careers for further research. Investigate the career choices including:

- the description of work duties;
- what personal qualities an individual must possess to succeed in the career;
- the process to become certified within the career/trade, length of education and training, school locations, cost of education, and upgrading;
- trends within the business or career;
- the best and worst parts of the job; and,
- beginning salary and opportunities for advancement.

If a work study component is being done, the student may investigate career links within the community for possible work study placement. The student may conduct and interview the professional/tradesperson within the community as part of the career research.

A class presentation may be done by students, if time permits. Have students evaluate themselves and each other.

Learning Objectives

Notes

- 10.4 To examine the focus of each of the food industry programs offered at SIAST Kelsey Campus, SIAST Palliser Campus, and at the University of Saskatchewan. (COM) (Optional)

SIAST Kelsey Campus Food Services Administration is a two-year diploma program that prepares students for a career in food service management. The program has three components consisting of:

- nutrition (normal and clinical),
- food (production and service), and
- management (financial and human resource).

Students will spend 60% of the time in the classroom and 40% in field training. A resource video on the food services administration program is available free upon request. For more information about the programs, contact resource persons listed in this guideline or in the SIAST calendar.

Hotel and Restaurant Administration is a two-year program which provides students with thorough training in the hotel and restaurant industry. Students will have the opportunity to gain entry level skills in the hospitality industry.

SIAST Palliser Campus - Kelsey Campus - Woodland Campus Professional Cooking is a 36-37 week course of study which provides students with training in the food service industry. Basic kitchen management and food preparation are key components of this course. For more information about these programs, see the SIAST calendar or contact the resource persons listed in these guidelines.

For more information, see the certification section in these guidelines.

Module 11: Organizing Food Functions (Optional)

This module has been included to accommodate the placement of students in a work study when options for placement in the community are limited. This module gives the teacher an opportunity to provide work study hours for students. Students may wish to consider knowledge gained in this module to create a venture in Module 12. This module provides work study hours without the need for retail food partners.

Suggested Time: 10-15 hours

Foundational Objectives

- To create an awareness of planning food functions.
- To assess opportunities for business and employment in the food service.
- To evaluate the impact of marketing and trends.

Common Essential Learnings Foundational Objectives

- To develop an understanding of the importance of planning to the success of an event. (CCT)
- To promote creativity in planning an event and the ability to evaluate the success of options. (CCT)
- To develop students' abilities to meet their own learning needs through planning an event. (IL)

Learning Objectives

Notes

11.1 To evaluate the importance of food functions within the community. (CCT)

Define the term "function" as it applies to the food service industry. Students will list the range of events that are considered food functions within the community. Identify successful functions and the factors which have attributed to the success of the function. Discuss the value of successful events to the community, such as: graduation banquet, dinner theatre, curling banquet, school staff dinner, academic awards night, international suppers, etc.

11.2 To discuss some of the factors to consider when planning a menu for a function. (COM) (CCT)

Factors may include:

- theme
- cost
- time
- number of people
- individual requirements
- variety

Learning Objectives

Notes

11.3 To examine the importance of the menu selections to the food function. (CCT) (COM)

Discuss the factors which will determine the type of menu and foods to be served.

- What is the nature of the function?
- Which locations and sub facilities will be used?
- Who are the customers?
- Where do they come from; where do they live?
- How much is their disposable income?
- What is their age?
- What is their ethnic background?
- What is their role within the community?

Students may research types of menus and design a menu layout for a food function.

11.4 To organize and plan a food function to fit the needs of your school community. (IL) (CCT) (PSVS)

In groups or as a class, suggest a list of food functions for the community. Select a function and outline the steps for planning a food function. Assign tasks to groups of students to plan, to coordinate, and to execute a food function to fit the needs of the community.

11.5 To determine the budget for food function menus. (NUM) (CCT) (PSVS)

Outline some of the factors that would determine the cost of a food function:

- type of service
- availability of food items
- preparation methods
- labour costs
- variety of menus
- operational costs (rent, utilities, laundry, etc.)

Module 12: Creating a Venture

Suggested Time: 5-10 hours

Foundational Objectives

- To assess opportunities for business and employment in the food service.
- To evaluate the impact of marketing and trends.
- To create an awareness of planning food functions.
- To identify workplace skills, knowledge, and attitudes that may lead to a successful career within the food industry.
- To develop a venture plan that can be used as a planning tool for a potential opportunity relating to the food industry.

Common Essential Learnings Foundational Objectives

- To enable students to analyze potential business opportunities within the food service industry. (CCT)
- To develop students abilities to access knowledge using various resource technology tools. (TL, IL)
- To develop students abilities to meet their own interests and learning needs. (IL)
- To strengthen students' knowledge of mathematical concepts used in venture planning. (NUM)
- To develop an understanding of the contributions of society and entrepreneurs to the success of a food service venture. (PSVS)
- To recognize personal abilities and talents that would provide a basis for creating a venture. (CCT)

Learning Objectives

- 12.1 To outline a venture plan using a suggested step-by-step approach and apply it to a venture of the student's choice. (TL) (CCT) (IL)

Notes

Students may explore a food catering venture for an entrepreneurial event or events, such as, weddings, funerals, conventions, etc., and develop a business plan venture.

The determination of food, labour, and operational costs studied in Module 11 Organizing Food Functions may be useful information in the development of a catering venture plan.

Module 11 and 12 may be taught concurrently.

Students may investigate a food venture that exists within their community. This may be done by interviewing a food industry entrepreneur. Consider:

- food services and/or food products provided
- market niche occupied
- marketing strategies
- criteria for success

(Adapted from: Saskatchewan Education. (1993).

Entrepreneurship 30 Curriculum Guide, pages 170, 171.)

Students may use venture templates included in the appendices of that guide and websites listed in the bibliography for this guide.

1. **Summary or Description of the Venture:** This is the executive summary of the venture and should be one to three pages in length. The summary should state the purpose of the venture and may include a covering letter. The quality of writing is very important: clarity and preciseness are desirable. It is recommended that the reader clearly understand the content of the plan to decide if she or he wishes to proceed with reading the venture plan.

2. **Table of Contents:** This is a list of the appropriate titles and sections within the document, formatted in a clear and organized manner.
3. **Market Research, Analysis, and Plan:** This section of the venture plan is perhaps the most important. The student will develop a business plan for a food venture which includes:
 - initial cost
 - operating cost
 - operating standard
 - food and/or menu plans
 - cost of product
 - marketing strategies
 - food services and food products provided
 - mission statement
 - target market
 - criteria for success
 - expected growth of business
 - desired location of business
 - strength and weakness of venture

Some ideas for ventures could be in restaurant equipment sales and repair, packaged food sales, clothing/uniforms, interior finishing and decor, caterers, restaurants, food stores, specialty food stores, cafeterias, etc. Menus may also be included where applicable.

4. **Operating Schedule:** Goals/strategies may be identified for the following: operations strategy, major events, risks, strategic plan and timetable, immediate objectives, intermediate objectives, and long-term objectives, and timelines.
5. **Financial Plan:** The students should be able to address the following issues: reason for financing; sources of financing; financial package; timing and stages of financing; previous financial information; current financial position; contracts for rent, office equipment, sales agreements, and waste removal; other income; legal restrictions/requirements; present financial position; and, how short-term and long-term income will be used.

If time permits, students may prepare, evaluate, and adapt foods for their venture within the school.

Module 99: Extended Study (Optional)

Note: The extended study module may be used only once for each 100 hour single credit course. It is important to record the title of the extended study module on the recordkeeping chart. Record 99A for the first extended study module offered in the course series and 99B for the second extended study module and 99C for the third time the module is offered.

Suggested time: 5 - 20 hours

Level: Introductory/Intermediate/Advanced

Module Overview

Evolving societal and personal needs of society, advances in technology and demands to solve current problems require a flexible curriculum that can accommodate new ways and means to support learning in the future. The extended study module is designed to provide schools with an opportunity to meet current and future demands that are not addressed in current modules in the renewed PAA curriculum.

The flexibility of this module allows a school/school division to design **one new module per credit to complement or extend the study of pure, core and optional modules** configured to meet the specific needs of students or the community. The extended study module is designed to extend the content of the pure courses and to offer survey course modules (see page 8) beyond the scope of the available selection of PAA modules.

The list of possibilities for topics of study or projects for the extended study module approach is as varied as the imagination of those involved in using the module. These optional extended study module guidelines should be used to strengthen the knowledge, skills and processes advocated in the Practical and Applied Arts curriculum.

For more information on the guidelines for the Extended Study module see the *Practical and Applied Arts Handbook*.

Certification, Articulation, and Evaluation

Certification In Tourism, Hospitality, and Entrepreneurship A30, B30

Certification is a process whereby individuals employed in tourism occupations challenge their competency against industry standards. This process includes an exam, performance review and industry evaluation. Certification is recognized across Canada and is managed by the Canadian Tourism Human Resource Council at the national level and the Saskatchewan Tourism Education Council provincially. Industry Certification within the tourism industry related to this course includes: Food and Beverage Server, Banquet Server, Sales and Manager, Host/Hostess, Maitre'd, Director of Sales and Marketing, Special Events Coordinator, and Special Events Manager. Students can track their hours in the workplace toward the industry hours required to challenge the process.

Certification is a process whereby individuals are recognized for meeting industry standards through an evaluation of their knowledge, skills, and attitudes. The benefits of certification for the students are the following:

- identify career paths;
- enhance public image;
- provide a basis for self-improvement and enhance job opportunities; and,
- provide a means for recognizing competent performance.

The *Saskatchewan Best* program may be offered by teachers to their students within the school. Based on an agreement between Saskatchewan Education and the Saskatchewan Tourism Education Council, Saskatchewan Education will purchase the rights to deliver *Saskatchewan Best* annually in provincial schools offering Tourism, Hospitality, and Entrepreneurship A30, B30. Teachers of the *Saskatchewan Best* will be required pay a \$150.00 training fee and attend a 1 ½ day seminar. Upon completion of the seminar, an instructor's certificate will be awarded allowing them to provide *Saskatchewan Best* program instruction to students in provincial K-12 schools and in Tourism, Hospitality, and Entrepreneurship A30, B30 only. *Saskatchewan Best* Certified Teacher Instructors, in collaboration with Saskatchewan Tourism Education Council, may provide training to other teachers for certification in the Best program for K-12 schools. Teachers can also contact Saskatchewan Tourism Education Council to have a certified instructor deliver the program to their students. For more information on delivery models and cost for the program please contact the Saskatchewan Tourism Education Council.

For more information contact the Saskatchewan Tourism Education Council. Each student enrolled in this program will receive a book and upon completion of the six-hour program, a pin and certificate will be given. A nominal fee will be charged to each student to cover the cost of the materials which the student receives (approximately \$15.00 for workbook, certificate and pin).

It is recommended that the *Saskatchewan Best* program be offered for one full day or two half days to fulfil the six hour requirement.

For information on Certification, Tourism Apprenticeship, *Saskatchewan Best*, and The ATP Career Passport contact:

Executive Director
Saskatchewan Tourism Education Council (STEC)
2154 Airport Drive
Saskatoon SK S7L 6M6

Certification will be granted upon completion of the "Foodsafe" program offered in Module 5.

Apprenticeship and Trade Certification

Each of the Tourism, Hospitality, and Entrepreneurship 30 courses incorporates a work study component of 50 hours, for students to acquire industry skills training. Students can receive advance standing towards apprenticeship training for the hours spent in workplace training.

Employees record student work study hours on a Form 6 which is to be submitted to the Apprenticeship and Trade Certification Unit when a student makes application for apprenticeship training after completing high school.

The criteria to achieve journey person certification in the Cook trades and Food and Beverage Person appear in Appendix E. Direct your inquiries to STEC for Food and Beverage Person.

To apply for apprenticeship training after high school completion, please contact:

The Apprenticeship and Trade Certification Unit
Saskatchewan Post-Secondary Education and Skills Training
Room 226, 3085 Albert Street
Regina SK S4P 3V7

Foodsafe

Food safety and sanitation certification. There are two courses that are 6-8 hours each in length. These are *Foodsafe* and *National Sanitation Training Program* (NSTP). The *Foodsafe* course is recommended because it is a newer version. These are prepackaged courses which are available for purchase in British Columbia.

The courses establish employee standards that are recognized province-wide by the food industry. Teachers of this course may include: nutritionists, health inspectors, or Home Economics teachers with a food science background. In order to instruct this course, teachers must submit a written request to the regional health district in the area and be prepared to work with the public health inspector in the area. Teacher credentials must be verified by a committee. In preparation for instructor certification, the teacher must be prepared to enroll in a 7-8 hour course given by the public health inspector in the health district. Upon successful completion of the course, a teacher may then instruct the course at no cost to the student. The course is designed with a number of target objectives. Teachers may design their own program to meet the objectives of the *Foodsafe Program* and submit it to the senior health inspector in the health district area, for approval prior to offering it to students for certification. At this time, there is no charge to register students for certification. If school personnel are unable to instruct this course, a certified instructor will come to the school, and the course will be taught to the students for the cost of \$15 for the first person and \$10 for each person thereafter. Contact the public health inspector in the area for more details.

Upon completion of the program, students will write a standard exam that is administered by the public health inspector. Successful candidates' names are placed on a registry for Saskatchewan by submitting them to the senior health inspector in the district. It is recommended that employees take a refresher course every five years, but it is not mandatory. This certification is required by law in accordance with section 10 of the Public Eating Establishment Regulations which states "unless exempted by a medical health officer, every holder of a licence shall ensure that a person who has successfully completed a course in food sanitation approved by the minister is working in the public eating establishment at all times when food is being prepared and served." This means that at least one person per shift working in a food establishment must have certification in the Food Handlers course.

Articulation

Tourism, Hospitality, and Entrepreneurship A30, B30 have been designed to provide students access to entry level positions in food industry employment or a smooth transition for those students planning to enrol in a post-secondary institution for further career development. Post-secondary institutions may develop a system of transfer of credits and recognition of prior learning. Transition to SIAST Wascana Campus, Kelsey Campus and Palliser Campus, is a major goal of this course. Course offerings related to Tourism, Hospitality, and Entrepreneurship A30, B30 are as follows:

Articulation with Post-Secondary Institutions

- A. **SIAST Wascana Campus** offers a variety of short courses for Saskatchewan Tourism Education Council related to the Tourism Industry and THER A30, B30. These courses are listed below. For more information about these courses see the SIAST calendar.

STEC Core Skills Training - Introduction to Tourism

STEC Train the Trainer

STEC Occupation Specific Skill Training

Food and Beverage Server

- B. **SIAST Kelsey Campus** offers the following programs:

Food and Nutrition Management

A two year diploma program provides students with training in food production and service, normal and clinical nutrition, and food service management. Graduates of the program seek challenging and rewarding careers as Food Service Managers in restaurants, department stores, industrial catering, schools and colleges, health care facilities, and other institutions.

Hotel and Restaurant Management

This is a two year diploma program enabling students to develop the full range of interpersonal, academic and reasoning skills necessary for job entry into the hospitality field, leading to positions with increasing managerial ability.

This program offers:

- an understanding of the challenges facing an effective manager;
- fundamental processes of effective supervision; and,
- skills development and practical experience in:
 - service of food and beverage
 - front office procedures
 - housekeeping operations
 - planning and catering functions
 - sales and marketing
 - six weeks industry placement

Professional Cooking

This one year certificate program provides students with training in a variety of components of the cooking trade including the basic principles of cooking, gourmet cooking, menu planning, and food costing procedures. Graduates of the program seek employment opportunities in major hotels, restaurants, resorts, catering facilities, and institutional food service establishments.

Food Service Worker Program

This program is currently offered at SIAST Palliser Campus and SIAST Woodland Campus. This distance education program is designed to improve the knowledge and skill levels of Dietary Aides, Cook's Helpers, Assistant Cooks, and Cooks employed in commercial and institutional food service establishments. Students receive instruction through SCN television broadcasts, videotape, and/or written correspondence. The program consists of ten (10) courses which may be taken individually or as part of the certificate program:

- Nutrition
- Special Diets
- Role of the Food Service Worker
- Kitchen Equipment
- Communications
- Food Preparation and Service
- Foodsafe Level I
- Foodsafe Level II
- Kitchen Safety
- Customer Service Skills

C. **SIAST Palliser Campus** offers the following programs:

Professional Cooking - see above

Cook 120 - Safety, Sanitation & Personal

Students complete an accredited Canadian Food Sanitation Course. All students will learn the proper sanitation procedures and personal hygiene needed to gain and hold employment in the cooking field.

Cook 122 - Elementary Kitchen Management

Discusses standards of professionalism in the cooking trade, organizational structure of the modern kitchen, weights and measures, and basic principles of food production and supply utilization and storage. Students will learn to read recipes to convert standard recipes to meet current needs, and to plan basic menus.

Cook 124 - Kitchen Tools & Equipment

Students receive instruction on the correct procedures for using, operating, cleaning, and maintaining all hand tools and equipment available to the Cooking Trade. Students will be expected to demonstrate their ability to use various hand tools and equipment.

Cook 126 - Trade Knowledge

This course discusses kitchen terminology and cooking methods, uses of seasonings and flavourings, and basic preparation techniques. Stressing the basic principles of nutrition and the nutritional requirements through the human life cycle, the course assists the student to prepare well-balanced meals.

Program Evaluation

A survey was conducted of industry professionals to determine their willingness to partner with the development of these courses. Results of this survey were used to determine areas taught within the program so that industry needs could be met. A copy of the survey has been adapted for teacher use and is included in Appendix B.

Regular program evaluation could include a survey of parents, students, and employers to determine program effectiveness and need for change, if any. Information specific to program evaluation is found

in Saskatchewan Education's *School-Based Program Evaluation Resource Book* (1989) and the *Practical and Applied Arts Handbook*.

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Appendix A: Determining a Trade Pathway for Students

During the renewal of the Practical and Applied Arts (PAA), Saskatchewan Education signed an articulation agreement for -----with Saskatchewan Post-Secondary Education and Skills Training (SPEST), Apprenticeship and Trade Certification Commission (ATCC), and Saskatchewan Institute of Applied Science and Technology (SIAST). Before school divisions renew the program in ----- or start such a program, the partners in the agreement must be aware of the following processes and procedures – in summary.

1. Since ----- requires a certain level of maturity, it is recommended that certain modules for Middle Level be made available to grade 9 students only as part of a Survey course. ----- modules available for grade 9 students are listed in the PAA Handbook.
2. Pure 100 hour courses are available in ----- beginning at the grade 10 Level. -----modules may also be configured into a PAA Survey course(s) at the 10, 20 or 30 levels.
3. Students may take ----- with no intent to pursue a mechanical career. Therefore, no articulation procedures need be followed.

Articulation

Saskatchewan Education, in consultation with the PAA Reference Committee, has agreed to develop adequate hours of provincial curriculum in the various designated trades areas of high school curriculum; along with limited practical experience, to meet the Level I requirements (or their equivalent) as outlined by the Apprenticeship and Trade Certification Commission (ATCC) of Saskatchewan Post-Secondary Education and Skills Training (SPEST) in collaboration with the Trade Board (TB). Articulation agreements among these educational partners have been established to accommodate high school graduates who have met the Level I requirements outlined in the high school curricula and who have followed the procedures specified by the ATCC *High School to Apprenticeship*. Those students may challenge the Level I trade exam. Successful students will receive Level I theory advanced standing in appropriate SIAST programs, and Prior Learning Assessment Recognition (PLAR) time credit hours for time spent with a journeyman in the workplace toward apprenticeship standing in the trade.

Training plans included in Appendix B have been designed to provide direction for Level I skill development in the classroom and in the workplace.

School divisions/schools seeking ----- articulation with Apprenticeship for students graduating from high school may register and challenge the Level I exam, by completing the following steps:

- Everyone must have studied *High School to Apprenticeship: Link to the Future* (1999).
- The Level I theory identified below in Appendix A of this ----- guideline must be covered thoroughly by the certified teacher and students.
- Practical experiences must be simulated in the school setting or through the optional work study modules used in partnership with local businesses and journeymen.
- **If the teacher is not a journeyman, the teacher must take an approved certification course. This will provide the necessary background skills to evaluate Level I theory and practice in their school for students who are following the trade pathway to apprenticeship.**

The course would require the approval of each of the following, Saskatchewan Education, ATCC, SIAST, and the STF.

- To challenge Level I, the teacher should recommend only those students who have successfully completed the Level I practical and who have aspirations in pursuing further training in the apprenticeship trade. Registration for the Level I exam is managed by ATCC. Students challenging the Level I apprenticeship theory exam must attain a mark of 70% to pass, therefore should probably be

Appendix B: Food Preparation (back of the house) Training Plan

Customer Service Training Plan

(Adapted from SIAST Palliser Food Preparation. Checklist developed by Fred German.)

Student's Name: _____

Date: _____

Business: _____

Signature: _____

Module Component	Observed	Performed	Demonstrated	Initial and Date
Food Preparation Skills				
Safety, Sanitation and Personal Skills				
• demonstrate safe work habits				
• prepare a response to emergencies				
• meet appearance and personal hygiene criteria				
• maintain a clean work area				
• lift heavy objects properly				
• demonstrate a professional attitude				
• use time effectively				
• manage stress				
• work as a team member				
• communicate effectively with co-workers				
Elementary Kitchen Management				
• define kitchen terminology				
• establish and maintain portion control				
• communicate and deal professionally with customer and others				
Use and Maintain Kitchen Tools and Equipment				
• operate toasters				
• load and unload ovens and other cookers				

• set and control ovens for roasting and baking				
• disassemble, clean, and reassemble kitchen equipment				
• select, clean and use pots and pans				
• work safely around dangerous or operating equipment				
• operate grinders				
• operate, clean and maintain refrigerators and freezers				
• select, handle, and sharpen knives and other cutting tools				

Module Component	Observed	Performed	Demonstrated	Initial and Date
Module Component				
Basic Cooking Skills				
• coat				
• time				
• take temperatures of cooking foods				
• grate, chop, mince, chip, and shave				
• turn, flop, and roll				
• baste				
• weigh and measure				
• strain, filter, sieve, and sift				
• stir, spoon, ladle, and lift				
• slice (escaloper)				
• chill				
• season				
• whip, blend, and fold				
• garnish				
• test food by taste, smell, texture, and vision				

Vegetables and Fruit				
• select and identify vegetables and fruit				
• clean and prepare vegetables and fruit				
• cut vegetables and fruit				
• simmer vegetables				
• blanch vegetables				
• steam vegetables				
• sauté vegetables				
• deep fry vegetables and fruit				
• bake and roast vegetables				
• store and handle vegetables				
• store and handle fruit				

Module Component	Observed	Performed	Demonstrated	Initial and Date
Potatoes, Rice, Pasta, and Other Starches				
• select and identify potatoes				
• clean, prepare, and cook potatoes				
• prepare and cook rice				
• prepare and cook pasta				
Breakfast Preparation and Dairy Products				
• mise en place				
• cooking using a grill				
• deep fry				
• prepare convenience foods				
• prepare breakfast meats				
• prepare breakfast cereals				
• prepare and cook french toast				
• prepare and cook hot cakes and waffles				

• prepare breakfast garnishes and potatoes				
• prepare and serve egg dishes				
• identify and prepare various types of coffee and tea				
Sandwiches				
• prepare sandwiches				
Salads and Dressings				
• arrange and present salads				
• prepare oil and vinegar dressing				
• prepare salads				

Module Component	Observed	Performed	Demonstrated	Initial and Date
Seafood				
• deep fry seafood				
• prepare seafood accompaniments				
• store and handle frozen seafood				
Meat and Poultry				
• grill meats and poultry				
• broil meats and poultry				
• deep fry meats and poultry				
• portion cut meat				

Food Preparation Training

Student's Name: _____

Date: _____

Business: _____

Signature: _____

Module Component	Observed	Performed	Demonstrated	Initial and Date
Food Service Skills				
Interpersonal Skills				
• exhibit professional appearance				
• communicate effectively				
• establish a rapport with guests				
• resolve guest complaints or concerns				
• respond to difficult situations				
• promote teamwork				
• assist guests with special needs				
Food and Beverage Product Knowledge				
• identify tableware				
• demonstrate knowledge of: meat serving cuts				
• poultry				
• fish, and other seafood				
• soup types				
Food preparation and serving terms				
• know cooking methods				
• provide menu information				
• demonstrate knowledge of beverage service				
Performance Indicators				
• perform preservice duties				
• use selling techniques				
• use intervention strategies				
• prepare and serve coffee and tea				

Appendix C: Recordkeeping Charts

Tourism, Hospitality, and Entrepreneurship A30

Student Name: _____

Student Number: _____

Module Code	Module	Date	Teacher Initial
THER01	Module 1: Entrepreneurship/Intrapreneurship (Core)		
THER02	Module 2: Introduction to Food Industry (Core)		
THER03	Module 3: Food Preparation (Core)		
THER04	Module 4: Saskatchewan Best Program (Core)		
THER05	Module 5: Food Safety and Sanitation (Core)		
THER06	Module 6: Work Study Preparation and Follow-up Activities (Core)		
THER07	Module 7: Work Study (Optional)		

Tourism, Hospitality, and Entrepreneurship B30

Student Name: _____

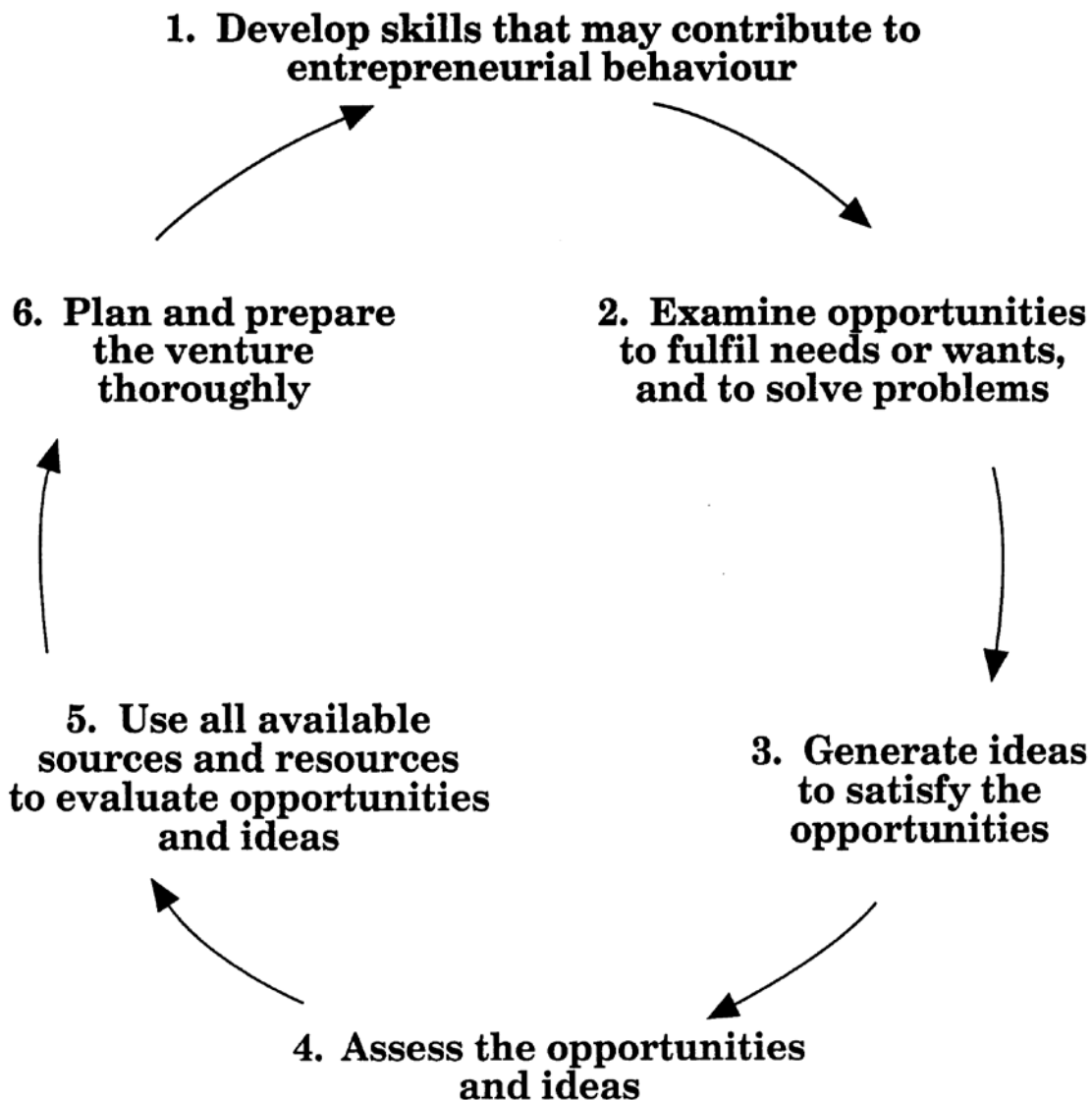
Student Number: _____

Module Code	Module	Date	Teacher Initial
THER08	Module 8: Employment and Business Opportunities (Core)		
THER09	Module 9: Marketing and Trends (Core)		
THER10	Module 10: Post-Secondary Opportunities and Career Exploration (Core)		
THER11	Module 11: Organizing Food Functions (Optional)		
THER12	Module 12: Creating a Venture (Core)		
THER13	Module 13: Work Study Preparation and Follow-up Activities (Core)		
THER14	Module 14: Work Study (Optional)		

Appendix D: The Entrepreneurial Cycle

Taken from: Saskatchewan Education. (1993). *Entrepreneurship 30 Curriculum Guide*. Regina, SK: Author, page 83.

The Entrepreneurial Cycle*



* Steps 1-5 do not necessarily have to be completed in order, but steps 1-5 **must** be completed prior to attempting step 6 — Developing the Venture Plan.

Appendix E: Questionnaire for THER Student Placement

Questionnaire on Tourism, Hospitality, and Entrepreneurship A30, B30 Placement

This questionnaire is being conducted to gain support of businesses and to create an awareness of the course content to determine the role of business in supporting the learning objectives of the Tourism, Hospitality, and Entrepreneurship courses. It is through good communication and teamwork among partners involved that the needs of the student and community will be met. After a review of the course content, please respond to the following questions.

1. What input could you see professionals having into a program such as this?

2. In a transition-to-work program such as this one, what would you see as a suitable amount of time for a work study placement within the business?

of hours per day

of days

Total number of hours

Time of day - morning

- afternoon

- full day

Please specify:

- week day

- weekend

Maximum number of students that may be in the worksite at one time.

3. Comment on the knowledge, skills, or other preparation which you feel is important for students to possess before beginning a work placement.

4. What skills do you see a student developing within an industry setting?

5. Any other suggestions or comments?

6. If you are interested in participating in a work study placement for this course, and would like more information in the future, please supply the following:

Name:

Place of Work:

Work Number:

Best time of day to contact you:

Best day of week for contact:

Appendix F: Business Plan Guide

Taken from: Manitoba Education and Training. (1997). *Senior 3, Visions and Ventures, An Entrepreneurship Practicum: A Foundation for Implementation*. Used with permission.

Business Plan Guide

Student name: _____		
Student Address: _____		

City: _____	Province: _____	Postal Code: _____
Telephone Number _____	Fax Number _____	

This Business Plan Guide is Step 1 in the preparation of The Business Plan. Please complete the questions in this guide using **point** form.

Please complete this guide following instructions as set out in the module assignments.

Section 1 — Introduction

1. Identify the product or service you are planning to offer in your business.

- a. Is this a product or service? _____
- b. Is this a need or a want? _____

2. Describe the product or service you are planning to offer in your business.

- _____
- _____
- _____
- _____

Section 2 — Organization

3. Is this business a

- new business?
- takeover of an existing business?
- franchise? Name _____

4. Is your business going to be a

- sole proprietorship?
- partnership? Who will your partner(s) be? _____
- corporation?
- co-operative?

5. Describe your personal skills and abilities. Include

- a. education _____
- b. experience (child care, restaurant, retail) _____

- c. hobbies _____

- d. special skills (keyboard, computer, sports, music, languages) _____

- e. personal traits (caring, organized, punctual) _____

Section 3 — Market

6. Who is your target market? Answer the following questions to develop a profile of the target market.

- a. age range _____
- b. male or female _____
- c. family income (under \$25 000, \$26 000 - \$50 000, over \$50 000) _____
- d. education (secondary or postsecondary) _____
- e. married or single _____
- f. number of children (0, 1 or 2, 3 or more) _____
- g. occupation (student, office worker, labourer, retired) _____
- h. size of the community _____

7. Describe your target market's buying habits. Think about when customers will purchase your product:

- a. season (spring, summer, fall, winter) _____
- b. frequency (monthly, weekly) _____
- c. contract (weekly, seasonal) _____
- d. time (morning, noon, afternoon, evening) _____

8. Explain why people will purchase your product or service. Think about

- a. Need or want
- b. Luxury item (tour of the Maritimes)
- c. impulse purchase
- d. planned purchase

9. a. What method of selling will you choose for your product or service. Consider or choose one of the following:

- a table at the mall
- telephone sales or orders
- catalogue sales
- retail store or store-front location
- space in a retail store
- other _____

b. Describe the channels of distribution that your product or service will follow to reach the customer.

Section 4 — Competition

10. Describe your direct competition.

a. Name: _____

Address: _____

Brief description of the business. How well is it doing? _____

b. Name: _____

Address: _____

Brief description of the business. How well is it doing? _____

c. Name: _____

Address: _____

Brief description of the business. How well is it doing? _____

11. Describe your indirect competition.

a. Name: _____

Geographic location: _____

Brief description of the business: _____

b. Name: _____

Geographic location: _____

Brief description of the business: _____

12. Describe why you think customers will buy from you. Think about

- a. better product or service
- b. lower price
- c. improved technology
- d. convenience
- e. new product (no competition)
- f. more experience

13. Describe the market potential in your industry. Include the number of anticipated direct competitors.

14. What per cent of the market (market share) do you think that you may be able to capture?

Section 5 — Cash Flow Projection

15. Prepare a cash flow projection. Include all calculations.

a. What will be the cost of each product?	a. What price do you plan to charge for each product or service?
b. Estimate the number of products that you will need.	b. How many products or services will you sell in one day/week?
c. Calculate the total cost of the products needed for one day.	c. Calculate the total revenue for one day/week (number of products x the price).
d. Calculate the total cost of the products needed for one week.	d. Calculate the total revenue for one week.
e. Calculate the total cost of the products needed for one month.	e. Calculate the total revenue for one month.
f. Calculate the total cost of the products needed for one year.	f. Calculate the total revenue for one year.

Section 6 — Name and Location

16. The name of my company is _____
Explain why this name was chosen. _____

17. The logo for my company is

18. My company, (insert the name _____), will be
located at: _____
Explain the reasons why you chose this location.

19. The factors of production involved in my business are:
land _____
capital _____
labour _____
technology _____
entrepreneurship _____

Section 7 — Promotion

20. How do you plan to advertise your product to your target market?

21. Attach a copy of the flyer or advertisement.

Section 8 — Financial

22. Attach a copy of your cash flow projections.

23. Attach a copy of your budget.

Section 9 — Insurance and Contracts

24. Identify the types of insurance you will need and how much it will cost.

25. Identify the legal contracts that you will be required to sign in order to start your business. Include a partnership agreement, if your business is a partnership.

• follow steps of plate service				
• prepare and serve coffee and tea				
• follow steps of plate service				
• take and deliver orders				
• use time effectively				
• perform table maintenance				
• present guest check				
• follow gratuity etiquette				
• bus and set tables				
• know menu and prices				
Ware washing				
• scrape dishes and dispose of food				
• stack dishes in machine				
• scrub pots and pans				
• clean and sanitize work station				
Performance indicators				
• protect food from contamination				
• change ashtrays				
• follow workplace traffic guidelines				

Program Evaluation Checklist

Techniques for Collecting Data

1. Checklist
2. Interview
3. Narrative/Anecdotal Comments
4. Observation of Teachers/Students
5. Records/Documents/Reports
6. Testing (Standardized, Criterion Referenced and Informal)
7. Analysis of Program Content
8. Case Study
9. Samples of work
10. Other techniques

	Program Features/Issues	Meeting Student Needs	Clear Aims and Objectives	Appropriate Scope and Sequence	Effective Instruction	Staff Development Program	Attitude Toward Program	Evidence of Student Learning	Resources	Logistics	
Teachers											
Students											
In-school administrators											
Senior administrators											
Coordinators											
Trustees											
External Evaluation Team											

* Adapted from: *Program Evaluation Guide*, Swift Current S.D. No.94, unpublished mimeographed document (no date).

Suggestions for Teaching THER

Semester II

Adapted from the work of Glenda Caughlin and Lisa Wickstrom, Tisdale Middle and Secondary School, Tisdale, Saskatchewan.

Module 1: Entrepreneurship - 3 hours (Jan 29-30)

Module 2: Introduction to Food Industry - 5 hours (Feb 2-4)

- 2.1 Historical Background
- 2.2 Menu
- 2.3 Recipe
- 2.4 Measurement
- 2.5 Food establishments in our community
- 2.6 Roles played by food service industry
- 2.7 Roles of food service staff
- 2.8 Standards of Professionalism
- 2.9 How to provide good customer service

Module 3: Food Preparation and Service Procedures - 20 hours (Feb 6-20)

- 3.1 Basic food terms
- 3.2 Basic food preparation equipment
- 3.3 Cleaning, storage, and care of knives
- 3.4 Proper use of a knife for chopping, dicing, slicing, and peeling
- 3.5 Small kitchen tools and uses in commercial kitchen
- 3.6 Types of food service available in eating establishments
- 3.7 Table setting
- 3.8 Table service
- 3.9 Busing tables

Module 4: Saskatchewan Best program and certification - 6 hours (March 3)

Module 5: Food Safety and Sanitation program and certification - 8 hours (February 5)

Module 6: Workplace Skills leading to Successful Employment - 10 hours (March 2 -6)

- 6.1 Roles and responsibilities
- 6.2 Factors affecting student contribution
- 6.3 Good communication in the workplace
- 6.4 Résumé
- 6.5 Preparation for an interview
- 6.6 Procedural guidelines for worksite
- 6.7 Communication skills
- 6.8 Skills to success

Module 7: Workplace and follow up activities - 50 hours (March 9- June 19)

EVALUATION:

Work evaluation	50%
Presentation	15%
Assignments	25%
<i>Foodsafe</i>	5%
<i>Saskatchewan Best</i>	5%

Sample Evaluation

Adapted from the work of Sue Guidinger, Wesmor High School, Prince Albert, Saskatchewan

Student's Name: _____ Dates of Experience: _____
Job Title: _____ Hours of Work: _____
Business/Worksite: _____ Dates Absent: _____
Job Supervisor: _____ Number of Lates: _____
Work Placement Coordinator: _____

Please evaluate the student as if he/she were a regular employee.

1. **Work Habits:** Marks earned ____/100 total marks

The student:	Development Required	Job Ready	Comments
Is punctual for work			
Notifies employer if absent or late			
Accepts advice			
Accepts constructive criticism			
Is flexible, willing to adjust			
Shows initiative			
Shows interest			
Asks questions when unsure of what to do			

Comments:

2. **Work Skills:** Marks earned ____/100 total marks

The student:	Development required	Job Ready	Comments
Follows directions			
Works productively			
Produces work of good quality			
Does job to best of his/her ability			
Works with minimum of supervision			
Demonstrates safety awareness			

Comments:

3. **Social Skills:** Marks earned ____/100 total marks

The student:	Development required	Job Ready	Comments
Dresses appropriately			
Gets along with co-workers			
Shows courtesy and consideration			
Demonstrates a positive attitude			

Comments:

Please comment on the student's suitability in this area of work. (If you had a position, would this individual be capable of working for you or a company similar to yours?)

Dear Employer/Supervisor:

Your evaluation provides valuable feedback to the student and the teacher monitor. Thank you for taking the time to provide comments and for assigning a mark pertaining to the student's achievement in each of the three above categories.

Comments:

Date

Employer's Signature

Student's Signature

Employee Evaluation Form

Food Service Personnel

Employee: _____ Date: _____

Position: _____ Reviewed by: _____

Purposes of this Employee Evaluation:

To determine strengths and weaknesses and to outline and agree upon a practical improvement program. Periodically reviewed, these evaluations will provide a history of development and progress. Together with the period of employment, these evaluations support merit increases in wages.

Instructions:

Listed below are a number of traits, abilities and characteristics that are important for success. Using the rating scale below, circle the number which most nearly describes the person being rated for each item evaluated (if this form is being used for self-evaluation, you will be describing yourself).

Carefully evaluate each of the qualities separately.

Avoid common errors in rating.

1. A tendency is to rate nearly everyone as "average" on every trait instead of being more critical in judgment. Use the ends of the scale as well as the middle to avoid this error.
2. The "halo effect," is a tendency to rate the same individual "excellent" on every trait or "poor" on every trait based on the overall picture one has of the person being rated. However, each person has strong points and weak points and these should be identified on the rating scale.

RATING SCALE:

- 5 - Outstanding
- 4 - Very Satisfactory
- 3 - Satisfactory
- 2 - Needs Improvement
- 1 - Unsatisfactory
- N/A - not applicable

1. COMMUNICATION SKILLS

- | | | | | | |
|---|---|---|---|---|---|
| a). Ability to express clearly | 1 | 2 | 3 | 4 | 5 |
| b). Ability in written communication | 1 | 2 | 3 | 4 | 5 |
| c). Listens carefully, acknowledges and understands message | 1 | 2 | 3 | 4 | 5 |
| d). Able to explain menu without being mechanical | 1 | 2 | 3 | 4 | 5 |
| e). Able to respond tactfully when difficult situations occur | 1 | 2 | 3 | 4 | 5 |
| f). Able to use suggestive techniques without being forceful | 1 | 2 | 3 | 4 | 5 |

2. GUIDELINE KNOWLEDGE

- | | | | | | |
|---|---|---|---|---|---|
| a). Menu knowledge and pricing | 1 | 2 | 3 | 4 | 5 |
| b). Understand how menu is basically prepared | 1 | 2 | 3 | 4 | 5 |
| c). Able to identify quality of menu items | 1 | 2 | 3 | 4 | 5 |
| d). Garnish and plate presentation | 1 | 2 | 3 | 4 | 5 |

3. ABILITY AND WORK SKILLS						
a). Effective in completing all customer service procedures	1	2	3	4	5	
b). Able to service section with minimum of steps	1	2	3	4	5	
c). Quality of work - ability to meet quality standards	1	2	3	4	5	
d). Quality of work - good volume of work with few errors	1	2	3	4	5	
e). Equipment knowledge - use, safety and maintenance	1	2	3	4	5	
4. PERSONAL AND SOCIAL ATTRIBUTES						
a). Cooperative - willingness to work with co-workers	1	2	3	4	5	
b). Judgment - acts reasonably according to situation	1	2	3	4	5	
c). Poise and self-confidence appropriate to the position	1	2	3	4	5	
d). Appearance - appropriately dressed and groomed	1	2	3	4	5	
e). Adaptability - able to adjust to new situations	1	2	3	4	5	
f). Personal hygiene	1	2	3	4	5	
g). Personality - behaviour characteristics suited to position	1	2	3	4	5	
h). Courtesy - consideration to others	1	2	3	4	5	
5. WORK QUALITY AND HABITS						
a). Prepares and checks section and service area completely	1	2	3	4	5	
b). Checks for daily specials at start of service	1	2	3	4	5	
c). Application to job - works consistently and diligently	1	2	3	4	5	
d). Maintains a clean work area	1	2	3	4	5	
e). Initiative - completes assigned duties, makes use of time	1	2	3	4	5	
f). Accuracy - follows guidelines, clean up list	1	2	3	4	5	
g). Alertness - ability to grasp instructions	1	2	3	4	5	
h). Physical energy - work with moderate fatigue	1	2	3	4	5	
i). Works well under pressure	1	2	3	4	5	
6. ATTITUDE						
a). Towards public - courteous and friendly service	1	2	3	4	5	
b). Good PR towards customers	1	2	3	4	5	
c). Towards customers	1	2	3	4	5	
d). Towards management	1	2	3	4	5	
e). Towards job - shows interest and enthusiasm	1	2	3	4	5	
f). Willingness to follow directions, rules and regulations		1	2	3	4	5
g). Willingness to accept criticism	1	2	3	4	5	
h). Drive - desire to attain goals, to achieve		1	2	3	4	5
7. ACCOUNTABILITY						
a). Dependable - attendance (Days absent: _____ days)	1	2	3	4	5	
b). Punctual - (Days late: _____ days)	1	2	3	4	5	
c). Reliability - shows dedication to work	1	2	3	4	5	
d). Responsible - works with minimal supervision	1	2	3	4	5	
8. CREATIVITY						
a). Gets involved with Front House decorating	1	2	3	4	5	
b). Talent for finding better ways to do things	1	2	3	4	5	
9. OVERALL EVALUATION						
	1	2	3	4	5	

10. COMMENTS

Major Strong Points are:

1. _____
2. _____
3. _____

and these can be used more effectively by doing the following:

1. _____
2. _____
3. _____
4. _____
5. _____

Major Weak Points are:

1. _____
2. _____

and these can be improved by doing the following:

1. _____
2. _____
3. _____
4. _____
5. _____

A copy of this Report has been discussed and given to me.

Date

Employee's Signature

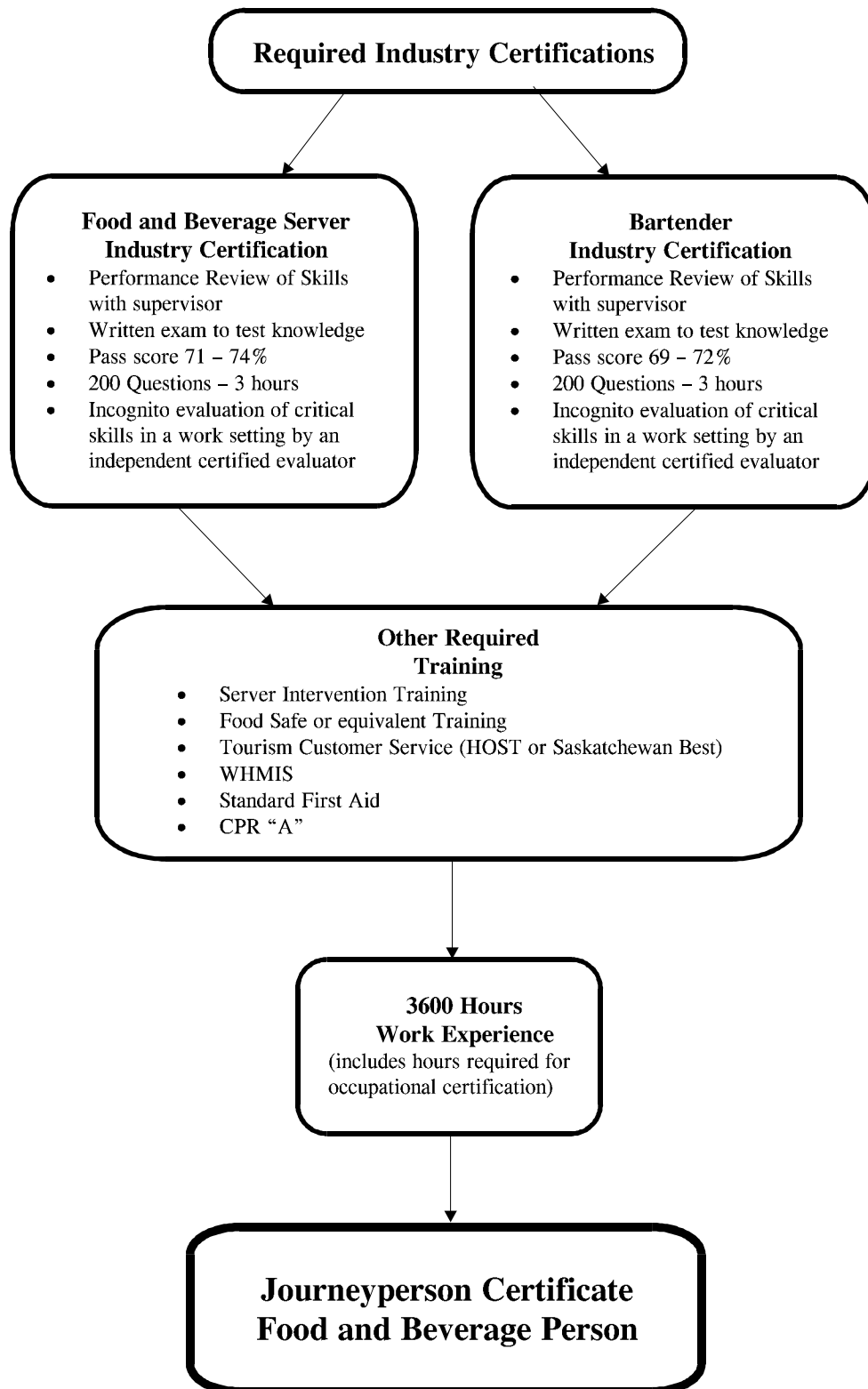
Adapted from the work of Tracey Johansen, Humpty's Family Restaurant, Moose Jaw, Saskatchewan.

Appendix H: Methods of Achieving Journeyman Cook Status

Model 1	Model 2	Model 3	Model 4	Model 5
<p>SIAST Professional Cooking Program Certificate</p>	<p>Level 1 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) plus 1500 hours of work experience.</p>	<p>1 Year Verified Trade Experience Challenge and Pass Level 1 Exam</p>	<p>SIAST Professional Cooking Program Certificate (1350 hours credit)</p>	<p>Work 8100 approved hours in the trade over a minimum period of 4.5 years.</p>
<p>Level 2 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p>	<p>Level 2 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p>	<p>Level 2 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p>	<p>Work in the cooking trade preferably with a Journeyman, for a minimum period of 4.5 years/6750 hours. This combined with the program credit of 1350 hours will provide a total credit of 8100 hours.</p>	<p>Must Pass Provincial Journeyman Exam</p> <p>May receive credit from high school cooking, Food Service Administration, Hotel and Restaurant Administration or other similar courses.</p>
<p>Level 3 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p>	<p>Level 3 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p>	<p>Level 3 Cook Apprenticeship Program 300 hours/40 weeks of training (1 day per week) OR 8 weeks (40 days) block release plus 1500 hours of work experience.</p>	<p>Must Pass Provincial Journeyman Exam</p>	
<p>Interprovincial Journeyman Exam</p>	<p>Interprovincial Journeyman Exam</p>	<p>Interprovincial Journeyman Exam</p>	<p>Interprovincial Journeyman Exam</p>	<p>Interprovincial Journeyman Exam</p>

Adapted from Saskatchewan Tourism Education Council.

FOOD AND BEVERAGE PERSON JOURNEY CERTIFICATION



Adapted from the Saskatchewan Tourism Education Council.
